UNIVERSITY OF LJUBLJANA
FACULTY OF ECONOMICS

and

INTERNATIONAL CENTRE FOR PROMOTION OF ENTERPRISES
(ICPE), LJUBLJANA

MASTER'S THESIS

Ljubljana, September 2008   **Satnam Singh**
Paur

UNIVERSITY OF LJUBLJANA
FACULTY OF ECONOMICS

and

INTERNATIONAL CENTRE FOR PROMOTION OF ENTERPRISES
(ICPE), LJUBLJANA

MASTER'S THESIS

ESTABLISHMENT OF JOINT INTERNATIONAL EDUCATION CENTRE IN INDIA

Study of feasibility status from the Indian perspective

Ljubljana, September 2008   **SATNAM SINGH PAUR**

ACKNOWLEDGEMENT

Author's Statement

I, Satnam Singh Paur, hereby certify to be the author of this Master's thesis that was written under mentorship of Prof. Dr. Andrej Kumar and in compliance with the Act of Author's and related Rights – Para.1, Article 21. I here with agree this to be published on the website pages of ICPE and the Faculty of Economics, Ljubljana University.

…………………...

Satnam Singh Paur

Ljubljana, Slovenia, September 2008.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

Introduction

1.1   Background overview and research problem statement

Though it cannot be doubted that anyone of us may not be knowing the meaning of 'Education' but in order to refresh the memories I would still like to put here the literal meaning of Education as found on webpage of LONGMAN dictionary of contemporary English (http://pewebdic2.cw.idm.fr/display/wapopup.html?unfolded=13872&ids=13872) which is reproduced here

ed u ca tion   /ˌedjuˈkeɪʃən $ ˌedʒə-/

1 [singular, uncountable] the process of teaching and learning, usually at school, college, or university.

In whole of what follows "Education" has been considered primarily from this context. Education has always been seen as one of the most critical factors for building strong nations and almost every nation strives to achieve its maximization among its citizens.

As quoted by Desai and Kulkarni (May 2008) "The past century has been characterized by a massive worldwide educational expansion. Increasingly complex economies demand a better-educated workforce. Moreover, in a globalizing world culture, nation-states are increasingly expected to take over the duty of educating citizens."

In order to spread this light to the each citizen and to the farthest corners of their countries the system of education needs to be organized. As described on the Wikipedia website (http://en.wikipedia.org/wiki/History_of_education_in_India) "India has a long history of organized education. The Gurukul system of education is one of the oldest on earth but before that the guru shishya system was extant, in which students were taught orally and the data would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Only students belonging to Brahmin and Kshatriya communities were taught in these Gurukuls. However, the advent of Buddhism and Jainism brought fundamental changes in access to education with their democratic character. The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila University, Ujjain & Vikramshila Universities. Art, Architecture, Painting, Logic, mathematics, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics & Politics), Law, and Medicine were among the subjects taught and each university specialized in a particular field of study. British records show that indigenous education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students, representative of all classes of society. But scholars have questioned the validity of such an argument. They argue that proponents of indigenous education fail to recognize the importance of the widespread use of printed books in the West since the sixteenth century, which led to a remarkable advancement of knowledge. Printed books were not used in Indian schools till the 1820s or even later. There were institutions such as Gresham's college in London that encouraged scientific learning. In fact, there were a number of such academic and scientific societies in England, often supported by Puritan and non-Conformist merchants, the like of

which probably did not exist in India. The entire claim of indigenous education proponents is based on the thesis advocated by Dharampal which says that there was a general decline in Indian society and economy with the coming of British rule. In the process, indigenous education suffered. This, however, is too broad a generalization, and the exact impact of British rule on different regions at different times has to be studied more carefully before we conclude that the curve everywhere steadily declined. He argues that pre-British schools and colleges were maintained by grants of revenue-free land. The East India Company, with its policy of maximizing land revenue, stopped this and thus starved the Indian education system of its financial resources. Again, we need more detailed evidence to show how far inam lands were taken over by the government. The current system of education, with its western style and content, was introduced & funded by the British in the 19th century, following recommendations by Macaulay. Traditional structures were not recognized by the British government and have been on the decline since. Gandhi is said to have described the traditional educational system as a beautiful tree that was destroyed during British rule. The British established many colleges like St. Xavier's College, Sydenham College, Wilson College and Elphinstone College in India. According to Prof. Emeritus M.G. Sahadevan, F.R.C.P. (London), the first medical college of Kerala was started at Calicut, in 1942-43, during World War II. Due to shortage of doctors to serve the military, the British Government decided to open a branch of Madras Medical College in Malabar, which was under Madras Presidency then. After the war, the medical school at Calicut was closed and the students continued their studies at Madras Medical College. After independence, education became the responsibility of the states. The Central Government's only obligations were to co-ordinate in technical and higher education and specify standards. This continued till 1976, when the education became a joint responsibility of the state and the Centre.

The Education Commission under the Chairmanship of Dr. D. S. Kothari, the then Chairman, University Grants Commission, began its task on October 2, 1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known as consultants in the educational as well as scientific field. In 1976, education was made a joint responsibility of the states and the Centre, through a constitutional amendment. The centre is represented by Ministry of Human Resource Development's Department of Education and together with the states. It is jointly responsible for the formulation of education policy and planning. NPE 1986 and revised PoA 1992 envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education. The 86th Amendment of the Indian constitution makes education a fundamental right for all children aged 6-14 years. The access to preschool education for children less than 6 years of age was excluded from the provisions, and the supporting legislation has not yet been passed. In November 1998, Prime Minister Atal Behari Vajpayee announced setting up of Vidya Vahini Network to link up universities, UGC and CSIR".

Figures on the official webpage of Ministry of Human Resource Department (http://www.education.nic.in) in India it is informed that India has 457000 teachers. The information on webpage of India Study Centre, one of the education portals for higher education in India (http://www.indiastudycenter.com/Univ/College-Statistics.asp) is that "The University Grants Commission (UGC) 2002-03 estimates states that there are 92,27,833 enrolments in various Universities & Colleges, out of which 36,95,964 (40.05%) are women students. 196 total recognized Universities, 8111 Premier Colleges, 887 Polytechnics and around 4.7 million students enrolled in regular University level courses" According to the

information furnished by the University Grants Commission (UGC) available on website (http://prayatna.typepad.com/education/2008/01/data-and-statis.html) to Rajya Sabha (council of states, the upper house of Parliament of India) unstarred question no. 2805 – answered on 10.09.2007, there are 388 Degree granting institutions (as on 16.8.2007) including under Section 2 (f) of the UGC Act, 1956. These Degree granting institutions comprise

- 221   State Universities,
- 24   Central Universities,
- 11   Private Universities,
- 114   Institutions Deemed to be Universities,
- 13   Institutions of National Importance and
- 5   Institutions established under State legislations.

Of the 232 State universities (including 11 Private Universities), 161 universities are recognized by the UGC for grants under Section 12B of the UGC Act.

India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

The higher education in India is an evolutionary process as described on the website of Academics India (http://www.academics-india.com) "Higher Education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development (MHRD). The 415 universities / institutions are mostly funded by the state governments. However, there are 20 important universities called Central universities, which are maintained by the Union Government and because of relatively large funding, they have an edge over the others. The engineering education and business schools are monitored and accredited by the All India Council for Technical Education (AICTE) while medical education is monitored and accredited by the Medical Council of India (MCI). Like-wise, agriculture education and research is monitored by the Indian Council for Agriculture Research. Apart from these, National Council for Teacher Education (NCTE) controls all the teacher training institutions in the country. The country has some ace engineering, management and medical education institutions which are directly funded by the Ministry of Human Resource Development of the Union Government. Admission to all professional education colleges is done through all-India common admission tests of which the IIT-JEE, AIEEE, CAT and CPMT are the most popular ones."

Lincicome (2006) mentions "The one novel twist to Yugui Guo's warning against continued American complacency in the face of Asia's educational challenge is his contention that the days when the United States could count on a "brain gain," as Asia's best and brightest flocked to its colleges, universities, and corporations to study and work, may be coming to an end. Determined to reverse their own "brain drain," the governments of Japan, China, Taiwan, Korea, and India have all invested in upgrading their schools and expanding educational opportunities, especially in higher education, enticing more of their citizens to matriculate at public and private schools in their own countries. At the same time, these improvements in education have contributed directly to domestic economic growth and new job opportunities, with the result that more Asians sporting freshly minted degrees in applied sciences and engineering from American universities are bringing that knowledge back home and forgoing careers in the United States."

This trend is not quite apparent but one thing that can be broadly observed is the tendency of trying all out for getting higher education in professional fields from reputed institutions as far as possible which could be national, international or collaborative. As mentioned by Doraiswamy (2004) "If the preferred career's in the 1940s and the 50s were medicine and engineering and in the 1960s and 70s the IAS and the Central services, the craze since the 1980s has been for management and IT jobs. As a result there has been an explosion in number of business schools in India. Quantity, as usual has led to deterioration in quality and the present scenario is the handful of excellent institutions surrounded by sea of near mediocrity".

There is no doubt about it that the educational infrastructure in Europe is highly standardized, advanced and developed with better facilities for students in classes, hostels as well as student facilities. The students in Europe have an easy access to numerous databases and latest information in electronic formats which results in improved conditions for carrying out researches and project developments. The European teaching approach is technologically superior with presentations in electronic versions prepared by the teachers and printed copies of the same provided to the students. The teachers try to invoke the interests of the students through case studies based on which class discussions and interactions take place. As a result of this the students share their experiences which may be first hand or referred from some known and established information sources. The data on website of accredited French school of management, Institut Europeen de Management International (IEMI) (http://www.iemi.be/iemi_mba/iemi_en/pedagogical_methods_en.html) throws light on the pedagogical methods practiced in the institute which are comparable to the methods in European Union. Each subject is covered according to the method which is considered to be most effective; case discussions, technical notes, conferences, debates, coaching, computer aided simulations, Intranet-Internet and Online Courses. The diversity of the students constitutes an essential factor to the learning experience and the methods largely call upon group work and the student interaction. In Group work each group composed of six to eight members of varying nationality, age, experience and education is made. This group prepares work and production of reports and presentations, depending on the capacity of the members to resolve the conflicts that such heterogeneity does not fail to create. The students are forced to express themselves clearly and rationally, to accept the attitudes and opinions of the other students in their conclusions and their analysis and recommendations of action for the case studies. This framework constitutes an essential training to become an effective member of a team of top executives and international leaders in the future.

The students devote a great part of their individual study time in preparation for the subjects covered in the group and classroom discussions. The courses proceed by section under the control of a professor. Often a discussion is raised during which the students are encouraged to express their point of view. The individual study of many problems in companies, along with the variety of opinions resulting from the group and classroom discussions, leads to an education often nearer to the real experience of businesses than that obtained through a traditional education. It permits a young manager to acquire, better skills than they would have done if only in the company or at the university level, a superior comprehension, and a more global view of the problems. Helping the students manage their career and develop their personality is an essential part of the MBA program. During the course the students are assisted by coaches specialized in personal development and group dynamics. Their goals are to identify the best adapted careers and to define professional objectives; to establish career plans; to help with the development of the CVs and cover letters; to prepare for interviews; to work out a plan of personal development; to optimize their personal and interpersonal potential. The students are subjected to an intensive work rhythm and must reach the

minimum level of required performance, defined at the onset of their program. The performance of the students is evaluated in a standard manner, at the end of each period of courses.

As described by Evans (1996, p. 1) "The emergence of mass education opened new possibilities for the rising generations to become members of their developing industrial societies". In India also higher education is being constantly stressed by Government so as to develop human capital. Evans (1996, p. 104-105) "Three dimensions of Indian higher education characterize its post Independence development: *legalism* (institutes created by Act of Legislature to grant academic degrees); federalism (federal character of higher education as reflected in the establishment of central universities by Acts of Parliament and state universities by Acts of Legislature); and diversity (establishment of institutions, other than universities, of national importance and of quality through the policies of the Central Government). Although Indian higher education is expanding through an 'open door' policy – which has been discouraged by almost all education commissions because it is seen as leading to deterioration in quality – not all who aspire are able to obtain success. Its present stage has been realistically characterized by Altbach thus 'Indian higher education seems like an enigma enveloped in contradiction. Pockets of excellent teaching and research are surrounded by a sea of sub-standard colleges. The best graduates compete successfully in the world job market, but unemployment at home is reality for many. Scholarship is often superseded by politics and, in many institutions, crisis is the norm. A system which was at one time highly selective has opened its doors to a large number, yet at the same time there is conflict and sometimes violence over access to what remains a scarce commodity".

To add further on the benefits that can be derived and logically measured quantitatively, of help is Input-output analysis of Leontief (1986, p. 19), it's a method of systematically quantifying the mutual interrelationships among the various sectors of a complex economic system. In practical terms the system to which it is applied may be as large as a nation or even the entire world economy or as small as the economy of a metropolitan area or even a single enterprise. In all instances the approach is essentially the same. The same if applied to investment in education will have a multifaceted effect, covering all the fields of the Indian economy as education is an important input behind every productivity and services sector.

McCarty (2001, p. 180) describes the input-output grid as an illustration of the economy's "interlocking interdependencies", including both the direct dependence of each sector on every other sector, and also the indirect dependence based on the indirect requirements for expanding production in supplying sectors. This further substantiates the necessity for investments into education so as to get the benefits of the same to be reflected in all the fields of goods as well as services production as somehow or the other education has an interlocking interdependency, direct and indirect requirements and as such a basic input among all the processes of production.

The Indian teaching approach is more focused towards imparting practical applicability of the subject being taught with citation of concrete examples from routine life with which the students can relate practical with the theoretical. A combination of both the approaches can help the students to a great extent where they can have access to internationally standardized education superior in technology and having relevance to the practical aspects of the knowledge with exposure to emerging global scenario through a Joint International Education Centre.

Converging on the above essentialities of education, feasibility study from the Indian perspective for establishment of Slovenia-India Joint International Education Centre in India has been envisaged and in this research the study of feasibility status from the Indian perspective has been compiled. The most important aspects from the point of view of Indian Higher Education status which are of significance of going ahead with such a project have been examined. It has been viewed form the point of prevalent Indian Government's education policies, World Trade Organization's (WTO) obligations to such trading of services from Indian perspective, Indian higher educational structure, different ministries, bodies, councils and other organizations of significance attached to the procedure for establishment of higher education institute in India. Since quality of education is the main thrust various accreditation bodies in India with their procedures and norms have also been studied. Prevalence of support for such an institute either directly through Indian Government or other organizations as well as the scope of entry into Indian market with its risks (including general measures for their minimization) has been observed. Advantages (direct and indirect) of such projects to all associated shareholders and stakeholders have been viewed so as to assess the sustainability of the project in the long run. Brief assumptive Cost Analysis have also been taken up limited to the scope of , premises, number of students, cost of faculty (Indian and Foreign), miscellaneous costs and taxes and on the income side only the tuition fees. Based on the data reviewed recommendation and conclusion has been framed in this academic exercise.

1.2 Purpose of the thesis

The purpose of the thesis is to asses rational for establishing Joint International Education Centre for development and strengthening of education in India at first on the level of post-graduate business studies.
Imparting of internationally standardized education to Indian (Asian) & European students.
Wide exposure to students towards emerging global scenario through this Joint International Education Centre.

1.3 Goals of the thesis

1. To identify the key factors for realization of the project from Indian perspective.
2. To assess the business potential of the project from Indian perspective including government support, partnership with interested business houses involved in similar schools or established business houses willing for prospective partnerships. Non-Governmental Organizations (NGO's), senior faculty as well as learned citizens who shall support this cause for development of the nation.
3. To suggest appropriate strategy for realization of the project on ground from Indian perspective.

1.4 Objectives of the thesis

1. To establish the role of Indian Government in promotion of establishment of Joint International Education Centre.
2. Assessment of potential shareholders (business partners) and stakeholders (European and Indian students)

3. Determination of comparatively advantageous exclusive offers (features) for Indian (Asian) students.
4. To identify competitive advantages of the project.
5. To analyze different possible scenarios for realization of the project from Indian perspective.
6. To make rough assumptive financial assessment of the cost of preparation and of first year operation.

1.5   Research process

In order to achieve the subjected objectives of the thesis an effective research strategy is required to be followed. It is important to schedule and execute research strategy so as to follow the clear cut goals and objectives of the thesis. Alignment with other team members is a must so as to keep the research work on the right track. Approach of deductive reasoning has been followed as the idea was developed first and accordingly the research was intensified form external or general concept of higher education in India to internal or specific concept of present status of business education and government policies in place for foreign universities in higher education in India.
Research has been based on:
- Literature review so as to grasp the fundamentals
- World Wide Web browsing for status of various perspectives related to higher education in India
- Establishing contacts with the required institutions and officials which could help the cause of research as well as support its progress which included professors from MBA program at ICPE, Economic Faculty, Economic Faculty library, professors form Indian higher educational institutes, management form ICPE etc.
- Quantitative data
- SWOT analysis

The research ahs been based on secondary data as well as assumed data for cost analysis. Secondary data has been used subject to time and cost limitations as well as the intensity and relevance field of study complimentary to the topic. Qualitative data and quantitative data has been obtained form literature available in the library as well on the web pages of various organizations as well as data banks with scholarly journals and research papers such as Proquest, EBSCO, Science Direct etc. The qualitative and quantitative data was used for analyzing the present status and the beneficial scope for establishment of joint international educational institute in India. This analysis was further developed into recommendations and conclusions of the thesis.

1.6   Limitations of study

The prime objective of this academic exercise is to have a feasibility assessment for establishment of Slovenia-India Joint International Education Centre in India. The field for feasibility studies is very vast and within the limitations of time and other resources it has not been possible to take up all the aspects of this academic exercise. Hence this study has certain limitations which are summarized hereunder:
- The data availability is not extensive and thus incomplete and/or under reported. There have been limitations in obtaining latest and current data and only past trends have been reflected and used.

- Limited availability especially of quantitative data limits analytical methodology mostly to basic concepts.
- Where statistical data are available the quality, reliability and compatibility of data from different sources is highly limited due to different collecting and presenting methodologies.
- Further, the available statistics are especially inadequate to analyse more rigorously the nature of market for educational services.
- The time period for actual filed data collection was too short hence, field survey was not possible to be conducted and the study is based on secondary sources of information only.

2 Indian Government's education policies and WTO role from Indian perspective

The Republic of India is the world's most-populous democracy, and has one of the fastest population growth rates in the world. India's economic and population's growth support its increasing international influence in the global affairs. India has a long history of collaboration with several countries is traditionally a member of UN and its specialized agencies, of some other international organization, of economic integration and is considered as a leader of the developing world. India was one of the founding members of the United Nations and of the Non-Aligned Movement.

On the official website of Ministry of Human Resource Development (http://www.education.nic.in/uhe/uhe-overview.asp) University Grants Commission (UGC), has been described as a special government of India body, having the unique distinction of being the only agency in the country which has been vested with two responsibilities, that of providing funds (to universities and colleges) and that of coordination, determination and maintenance of standards in institutions of higher education. Major statutory professional councils include involved in the higher education system of the country are:
- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council for Agriculture Research (ICAR)
- Bar Council of India (BCI),
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Dental Council of India (DCI)
- Central Council of Homeopathy (CCH)
- Central Council of Indian Medicine (CCIM)

Under the Union Ministry of Human Resource Development the Department of Education is responsible for improving the overall education scenario of the country as well as planning and implementing various programmes and policies of the government related to education.
In its post-independence history, India adhered to a quasi-socialist approach with strict government control over private sector participation, foreign trade, and foreign direct investment for most of the time. On the official website of European Union (EU) under heading for external relations (http://ec.europa.eu/external_relations/india/eco/trade.htm) it is mentioned that "after independence in 1947 and until the beginning of the 1990s, India's trade

policy was heavily influenced by the "self sufficiency" mentality and the "license raj" system of restrictions on production and imports. First generation of reforms happened between 1991 and 1996. Through the liberalization of the trade it achieved a reduction of import tariffs, elimination of quantitative restrictions, exchange rate reforms and deregulation of industry resulting in yearly growth rates of around 7%. The growth rate before the reforms took place was 3%. In 1999 a second generation of reforms was initiated. It tried to improve in the fields like lack of competitiveness, poor infrastructure and overregulation. Over the past four years India has finally met its ambitious goal of an annual growth rate of 8%". It is since 90's that India has gradually opened up its markets through economic reforms and reduced government controls on foreign trade and investment. Privatization of publicly-owned companies and the opening of certain sectors to private and foreign participation have continued amid political debate.

Furthermore the information on EU's website (http://ec.europa.eu/trade/issues/bilateral/countries/india/index_en.htm) is that India's prosperous growth potential attracted EU for considering India as a partner for one of the new generation of EU Free Trade Agreement (FTA) launched as part of the "Global Europe" strategy in 2006. Negotiations for such FTA were launched in June 2007 with an objective to increase market access for goods, services and investment by checking tariff barriers, non-tariff barriers, and rules on intellectual property rights, competition, public procurement and transparency. The ongoing efforts for enhancing more and more trade in each sector between India and EU is an outcome of the same. In continuation to above it is worth referring to information displayed prominently on webpage of European Union (http://trade.ec.europa.eu/doclib/docs/2007/june/tradoc_135101.pdf) stating the services sector is extremely important for the two trading partners. The challenge for the FTA is to accelerate liberalization in India's services sectors, and to facilitate the implementation of a range of complementary reforms designed to improve the quality of regulation. EU expects commitments from India in courier, distribution, environment, life insurance, news agency and maritime services. The financial, retail, accountancy, legal, telecom and maritime services sectors appears to have a key strategic interest of EU in the Indian market. **In education sector formal recognition of autonomously functioning EU institutes by the All India Council for Technical Education (AICTE) requires changes in the University Grants Commission (UGC) Act of 1956 or in the Foreign Educational Institutions Bill of 2005**. Though the Indian economy has grown steadily over the last two decades; its growth has been uneven when comparing different social groups, economic groups, geographic regions, and rural and urban areas.

The guiding principles of India's Foreign Policy have been founded on Panchsheel (The Five Principles of Peaceful Coexistence or Panchsheel are a series of agreements between the People's Republic of China and India. After the Central Chinese Government took control of Tibet, China came into increasing conflict with India. However, both nations were newly-established and interested in finding ways to avoid further conflict. Therefore in 1954 the two nations drew up the Five Principles of Peaceful Coexistence: 1. Mutual respect for each other's territorial integrity and sovereignty, 2. Mutual non-aggression, 3. Mutual non-interference in each other's internal affairs, 4. Equality and mutual benefit, 5. Peaceful co-existence), pragmatism and pursuit of national interest. India's foreign policy is a forward-looking engagement with the rest of the world, based on a rigorous, realistic and contemporary assessment of the bilateral, regional and global geo-political and economic milieu. India's growing economy, strategic location, friendly foreign policy has won it more allies than enemies. India has friendly relations with several countries in the developing world.

India's relations with EU are on the official website of EU (http://ec.europa.eu/external_ relations/india/intro/index.htm) stating it as one of the first countries to develop relations with the European Union going back to 1960s and was also among the first countries to set up diplomatic relations with EEC. Then bilateral agreements signed in 1973, 1981. The current 1994 co-operation agreement (signed 20 Dec 1993) is a wide-ranging 3rd generation agreement, well beyond trade and economic co-operation. The institutional basis for EU-India political dialogue is a Joint Political Statement signed simultaneously with the 3rd generation Co-operation Agreement. It fixed annual ministerial meetings, and opened the door to a broad political dialogue. The Commission Communication for an "EU-India Enhanced Partnership" of June 1996 was a leap forward and contributed to put the Commission in the driver's seat of EU-India relations. The Commission Communication of 16 June 2004 was another milestone, as it sets out concrete proposals to up-grade the relationship to a Strategic Partnership. The action Plan agreed at the 6th Summit in Delhi spells out concrete areas where the EU and India should become active and influential collaborators in global political, economic and social developments. As of April 2007 the Commission is pursuing a free trade agreement with India. The Union is India's largest trading partner, accounting for approximately twenty percent of Indian trade (http://ec.europa.eu/external_relations/india/intro/index.htm).

More recently, India has capitalized on its large pool of educated, English-speaking people, and trained professionals to become an important outsourcing destination for multinational corporations. India has also become a major exporter of software as well as financial, research, and technological services.

2.1 Indian Government's educational policies and institutional structure

Indian education system is one of the largest in the world. Indian education policy termed as National Policy on Education (NPE) 1986 available on the official website of UGC (http://www.ugc.ac.in/policy/technical.html) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The report of the Committee was considered by the CABE in its meeting held on 5-6 May, 1992. Broadly CABE endorsed the NPE, but also recommended a few changes.

The NPE has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety. That framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy have necessitated certain modifications. The modifications required are specified in the paper National Policy on Education, 1986 - Revised Policy Formulations. This is at present termed as National Policy on Education, 1986 (as modified in 1992). The excerpt from it pertaining to technical and management education is reproduced from the website of University Grants Commission (http://www.ugc.ac.in/policy/technical.html).

"Technical and Management Education:

6.1   Although the two streams of technical and management education are functioning separately, it is essential to look at them together, in view of their close relationship and complementary concerns. The reorganization of Technical and Management Education should take into account the anticipated scenario by the turn of the century, with specific reference to the likely changes in the economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology.

6.2   The infrastructure and services sectors as well as the unorganized rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. This will be attended to by the Government.

6.3   In order to improve the situation regarding manpower information, the recently set up Technical Manpower Information System will be further developed and strengthened.

6.4   Continuing education, covering established as well as emerging technologies, will be promoted.

6.5   As computers have become important and ubiquitous tools, a minimal exposure to computers and training in their use will form part of professional education. Programmes of computer literacy will be organized on wide scale from the school stage.

6.6   In view of the present rigid entry requirements to formal courses restricting the access of a large segment of people to technical and managerial education, programmes through a distance- learning process, including use of the mass media will be offered. Technical and management education programmes, including education in polytechnics, will also be on a flexible modular pattern based on credits, with provision for multi-point entry a strong guidance and counseling service will be provided.

6.7   In order to increase the relevance of management education, particularly in the non corporate and under-managed sectors, the management education system will study and document the Indian experience and create a body of knowledge and specific educational programmes suited to these sectors.

6.8   Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections, and the physically handicapped.

6.9   The emphasis of vocational education and its expansion will need a large number of teachers and professionals in vocational education, educational technology, curriculum development, etc. Programmes will be started to meet this demand.

6.10   To encourage students to consider "self-employment" as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes.

6.11   In order to meet the continuing needs of updating curriculum, renewal should systematically phase out obsolescence and introduce new technologies of disciplines.
        Institutional Thrusts

6.12   Some polytechnics in the rural areas have started training weaker groups in those areas for productive occupations through a system of community polytechnics. The community polytechnic system will be appropriately strengthened to increase its quality and coverage.
        Innovation, Research and Development

6.13   Research as a means of renovation and renewal of educational processes will be undertaken by all higher technical institutions. It will primarily aim at producing quality manpower capable of taking up R&D functions. Research for development will focus on improving present technologies, developing new indigenous ones and

enhancing production and productivity. A suitable system for watching and forecasting technology will be set up.

6.14 The scope for co-operation, collaboration and networking relationships between institutions at various levels and with the user systems will be utilized. Proper maintenance and an attitude of innovation and improvement will be promoted systematically.

Promoting Efficiency and Effectiveness at all Levels

6.15 As technical and management education is expensive, the following major steps will be taken for cost-effectiveness and to promote excellence:

i. High priority will be given to modernization and removal of obsolescence. However, modernization will be undertaken to enhance functional efficiency and not for its own sake or as a status symbol.

ii. Institutions will be encouraged to generate resources using their capacities to provide services to the community and industry. They will be equipped with up-to-date learning resources, library and computer facilities.

iii. Adequate hostel accommodation will be provided, especially for girls. Facilities for sports, creative work and cultural activities will be expanded.

iv. More effective procedures will be adopted in the recruitment of staff. Career opportunities, service conditions, consultancy norms and other perquisites will be improved.

v. Teachers will have multiple roles to perform: teaching, research, development of learning resource material, extension and managing the institution. Initial and in-service training will be made mandatory for faculty members and adequate training reserves will be provided. Staff Development Programmes will be integrated at the State, and co-ordinated at Regional and National levels.

vi. The curricula of technical and management programmes will be targeted on current as well as the projected needs of industry or user systems. Active interaction between technical or management institutions and industry will be promoted in programme planning and implementation, exchange of personnel, training facilities and resources, research and consultancy and other areas of mutual interest.

vii. Excellence in performance of institutions and individuals will be recognized and rewarded. The emergence of substandard and mediocre institutions will be checked. A climate conducive to excellence and innovation will be promoted with full involvement of the faculty.

viii. Select institutions will be awarded academic, administrative and financial autonomy of varying degrees, building in safeguards with respect to accountability.

ix. Networking systems will have to be established between technical education and industry, R&D organizations, programmes of rural and community development, and with other sectors of education with complementary characteristics.

Management Functions and Change

6.16 In view of the likely emergence of changes in management systems and the need to equip students with the ability to cope with them, effective mechanisms will be devised to understand the nature and direction of change per se and to develop the important skill of managing change.

6.17 In view of the integrated nature of the task, the Ministry of Human Resource Development will co-ordinate the balanced development of engineering, vocational and management education as well as the education of technicians and craftsmen.

6.18 Professional societies will be encouraged and enabled to perform their due role in the advancement of technical and management education.

6.19 The All India Council for Technical Education, which has been given statutory status, will be responsible for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring the co-ordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board. The Council will be strengthened and it will function in a decentralized manner with greater involvement of State governments and technical institutions of good quality.

6.20 In the interests of maintaining standards and for several other valid reasons, the commercialization of technical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education, in conformity with accepted norms and goals"

In India both streams of education i.e. technical education and management education are functioning separately, but have close relationship and are also complementary. There are rigid entry requirements to formal courses restricting the access of a large segment of people to technical and managerial education. Hence policy supports offering programmes through a distance - learning process including use of the mass media **which is a factor of competition for the contemplated joint education centre in respect of market**. The curricula of technical and management programmes will be targeted on current as well as the projected needs of industry or user systems through active interaction between technical or management institutions and industry will be promoted in programme planning and implementation, exchange of personnel, training facilities and resources, research and consultancy and other areas of mutual interest. **This factor will have to be kept in mind while setting up the curricula for the proposed joint education centre** too. In addition to the above, after fresh election to the Lok Sabha, the United Progressive Alliance (UPA) Government took office in May, 2004 and adopted a National Common Minimum Programme (NCMP). Following are the extracts from the NCMP displayed on website of MHRD (http://www.education.nic.in/ ncmp.asp) which have a bearing on Indian Education scene for the coming future:

"The UPA Government will ensure that all institutions of higher learning and profession education retain their autonomy;

The UPA Government will amend the Constitution to establish a Commission for Minority Educational Institutions that will provide direct affiliation for Minority Professional Institutions to Central Universities;

The UPA Government will promote modern and technical education among all minority communities. Social and economic empowerment of minorities to more systemic attention to education and employment will a priority concern for the UPA;

The UPA Government will ensure that all northeastern States will be given special assistance to upgrade and expand infrastructure;

The UPA Government will ensure that the State of Jammu and Kashmir is given every assistance to rebuild its infrastructure quickly;

The UPA Government will ensure legislation on domestic violence and against gender discrimination will be enacted;

The UPA Government will ensure that complete legal equality for women in all spheres will be made a practical reality especially by removing discriminatory legislation and by enacting new legislation that gives women, for instance, equal rights of ownership of assets like houses and land;

The UPA Government pledges to raise public spending in education to at least 6% of the GDP with at least half this amount being spent on primary and secondary sectors. This will be

done in a phased manner. The UPA Government will introduce a Cess on all central taxes to finance the commitment to universalize access to quality basic education;

The UPA Government will take immediate steps to reverse the trend of communalization of education that had set in the past five years. Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five years. A review committee of experts will be set up for this purpose;

The UPA Government will ensure that no body is denied professional education because he or she is poor;

The UPA Government will ensure that a national cooked nutritious mid-may-meal scheme, funded mainly by the Central Government, will be introduced in primary and secondary school. An appropriate mechanism for quality checks will also be set up;

The UPA Government will also universalize the Integrated Child Development Services (ICDS) scheme to provide a functional Anganwadi in every settlement and ensure full coverage for all children".

The essence of the above is already underway and to stress upon the commitment for continuation of this agenda for vast improvement in the field of education in India which has also been further substantiated by the Indian Prime Minister in his address to the nation from the historic Red Fort on Independence Day 2007. The excerpts on the website of MHRD (http://education.nic.in/policyprouncements.htm) related to education are quoted hereunder.

"For every one of our people to benefit from new employment opportunities being created across the economy, we must ensure that every Indian is educated and skilled. No nation can progress unless its people are educated. We have shown our Government's commitment in this regard by tripling public spending on education in the last three years. I request states also to give priority to education, as education alone is the foundation on which a progressive, prosperous society can be built. Growing revenue earnings have improved the fiscal capacity of the States. They must now give priority to education.

Towards this end, our Government has decided to invest in setting up good quality schools across the country. We will support 6,000 new high quality schools - one in every block of the country. Each such school will set standards of excellence for other schools in the area. As our primary education programmes achieve a degree of success, there is growing demand for secondary schools and colleges. We are committed to universalizing secondary education. An extensive programme for this is being finalized. We will also ensure that adequate numbers of colleges are set up across the country, especially in districts where enrolment levels are low. We will help States set up colleges in 370 such districts.

The University system, which has been relatively neglected in recent years, is now the focus of our reform and development agenda. We will set up thirty new Central Universities. Every state that does not have a central university will now have one. In order to promote science and professional education, we are setting up five new Indian Institutes of Science Education and Research, eight new Indian Institutes of Technology, seven new Indian Institutes of Management, and twenty new Indian Institutes of Information Technology. These will generate new educational opportunities for our youth. I am sure that, working together, we can ensure that at least a fifth of our children go to college as compared to one-tenth now.

The vast majority of our youth seek skilled employment after schooling. Last year I spoke the need for a Vocational Education Mission. Such a Mission is ready to be launched. We will soon launch a Mission on Vocational Education and Skill Development, through which we will open 1600 new industrial training institutes (ITIs) and polytechnics, 10,000 new vocational schools and 50,000 new Skill Development Centres. We will ensure that annually,

over 10 million students get vocational training – which is a four-fold increase from today's level. We will seek the active help of the private sector in this initiative so that they not only assist in the training but also lend a hand in providing employment opportunities.

We should seek not just functional literacy, but good quality education – education that is affordable, accessible, equitable – and available to every boy and girl who seeks to study. For the needy we will provide more scholarships.

I wish to see a revolution in the field of modern education in the next few years. It is my fervent desire that India becomes a fully educated, modern, progressive nation. From this historic Red Fort, I would like this message to go to every corner of India – we will make India a nation of educated people, of skilled people, of creative people.

Democracy and development mean nothing for those who are not touched by the hand of progress. That is why; the architects of our Constitution placed special emphasis on the empowerment of the Scheduled Castes, Scheduled Tribes and other weaker sections of society. In 60 years, we have seen many people climb the ladder of progress and social mobility. Yet, there are millions who still need our support and assistance.

We are committed to the economic, social, political and educational empowerment of SCs, STs, OBCs and minorities. Apart from effective implementation of all existing reservations for them, we have announced major scholarship and development programmes for their benefit".

Prime Minister of India has impressed upon reforms in the University system, which he announced as relatively neglected in recent years. Setting up of thirty new Central Universities so as to ensure that every state have at least one central university is a major step towards thrust for higher education and in respect of the proposed joint international education centre it is an indication about the potential necessity in India for higher education institutes and there exists lucrative market for successful launch for establishment of the joint study centre. In addition to above for professional education five new Indian Institutes of Science Education and Research, eight new Indian Institutes of Technology, seven new Indian Institutes of Management, and twenty new Indian Institutes of Information Technology have been announced to be set up. From these hopefully upcoming new higher education institutes announced by the Prime Minister **seven Indian Institutes of Management shall prove to be future strong competitors to the joint education centre** and in case all of them become operational within short period can make big fluctuation in the market potential. This will be prove to be a big competition as in the Indian culture and market still high preference is given to institute which have Indian Government's support and back up. Even the employers sometimes consider the degrees from such institutes to be more authentic than from some other higher educational institute having no support from the government.

The Indian government makes elaborate plans for improving the standards of education in the country and accordingly slates the budget allocation for the same. Detailed data on public expenditure on education, in comparison to the total expenditure of the government and India's GDP is available at the web site (http://prayatna.typepad.com/education/ datastatistics/index.html). Analyzing the data by looking at it in graphical form, throws up some interesting points.

Figure 1: Public expenditure on education as a percentage of GDP (blue) and as a percentage of expenditure on all sectors together
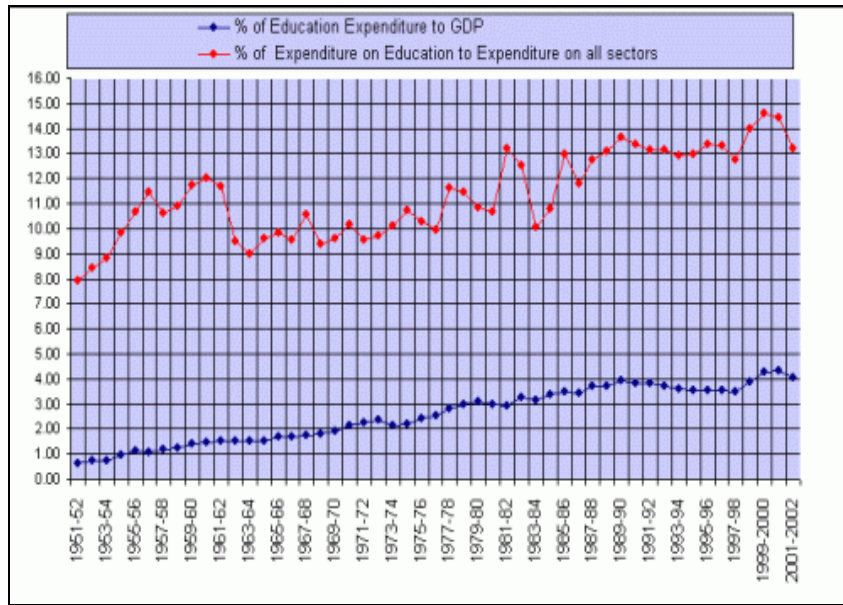
From Figure 1, it is reflected that the government's education expenditure as a percentage of GDP (blue line in Figure 1) has never ever risen above 4.3% of GDP, despite the target of 6% having been set as far back as 1968 by the Kothari Commission. The public expenditure on education as a percentage of government expenditure across all sectors (red line in Figure 1) has been as high as 14.6% and averages 13.5% over the past few years. It would be interesting to find out what fraction of government expenditure across all sectors goes towards interest payments, salaries and pensions, defence and other major expenditure heads, to put the education spending in perspective.

Figure 2: Public expenditure on education (green), on all sectors (blue) and India's GDP (red)
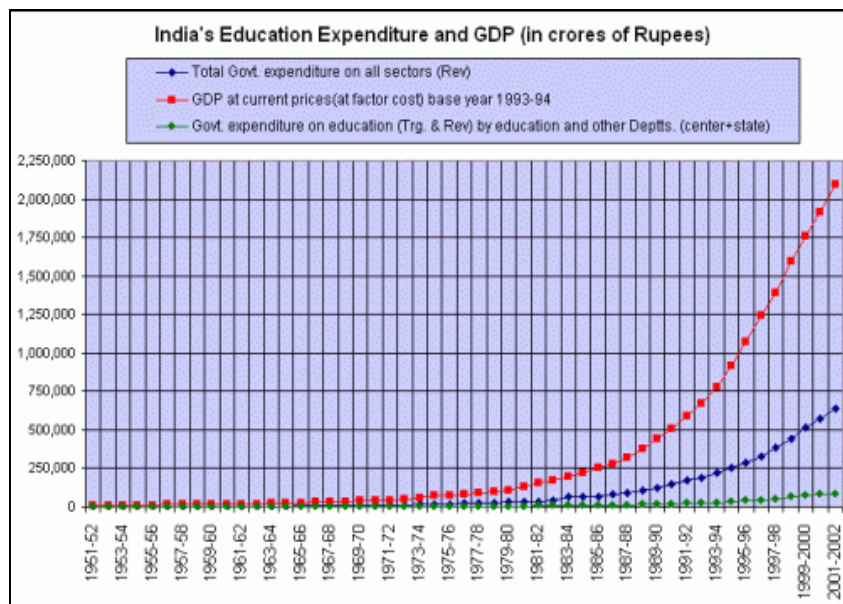
Note: All figures are in crores of rupees. One crore equals 10,000,000 (ten million)

Looking at Figure 2, the GDP (red line) seems to be rising at a much faster pace than the government's education expenditure (green line) to be able to reach the 6% target. Finding the money to bridge this gap will be quite a challenge. Though the 6% target finds mention in the manifestos of all parties, there is not any mention in any of the manifestos on how they plan to raise the funds to be able to meet this target. Using 2001-02 figures, public expenditure on education was Rs. 84,179 Crores (at 4.02% of GDP). So to have achieved the 6% target, we would have had to spend Rs. 125,641 crores, an additional Rs. 41,461 Crores over what was spent, about a 50% increase. The GDP has been growing much faster over the past 2 years than before, so it will be so much harder to achieve the 6% target

The below depicted Table 1 is a comparison of Public Expenditure on Education as percentage of GNP and per inhabitant for the period from 1980 to 1994 for the different parts of the worlds geographically, by development stage as well as for the world as a whole. It shows the clear difference in treatment to education being given by developed and developed countries as the public expenditure on education as % of GNP differs from 3.9 for developing countries to 5.1 for developed countries and public expenditure on education per inhabitant differs from $ 48 for developing countries to $ 1211 for developed countries.

Table 1: Public Expenditure on Education as percentage of GNP and per inhabitant

Continents, major areas and groups of countries	Public expenditure on education as % of GNP				Public expenditure on education per inhabitant ($)			
	1980	1985	1990	1994	1980	1985	1990	1994
World total	4.8	4.8	4.8	4.9	126	124	202	252
Africa	5.3	5.7	5.6	5.9	48	40	41	41
America	4.9	4.9	5.2	5.3	307	375	521	623
Asia	4.0	3.9	3.7	3.6	37	39	66	93
Europe	5.1	5.1	5.1	5.4	418	340	741	982
Oceania	5.6	5.6	5.6	6.0	467	439	715	878
Developing countries	3.8	4.0	4.0	3.9	31	28	40	48
Sub-Saharan Africa	5.1	4.8	4.8	5.6	41	26	29	32
Arab States	4.1	5.8	5.8	5.2	109	122	110	110
Latin America and the Caribbean	3.8	3.9	4.1	4.5	93	70	102	153
Eastern Asia and Oceania	2.8	3.1	3.0	3.0	12	14	20	36
Southern Asia	4.1	3.3	3.9	3.4	13	14	30	14
Least developed countries	2.9	3.0	2.7	2.5	9	7	9	9
Developed countries	5.1	5.0	5.0	5.1	487	520	914	1211

Source: World Trade Organisation, Education Services - Background Note by the Secretariat

Table 2: Growth in enrolment, gross enrolment ratio GNP per capita

Country	Enrolment in million		Increase %	GER 2001	GNP per capita (in US$)
	1990-91	2001-02			
USA	13.71	15.93	16.2	81	34280
China	3.82	12.14	217.7	13	890
Japan	2.90	3.97	36.8	49	35610
India	**4.95**	**10.58**	**113.6**	**11**	**460**
UK	1.26	2.24	78.1	64	25120
France	1.70	2.03	19.4	54	22730
Italy	1.45	1.85	27.7	53	19390
Brazil	1.54	3.13	103.0	18	3070
Russia	5.10	8.02	57.3	70	1750
Canada	0.84	1.19	41.7	58	21980
Indonesia	1.59	3.18	99.7	15	690
Philippines	1.71	2.47	44.3	31	1030
Australia	0.49	0.87	79.1	65	19900
Malaysia	0.12	0.56	358.9	27	3330

Source: Agarwal, P. (2006). Higher education in India: The need for change.

The above table reflects the growth in enrolment over the period from 1990-91 to 2001-02 in comparison to other developing and developed countries. Though as compared to developed nations the GER is far behind but, in comparison to developing countries it is fairly equitable in general. GNP per capita of India is the lowest among the group in the table. Moreover, India's higher education system compares favorably with the other countries of South Asia and Africa in its enrolment. However, the South East Asian countries, Philippines (31%), Thailand (19%), Malaysia (27%) and China (13%) show much higher enrolment as compared to 11% in India.

Table 3: Growth of higher education institutions and enrolment in India

Year	Universities	Colleges	Total Higher Educational Institutes	Enrolments (in millions)
1947-48	20	496	516	0.2
1950-51	28	578	606	0.2
1960-61	45	1819	1864	0.6
1970-71	93	3277	3370	2.0
1980-81	123	4738	4861	2.8
1990-91	184	5748	5932	4.4
2000-01	266	11146	11412	8.8
2005-06	348	17625	17973	10.5

Source: Agarwal, P. (2006). Higher education in India: The need for change.

From Table 3 we can see clear trend of growth of higher education institutions in the country in the period between 2000/01 and 2005/06. From Table 4 it becomes clear that, whereas the number of public institutions – both government and aided institutions has increased only marginally, private institutions have increased significantly. Nearly 30 per cent enrolment is in private unaided institutions, which do not receive any grants from the government. Private universities and foreign education providers that are financially independent have emerged on the scene. The trend shows that in future the number of government and private aided universities and colleges is not likely to increase significantly while the number of private unaided higher education institutions shall increase. Here is the scope for joint education unit

to be established in India as there is low Gross Enrolment Ratio and growing trend of private unaided colleges.

Table 4: Higher education institutions and enrolment (by type of management)

Type		Higher education institutions (Universities + Colleges)		Enrolment (in thousand)	
		200-01	2005-06	2000-01	2005-06
Public	Government	4342 (245+4097)	4493 (268+4225)	3443	3752
Private	Private Aided	5507 (10-4997)	5760 (10+5750)	3134	3510
	Private Unaided	3223 (21+3202)	7720 (70+7650)	1822	3219
Total		13072 266+12806	17973 (348+17625)	8399	10481

Source: Agarwal, P. (2006). Higher education in India: The need for change.

Table 5: Expenditure on higher education

Country	Percentage of GDP on Higher Education	Public expenditure on higher education per student (2002/03)	GDP per capita, 2002 (US$)	Public expenditure per higher education student as %age of GDP per capita
USA	1.41	9629	36006	26
China	0.50	2728	989	53
Japan	0.54	4830	31407	17
India	**0.37**	**406**	**487**	**83**
Germany	1.31	11948	24051	43
UK	1.07	8502	26444	31
France	0.99	8010	24061	29
Italy	0.87	7491	20528	28
Brazil	0.91	3986	2593	52
Russia	0.62	1024	2405	11
Canada	1.88	15490	22777	48
Korea	0.34	1046	10006	5
Indonesia	0.28	666	975	14
Philippines	0.43	625	975	14
Australia	1.19	7751	20822	27
Malaysia	2.70	11790	3905	118

Source: Source: Agarwal, P. (2006). Higher education in India: The need for change.

The amount of funds allotted to higher education determines both the size and quality of higher education system in a country. From the above table when we compare the public

expenditure on higher education described as percentage of gross domestic product (GDP), it is seen that there is not much difference between the developed and the developing countries. This table shows that the public expenditure of 0.37 per cent of GDP on higher education is comparable to that of Korea (0.34%), China (0.50%), and Japan (0.54%), it is much lower than the US (1.41%), Germany (1.13%), and UK (1.07%). The differences in the level of GDP and also different participation rates in higher education mask the relative efforts of different countries towards higher education. In continuation of the same another measure is to compare the public expenditure per student across countries. It is noted that whereas developed countries spend close to US$10,000 per student per year, developing countries spend less than US$1000 per student. India spends merely US $400 per student. A still better measure to analyse financing of higher education by different countries is to combine the elements of the previous two and considering the amount spent per student as a percentage of GDP per capita. This compares both how many students are enrolled and how higher education spending relates to the overall economy. This also takes care of currency adjustments. In the above table barring with few exceptions, generally it is less than 50 percent for developed countries while more than 50 percent for developing countries. For India, this is 83 per cent, compared to 53 per cent in China, 26 per cent in US, 31 per cent in the UK, 17 per cent in Japan and merely 5 per cent in Korea. This presents the scope for investments to be made in education sector in India.

2.2 Government laws regarding the environment for establishing international education unit in India

2.2.1 Ministry of Human Resources Development

There has been increasing awareness that people of the county should be looked upon as its valuable resource – indeed the most valuable resource and that our growth process should be based on integrated development of the citizen, beginning with childhood and going right through life. In pursuance to this idea Ministry of Human Resource Development was created by Indian Government on 26th September 1985 through 174th amendment to Government of India (Allocation of Business) rules 1961. This ministry has two departments:

(i)   Department of school education and literacy which looks after
        (a) Elementary Education
        (b) Secondary Education
        (c) Adult Education and Literacy

(ii)   Department of higher education which is responsible for
        (a) University and Higher Education
        (b) Technical Education
        (c) Book Promotion and Copyright
        (d) Scholarships
        (e) Languages
        (f) Minority Education

It is under the department of Higher Education that this ministry regulates the setting up and operations of Educational Universities and Institutes. The bodies responsible for governing the setting up of new universities, recognition of the degrees / diplomas issued by these universities and accreditation of these institutes are University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Board of Accreditation

(NBA). Education in India is looked after by Ministry of Human Resources Development (MHRD) and higher education is covered under department of higher education which is responsible for Technical Education. The issue of setting up of new universities or higher educational institutes in India by foreign universities or Indian interested business houses, recognition of degrees / diplomas issued by these higher educational institutes as well as accreditation of these institutes is regulated by this department of Higher Education further through its bodies namely University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Board of Accreditation (NBA). The proposal for setting up the proposed joint higher education centre in India shall be evaluated under this ministry for approval.

2.2.2 University Grants Commission (UGC)

On the official webpage of UGC (http://www.ugc.ac.in) the information states that "University Grants Commission (UGC) is an apex body of the Government of India. UGC was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953. The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

The UGC's mandate includes:
- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and state governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for improvement of university education.

UGC is the principle agency responsible for promoting and coordinating higher education in India. It also frames regulations on minimum standards of education to maintain standards of teaching, examination and research in universities. It is a vital link between the Union and state governments and institutions of higher learning and proposed joint higher education centre in India shall be evaluated as per the norms set by UGC.

2.2.3 All India Council for Technical Education (AICTE)

All India Council for Technical Education is the statutory body, established for proper planning & co-ordinated development of technical education system throughout the country. The economic progress of a country is strongly linked with the quality of education. It is therefore, necessary for technical education to undertake periodic review of the curriculum and subject content of the technical programmes to ensure that they are up to date not outmoded or obsolete and effectively fulfill the technological requirements of the country. Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. In India, technical education is imparted at various levels such as: craftsmanship, diploma, degree, post-graduate and research in specialized fields, catering to various aspects of technological development and economic progress.

Information reproduced from the official website of AICTE (http://www.aicte.ernet.in) is that the beginning of formal Technical Education in India can be dated back to the mid 19th Century. The major policy initiatives in the pre-independence period included appointment of the Indian Universities Commission in 1902, issue of the Indian Education policy resolution in 1904 and the Governor General's policy statement of 1913 stressing the importance of Technical Education, the establishment of Indian Institute of Science (IISc) in Bangalore, Institute for Sugar, Textile and Leather Technology in Kanpur, National Coalition for Education (NCE) in Bengal in 1905 and Industrial schools in several provinces. Significant developments include:
- Constitution of the Technical Education Committee of the Central Advisory Board of Education (CABE) of 1943
- Preparation of the Sergeant Report of 1944
- Formation of the All India Council for Technical Education (AICTE) in 1945 by the Government of India

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in, the National Policy of Education (1986), AICTE be vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

The Government of India (Ministry of Human Resource Development) also constituted a National Working Group to look into the role of AICTE in the context of proliferation of technical institutions, maintenance of standards and other related matters. The Working Group recommended that AICTE be vested with the necessary statutory authority for making it more effective, which would consequently require restructuring and strengthening with necessary infrastructure and operating mechanisms.

Pursuant to the above recommendations of the National Working Group, the AICTE Bill was introduced in both the Houses of Parliament and passed as the AICTE Act No. 52 of 1987. The Act came into force with effect from March 28, 1988. The statutory All India Council for Technical Education was established on May 12, 1988 with a view to proper planning and coordinated development of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and

the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith.

The purview of AICTE (the Council) covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.

In accordance with the provisions of the AICTE Act (1987), for the first five years after its inception in 1988, the Minister for Human Resource Development, Government of India was the Chairman of the Council. The first full time Chairman was appointed on July 2, 1993 and the Council was re-constituted in March 1994 with a term of three years. The Executive Committee was re-constituted on July 7, 1994 and All India Boards of Studies and Advisory Boards were constituted in 1994-95. Regional Offices of the Ministry of Human Resource Development, Government of India, located at Kolkata, Chennai, Kanpur and Mumbai were transferred to AICTE and the staff working at these offices were also deputed to the Council on foreign service terms w.e.f. October 1, 1995. These offices functioned as secretariats of Regional Committees in the four regions (East, South, North and West). Three new Regional Committees in southwest, central and northwest regions with their secretariats located at Bangalore, Bhopal and Chandigarh respectively were also established on July 27, 1994.

The AICTE has its Headquarters in New Delhi which has the offices of the Chairman, Vice-Chairman and the Member Secretary and is presently housed in a building located in Indira Gandhi Sports Complex, Indraprastha Estate, New Delhi. The AICTE comprises of nine Bureaus, namely:
- Faculty Development (FD) Bureau
- Undergraduate Education (UG) Bureau
- Postgraduate Education and Research (PGER) Bureau
- Quality Assurance (QA) Bureau
- Planning and Co-ordination (PC) Bureau
- Research and Institutional Development (RID) Bureau
- Administration (Admin) Bureau
- Finance (Fin) Bureau
- Academic (Acad.) Bureau

For each Bureau, Adviser is the Bureau Head who is assisted by technical officers and other supporting staff. The multidiscipline technical officer and staff of the Council are on deputation or on contract from various Government Departments, University Grants Commission, academic institutions etc. AICTE has notified regulations vide notification dated 16th May, 2005 for entry and operation of foreign universities / institutions imparting technical education in India. Major events that could be expected while going ahead with establishment of joint higher education unit in India is as described in the following text. AICTE has been entrusted with the responsibility of facilitating collaboration and partnerships between Indian and Foreign Universities / Institutions in the field of technical education, research and training. It is responsible for systematizing the operation of Foreign Universities/Institutions already providing training and other educational services and safeguarding the interest of students as well as against entry of non-accredited Universities / Institutions in the Country of origin to impart technical education in India. It ensures uniform maintenance of Norms and Standards as prescribed by various Statutory Bodies. It enforces accountability for all such educational activities by Foreign Universities / Institutions in India. It has the powers to take punitive measures against erring institutions. All the regulations

framed by AICTE called the AICTE Regulations for Entry and Operation of Foreign Universities in India imparting technical education, 2005 shall be applicable to proposed international education unit in India.

The first and most important regulation states that "No Foreign University/ Institution shall establish / operate its educational activity in India leading to award of diplomas/ degrees including post graduate and doctoral without the expressed permission /approval of the Council". Hence, it will be mandatory for registering for approval from AICTE. The most important documents required shall be as under:

- No-Objection Certificate issued by the concerned Embassy in India certifying the genuineness of the educational institutions of their respective countries willing to offer study programmes in India.
- A copy of certificate indicating that the applicant Foreign University/institution has been setup/established in the Country of its origin and is approved and accredited by the Government or an agency authorized by the Government of the Country of its origin.
- A copy of certificate of registration of the Society/Trust/the Indian Educational Institution under Societies Registration Act and any other similar Act.
- A Detailed Project Report (DPR) in the prescribed format, giving details regarding availability of infrastructure facilities, faculty, fee to be charged from students, admission procedure, course curricula, mode of delivery availability of requisite funds for operation for a minimum period of three years, terms and conditions of collaboration between the Foreign University/Institution and the Indian Educational Institution etc.
- A Demand Draft for Rs.5000/- drawn on a Nationalized bank in favour of "The Member Secretary, AICTE", payable at New Delhi.

AICTE after receiving the application along with DPR, acknowledge the receipt of the application and proposal is processed internally and any deficiency is communicated and additional documents, if required, are asked for. On being convinced that the proposal is complete in all respects, a Standing Committee nominated by the Council which recommends an Expert Committee to be nominated to visit the institution and assess the compliance of minimum Norms and Standards in respect of infrastructural and instructional facilities to start programmes of technical education and training. The applicant Foreign Universities/Institutions, whose applications are found to be in order in all respects are advised to submit a Demand Draft for Rs.50000/- drawn on a nationalized bank in favour of "The Member Secretary, AICTE", payable at New Delhi towards inspection fees. And a Refundable Performance Guarantee Fee (RPGF) in the form of a Demand Draft in favour of "The Member Secretary, AICTE" payable at New Delhi for an amount as may be specified from time to time. Based on the recommendations of the Expert Committee, the EC Sub-Committee comprising of the Chairman, Vice Chairman, the Secretary Education (S&HE), Government of India and the Member Secretary (AICTE) would take a decision to issue a Certificate of Registration or otherwise, after considering various factors including the quality of education, overall merit of the proposal, credibility of the Foreign University as well as its Indian Partner intending to start the programmes, fees to be charged, etc. The Registration granted is valid for a specified period during which AICTE may review the progress made and periodically inform the concerned agencies about the results of such a review. After expiry of the said period, the AICTE may extend the registration or withdraw the registration or impose such other conditions for extension, as it may consider appropriate. In the event of malpractices, Registration could be revoked any time. During the period of operation the Institution shall be treated on par with other technical institutions in India and shall be

governed by all the Rules, Regulations, Norms and Guidelines of AICTE issued from time to time. AICTE has also prescribed conditions for Registration which has to be complied and followed by the registering foreign university / institution. These are all important and are as under from the official website of AICTE (http://www.aicte.ernet.in):

Conditions for Registration:

1. Proposal from the Foreign Universities/ Institutions shall be considered under these Regulations provided that they themselves establish operation in India or through collaborative arrangements with either an Indian Institution created through Society/ Trust Act or the relevant Act in India. Only such institutions shall be eligible to enter into collaboration/ partnership/twinning arrangements etc. with Foreign Universities/Institutions as are already in existence and are duly approved by the AICTE. De-novo institutions shall not be eligible. No franchisee system shall be allowed under these Regulations.

2. Accreditation by the authorized agency in parent Country with higher grades where grading is available, shall be the pre-requisite condition for any Foreign University / Institution to start its operation for imparting technical education in India.

3. The Foreign University/ Institution shall furnish an undertaking declaring therein that the degrees/ diplomas awarded to the students in India shall be recognized in the parent Country and shall be treated equivalent to the corresponding degrees/ diplomas awarded by the University/ Institution at home.

4. The educational programmes to be conducted in India by Foreign Universities / Institutions leading to award of degrees, diplomas, shall have the same nomenclature as it exists in their parent Country. There shall not be any distinction in the academic curriculum, mode of delivery, pattern of examination etc. and such degrees and diplomas must be fully recognized in their parent Country.

5. All such Foreign Universities / Institutions which are registered in India for imparting technical education leading to award of degrees and diplomas shall have recognition at par with equivalent Indian degrees, subject to the fulfillment of criteria laid down at Clause 6 below.

6. The proposal from Foreign University seeking equivalence of technical courses/ programmes at degree, diploma or post graduate level for mutual recognition of qualifications for the purpose of imparting such courses in India under collaborative arrangements or otherwise shall be considered by AICTE through its Standing Committee on Equivalence comprising of representatives from UGC, AIU and AICTE or such other mechanism as may be decided. In case such equivalence has already been established by AIU or any recognized Government body, the same may be accepted by AICTE for the purpose provided those are not in dispute.

7. It shall be the responsibility of the concerned Foreign University/ Institution to provide for and ensure that all facilities are available; the academic requirements are laid down and announced prior to starting of the programmes.

8. Any course / programme which jeopardize the national interest of the Country shall not be allowed to be offered in India.

9. The fee to be charged and the intake in each course to be offered by a Foreign University/ Institution leading to a degree or diploma shall be as prescribed by the AICTE, giving due hearing to the concerned Foreign University/Institution.

10. Educational innovations including experimentation with different modes of delivery by a Foreign University / Institution shall only be allowed provided such a system is well established either in their parent Country or in India.

11. The Foreign University / Institution shall have to declare in advance the detailed guidelines for admission, entry level qualifications, fees of all kinds, the examination and evaluation and there shall not be major deviations with the prescribed procedures in their parent Country, vis-à-vis India.

12. It shall be the responsibility of the concerned Foreign University / Institution offering programmes in India to get their AICTE approved centres, accredited by NBA soon after two batches have passed out from such centres. The study centres/ institutions of collaborating private educational service providers which impart technical education leading to the award of a degree / diploma of a Foreign University shall be considered as a center of the Foreign University / Institution, even though the management may be provided by the Indian educational institution.

13. The Foreign University / Institution shall be bound by the advice of AICTE with regard to admissions, entry qualifications and the conduct of courses / programmes in technical education, as may be communicated to them from time to time.

14. For any dispute arising out of implementation of these regulations, arbitration authority shall be the Secretary, Department of Education in the Central Government of India and the legal jurisdiction shall be the Civil Courts of New Delhi only.

15. AICTE may prescribe any other condition for registration, if it is expedient to do so in the overall interest of the technical education system in the Country.

16. The Foreign Universities / Institutions already operating in India in various forms shall have to seek fresh approval from AICTE within six months from the date of issuance of this notification or before commencement of ensuing academic session, whichever is earlier and shall be governed by the Regulations and Guidelines of AICTE.

The norms of AICTE also empower to withdraw the approval if the Foreign University / Institution fail to comply with any of the conditions as contained in the above regulations and/or consistently refrain from taking corrective actions contrary to the advice of the AICTE. Information of withdrawal to concerned agencies including Ministry of External Affairs, Ministry of Home Affairs and Reserve Bank of India shall be sent and these agencies will be advised to take measures as under:
- Refusal / withdrawal for grant of visa to employees/teachers of the said Foreign University / Institution.
- Stop repatriation of funds from India to home Country.
- Informing the public about the withdrawal of the Registration of such Foreign University/Institution and the consequences thereof.

Most importantly, **in case it comes to the notice of the Council, that a Foreign University is running diploma or/and degree at undergraduate, postgraduate and research level in technical education in India directly or in collaboration with an Indian partner without obtaining a certificate of registration, Council shall take immediate steps to initiate action under the Indian Penal Code for Criminal breach of trust, misconduct, fraud & cheating and under other relevant Indian Laws.**

These Regulations are further subject to suitable review in the light of the recommendations of the C.N.R. Rao Committee set up by the Ministry of Human Resource Development on this subject.

2.2.4 National Assessment and Accreditation Council (NAAC)

National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. This information is available on its official webpage (http://www.naacindia.org/aboutus.asp) and is further briefed. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India. The system of higher education in India has expanded rapidly during the last fifty years. In spite of the built-in regulatory mechanisms that ensure satisfactory levels of quality in the functioning of higher education institutions, there have been criticisms that the country has permitted the mushrooming of institutions of higher education with fancy programme and substandard facilities and consequent dilution of standards. To address the issues of deterioration in quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) that spelt out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational administrators, policy makers and senior academicians from a cross-section of the system of higher education are represented. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician in the area of relevance to the NAAC. The Director of the NAAC is its academic and administrative head, and is the member-secretary of both the GC and EC. The NAAC also has many advisory and consultative committees to guide its practices, in addition to the statutory bodies that steer its policies.

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions. The vision of the NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. The mission statements of the NAAC aim at translating the NAAC's vision into reality, defining the following key tasks of the organization:
- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme 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 programme.

- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

For the assessment of a unit, the NAAC follows a three-stage process which is a combination of self-study and peer review. The three stages are:
- The preparation and submission of a self-study report by the unit of assessment.
- The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC.
- The final decision by the Executive Committee of the NAAC.

The self-study report to be validated by peers is the backbone of the whole exercise. Manuals have been developed to suit different units of higher education, with detailed guidelines on the preparation of the self-study report and the other aspects of assessment and accreditation. Details of applying and other formalities are available on their website (http://www.naacindia.org) and new methodology for accreditation is available on webpage (http://www.naacindia.org/circulars/New%20Methodology%20and%20grading.PDF).

Annexure-D and Annexure-E shows the state wise list of Universities and Colleges accredited by NAAC. The accreditation from NAAC is more or less a voluntary affair for the domestic universities and colleges. However, for foreign universities entering into higher education market accreditation is to be obtained soon after completion of 2 years from the year of approval by AICTE.

2.2.5 National Board of Accreditation (NBA)

Information in abundance is available about NBA on its official website (http://www.nba-aicte.ernet.in/stats.htm) and has been analyzed below after assimilation. National Board of Accreditation (NBA) was constituted by the All India Council for Technical Education (AICTE), as an Autonomous Body, under Section 10(u) of the AICTE Act, 1987 to meet the following objectives:
- 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, AICTE or to the Council, or to the Commission or to the other bodies, regarding recognition or de-recognition of the institution or programme.

The main goal defined by NBA is to develop a Quality Conscious system of Technical Education where excellence, relevance to market needs and participation by all stake holders are prime the major determinants. NBA is dedicated to building a technical education system, as vendors of human resources that will match the national goals of growth by competence, contributions to economy through competitiveness and compatibility to societal development. NBA will provide the Quality bench marks targeted at Global and National Stockpile of human capital in all fields of technical education. Literally Accreditation means, recognition and guarantee of minimum quality. For the NBA it means, a process of quality assurance, giving credit where it is due for some clearly visible and demonstrable strategies of academic activities and objectives of the institutions, known to be honestly pursued and efficiently achieved by the resources currently available with a potential for continuous improvement in

quality for effective growth. The main reasons behind institutions going for NBA accreditation are:
- To be able to identify their programmes with excellence in technical education.
- To be assured of conformity to good practices and bench marks of global requirements...
- To be able to rate their programmes on a national platform to attract better student intake.
- To be able to appraise themselves of their own facilities, faculty vis-a-vis performance.
- To be a satisfied vendor of human capital to world-class employers and other stake holders.

Accreditation signifies different things to different stake holders

- For the parents, it signifies that their child goes through a teaching-learning environment as per accepted good practices.
- For the students, it signifies that he has entered the portals of institutions, which has the essential and desirable features of Quality Professional Education.
- For the employers, it signifies that the students passing out has competence based on well grounded technical inputs.
- For AICTE, it signifies that the institutional performance is based assessment through a competent body of quality assessors, with of strengths and weaknesses emanating as a feedback for policy-making.
- For the institution, it signifies its strengths, weaknesses and opportunities for future growth.
- For the industry and infrastructure providers it signifies identification of quality of institutional capabilities and skills & knowledge.
- For the country, it signifies confidence in the suitability for sustaining stockpiles of market sensitive human capital and a pragmatic national development perspective.
- For the alumni, it signifies attachment through the pride of passing out with credentials.

In a way it has everything of importance for every stakeholder and from any of these stakeholder's views it cannot be neglected or overlooked under any circumstances. There is sometimes confusion between approval of AICTE and Accreditation of NBA, to clarify lets take a look at the following text.

Approval of AICTE for new Institutions or for starting new programmes is based on:
- Credibility of Institutional Management and the Programme providers.
- Assurance of Compliance to AICTE Norms and Standards.
- Prior approval by the State Government and University or other competent authority.
- Market sensitivity of programme output, to avoid imbalance in supply of qualified manpower.

Accreditation of the Institutional Programmes by NBA is based on:
- Availability of potential for sustaining and improving upon assessment criteria
- Recognition by all stake holders like the end-users, institutional products and the community at large
- Demonstrated capability of the institution and programme to adhere to the qualitative criteria of Accreditation

- Assessment by peer groups of NBA experts through a visit to the institution and making relevant recommendations to the NBA.

The accreditation is done on the basis of following criteria. One of the major objectives of NBA is to encourage the institutions to continually strive towards the attainment of excellence. The NBA evaluation processes are so designed as to facilitate identification of the strengths and weaknesses of the programmes under accreditation. The NBA hopes that this will help the institutions in improving the quality and effectiveness of their programmes.

Each criterion serves to assess a principal feature on the institutional activities and programme effectiveness. Hence, each of them is described in terms of carefully identified parameters, amenable to a substantially objective and quantitative assessment.

Institutions seeking accreditation of their programmes are expected to satisfy each of the criteria individually. They are expected to adhere to these criteria during the validity period of accreditation granted. They are also encouraged to periodically review the strengths and weaknesses of their programmes and strive for their continuous improvement.

Criterion I: ORGANIZATION AND GOVERNANCE

This criterion applies to Institutional Management, Organization and Governance. Every institution should have a mission and a set of goals. Every programme offered by the institution should also have its objectives and goals. The mission and goals should be articulated and made known to every one in the institution. The successful pursuit and realization of the mission and goals and the means adopted to accomplish them brings out the quality of the institution and its programmes. The goals should be concrete and realistic within the context of the committed resources. They should define the educational and other dimensions, including scholarship, research, public service and customer satisfaction. The effectiveness and extent of achievement of goals depend on the commitment, attitude, planning and monitoring capacity, incentives and self-appraisal policies of the Management. Similarly, Organization and Governance depend on the qualities of leadership, motivation, transparency of the operation, decentralization and delegation of powers, participation of faculty in the management, planning, and general efficiency indices.

Criterion II: FINANCIAL RESOURCES, ALLOCATION AND UTILIZATION

There is a need for the institution to be financially stable. The financial resources should be adequate to sustain not only the achievement of current educational objectives, but also provide for improvements in the foreseeable future. There should be a mechanism to ensure proper financial management and a well-organized process. Not only the allocation of adequate budget for capital (non-recurring) works (including infrastructure, and equipment) and Operational (Maintenance) budget and development budget of recurring type are important, but also their utilization for institutional/departmental activities besides, generation/mobilization of finances are also important for the future of institution/ programmes.

Criterion III: PHYSICAL RESOURCES (CENTRAL FACILITIES)

There must be available adequate space and appropriate physical resources, including buildings, laboratories, equipment, material, library and other ancillary facilities. While examining the physical resources, there is a need to ensure provisions for safety, security and

hygiene. Besides, the availability of language laboratory, counseling and guidance cell, medical facilities, canteen, transport and other units will go a long way in gaining the confidence and respect of students and faculty/staff alike, leading to considerable improvements in the quality of the programmes.

Criterion IV: HUMAN RESOURCES: FACULTY AND STAFF

The faculty strength, cadres, qualification and level of competence and performance should be adequate to accomplish the institutional mission and goals. The commitment, attitudes and communication skills of the faculty play an important and crucial role in successfully running the academic programmes. This, in turn, depends upon the recruitment procedures, incentives, exposure to industrial activities, faculty development programmes and workload of the faculty. Each institution should have self-appraisal and in-house performance -appraisal mechanisms to monitor and ensure their continued effectiveness. The qualifications of the faculty relevant to the programme area are generally measured by the advanced Degrees held by them, and their scholarship, creative activities and professional experience. The faculty is expected to act not only as instructors, but also as student advisors, academic planners and curriculum developers, and also to assist in institutional administration.

Faculty selection reflects the effectiveness of the management's commitment. The institution is expected to adopt an open process for recruiting its faculty members. Adequate employment security, salaries and benefits to commensurate with the position, provision for continued professional development, and periodic evaluation for their vertical mobility should be ensured and made known to the faculty. The workload of the faculty should be such that it should not hinder their effective performance. The institution should protect and foster academic freedom for each member of the faculty and develop mechanisms to ensure that the faculty act responsibly, ethically and in conformity with the prescribed conditions of employment. The faculty members should strive to maintain professional competence and scholarly pursuits. In the case of supporting staff, besides adequate numbers and appropriate qualifications, the requirements are: hands-on experience, skills, attitudes, commitment and involvement with the institutional objectives. The recruitment procedures, performance appraisal, incentives skill development possibilities and rewards should be transparent and objective. The inter-personal relations and interactions among and between faculty, supporting staff and students constitute an important ingredient in achieving the institutional goals.

Criterion V: HUMAN RESOURCES: STUDENTS

The administrative policies and procedures should be objective and transparent. The number of qualified candidates in national/state level tests, the number admitted and dropouts, their ranking in the overall merit list of candidates seeking admission, are some of the factors that reflect the institutional effectiveness. The evaluation procedures, academic results and time taken for completion of these requirements are important parameters. The graduation requirements should be made known to every student. The Diploma/Degree awarded should appropriately reflect the student's attainments. Information with regard to employment of the graduates and feedback from the employers help the institution to reorient its goals so as to enhance effectiveness.

Criterion VI: TEACHING-LEARNING PROCESSES

Each Diploma programme should be comprehensive to provide the student sufficient inputs in basic sciences, technical subjects (including general and specific/chosen), different technologies and training in relevant experimental/technical skills, so as to embark on a technical career as a Diploma holder or to enter into a professional engineering stream. Each undergraduate Degree programme should embody general and specialized professional content of adequate depth and breadth, and should include appropriate Humanities and Science components. The core of the main programme should concentrate on acquisition of knowledge and skills in the specific discipline, and also ensure exposure to inter-disciplinary areas. There should also be an effective relationship between the curricular content and practice in the field of specialization. In addition, the students successfully completing the programme should demonstrate their competence in oral communication, scientific and quantitative reasoning, critical analysis, logical thinking, creativity and capacity for self-learning. Postgraduate degree programmes should be designed to give students mastery in their specialized field of study. They should have coherent curricula and should enable the students to advance substantially beyond the educational requirements of the undergraduate Degree level.

The institutions offering both undergraduate and postgraduate Degree programmes should assess the relationship and interdependence of the two levels, and utilize the resources of both for collective improvement. Postgraduate programmes should not be offered unless resources and expectations greatly exceed those required for the corresponding undergraduate programme. The academic calendar, number of instructional days, contact hours per week, delivery of syllabus, student evaluation and feedback are some of the important aspects in evaluating the teaching-learning processes. Effective teaching-learning processes include the development of practical skills through laboratory experiments, workshop practice and operation of modern equipment. They also require the inculcation of computing skills which make the availability of extensive library, internet and educational technology facilities a major necessity. The budget provision to meet the expenditure for the consumables required in the laboratories and the workshops is one of the indicators of the extent of hands-on practice that can be given. Implementation of the instructional programmes, lectures, tutorials, student-teacher interactions, group discussions, student centric learning initiatives, seminars and laboratory work have a direct bearing on the effectiveness of the teaching-learning processes. Maintenance of the course files by the teachers will help in assessing the effectiveness of the teaching and learning processes.

Criterion VII: SUPPLEMENTARY PROCESSES

The institution should provide the environment, which fosters not only the intellectual, but also the personality development of its students. It should have personality development opportunities provided through co-curricular and extra-curricular activities and student services. These opportunities are to enable the students to become responsible members of the society. The services and facilities should be readily accessible to the students. The students undergoing the programme should have access to facilities for career development, counseling and health education. Opportunities to develop leadership qualities and participation in seminars and group discussions should be created. The institution offering the programme should ensure that individuals responsible for co-curricular activities are well trained with work experience and possess personal qualities required to deal with the needs of students effectively. Facilities and funding should be adequate to create and maintain these student services. Policies concerning student responsibilities and grievance-redressal procedures are to be clearly stated and publicized. There should be a mechanism for regular and systematic evaluation to assess the fulfillment of the co-curricular goals and student

needs. Counseling and Guidance, professional society activities and entrepreneurship development, business ethics are some of the supplementary processes, which need to be promoted. Substantial feedback from employers and alumni should be obtained to assess the effectiveness of the academic programmes.

Criterion VIII: RESEARCH & DEVELOPMENT AND INTERACTION EFFORT

In the case of Diploma and undergraduate Degree programmes, teachers should participate in projects and quality improvement programmes in research institutions / University departments. Such an involvement will not only improve the teaching- learning processes, but also enhance the quality of project work. In the case of postgraduate Degree programmes, the aim should be to attain the stature of a Centre of Excellence. Grant of the status of Special Assistance Programme/ COSIST or other such support from UGC and other Agencies of the Government is an indication of the quality of the postgraduate Degree Programmes. The department should also undertake academic/ sponsored industrial R & D projects. Joint guidance with industry/ R & D laboratory/ other institutions for Ph. D theses / M Tech. Projects will not only develop close interaction between the department, industry and R & D laboratories, but will also enhance the quality if research.

The criteria for evaluation of the Ph. D theses and M Tech. projects are important indicators of the quality of research work. Publications, citations, patents and resource allocation are the other indicators of the effectiveness of research work relevant to the postgraduate programmes. Industry participation in curriculum planning, consultancy, project work and extension lectures are essential to achieve the professional goals of the academic programmes in Engineering and Technology. At the same time, the knowledge and experience of the teachers can be utilized by the industry for technical advice. This, in turn, will help the teachers to gain insight into the latest industrial practices.

The fast-changing technologies also call for Continuing Education Programmes for personnel from industry. Similarly, industrial-internship for faculty will give them a sound exposure to the industrial practices.

Industrial visits and industrial training are essential for creating professionalism among the students, and will help them in securing placement at appropriate levels in industries and other employment sectors.

Based upon the above criteria the visiting team assesses the criteria as per the weightage shown against each in the list below:

Table 6: Weightage for undergraduate programmes

S. No.	Element of evaluation	Weightage
1	Human Resource Faculty	200
2	Students	100
3	Finance & Physical Resource	100
4	Mission, Goals	100
5	Research & Development	30
6	Industry Institute Interaction	70
7	Supplementary Process	50
8	Teaching Learning Processes	350

Source: http://www.nba-aicte.ernet.in/stats.htm

Table 7: Weightage for postgraduate programmes

S. No.	Element of evaluation	Weightage
1	Human Resource Faculty	200
2	Students	100
3	Finance & Physical Resource	80
4	Mission, Goals	70
5	Research & Development	150
6	Industry Institute Interaction	100
7	Supplementary Process	50
8	Teaching Learning Processes	250

Source: http://www.nba-aicte.ernet.in/stats.htm

The visiting team also assesses parameters, which are not obvious from quantitative data or statistics supplied viz,

- Academic ambience and Institutional morale
- Level & relevance of facilities and student work
- Capability of staff, their knowledge / practices
- Review of student assessment in theory, practical, design and project work
- Comprehension by management, Staff and Students of the issues, problems vide the goals

NBA has revised the grading to a two-part grading system i.e. Accredited and Not Accredited. Those programmes which score more than 650 marks will be considered as Accredited whereas those who score less than 650 will be Not Accredited. In order to differentiate between the institutions getting more than 650 marks, the institutions which score between 650 to 750 will be accredited for a period of 3 years, whereas those institutions which score more than 750 will be accredited for a period of 5 years.

The tabulation is given below and this new two-part grading system comes into effect from January 1, 2003

Table 8: Two part grading system for accreditation

Marks	Status	Period of validity
> 650	Accredited	
650 - 750		3 years
> 750		5 years
< 650	Not Accredited	

Source: http://www.nba-aicte.ernet.in/stats.htm

The Visiting Accreditation Team consists of a chairperson and two programme experts, one of them being from industry or end-user organization. The team members are either senior academics or engineers, who are selected on the basis of their high standings in the profession.

The team of the above is selected from neighbouring states other than the state in which institute is located.

Experts themselves withdraw from the accreditation exercise if they are involved with the institution in other capacities such as Advisor, Consultant, research, etc.

CHAIRPERSON

The Chairperson once the Accreditation Team is constituted is an autonomous authority, who has the overall responsibility for the visit at the end of which to prepare the consolidated team report for submission to the Sectorial Committee.

PROGRAMME EXPERT

The programmes Expert are responsible for assessing the individual programmes with reference to the criteria laid down for Accreditation of the undergraduate / post-graduate programmes.

The Chairperson and the programme experts in consultation with the institution, agree to details of the visit based on NBA guidelines. The Team carries out physical verification of infrastructure facilities, records, interviews faculty, staff, students, alumni, industry and any other activity deemed necessary and ensure transparency.

The purpose of Accreditation is **not to**:

- Find faults with the institution but to assess the status-ante of the performance.
- Denigrate the working style of the institution and its programmes but to provide a feedback on their strengths and weaknesses.
- Demarcate the boundaries of quality but to offer a sensitizing process for continuous improvement in quality provisions.
- Select only institutions of national excellence but to provide the benchmarks of excellence and identification of good practices.

The process of Accreditation of institutional programmes goes through various stages of the process briefly detailed below:

1. The institution obtains priced publications viz., manuals of Accreditation alongwith the Application form.
2. The institution responds to the two part Questionnaire
   Part I - About Institution
   Part II - About Individual Programme.
3. NBA's Secretariat scrutinizes the application for adequacy of information, relevance and prima facie eligibility for Accreditation seeks suitable dates for visit by the Accreditation Team, constitutes the Accreditation Team and prepares brief for the members of the team.
4. Accreditation Team visit's the institution and makes recommendations.
5. Team Recommendations are presented to the Sectorial Committee.
6. The NBA considers the recommendations of the Sectorial Committee.
7. The results are placed in the EC of AICTE for information.
8. The results are notified and published in the Directory of Accredited Programmes of institutions.

Under the provisions of the AICTE Act of 1987 all diploma, degree and post graduate programmes coming under the following disciplines are covered under Accreditation by NBA.

- Engineering and Technology
- Management
- Architecture
- Pharmacy
- Hotel management and Catering Technology
- Town and Country Planning
- Applied Arts and Crafts

If the institution and the programmes are approved by the AICTE or at least two batches of students have passed out of the programme the institute is eligible for applying for Accreditation to NBA.

The Accreditation process has been developed as a sensitive tool for Quality Assurance in technical education for the following reasons:

- It's not possible to sustain the present institutional growth rate and ensure maintenance of credible programmes without it.
- It is necessary to correct existing imbalances in generation of quality technical manpower.
- It is to ensure that the institute indeed has and is likely to have in near future, the necessary resources for qualitative technical education.
- It is to ensure that the institutional products meet industry requirements but are acceptable human resource in global job market sector.

NBA is an agency under AICTE responsible for accreditation of institutes and programmes. The accreditation is mainly based on criteria such as financial resources, human resources, infrastructure, research and development, supplementary processes etc. Foreign University / Institution offering programmes in India have to get their AICTE approved centres, accredited by NBA soon after two batches have passed out from such centres. The study centres/ institutions of collaborating private educational service providers which impart technical education leading to the award of a degree / diploma of a Foreign University are considered as a center of the Foreign University / Institution, even though the management may be provided by the Indian educational institution.

The report in Wall Street Journal (Eastern Edition) by Paul Glader and Peter Wonacott titled "Why Private Colleges Are Surging in India" says that a wave of private universities the most high profile of which are backed by Indian business moguls are sprouting to meet the exploding demand of skilled workers. However, India's nationwide accreditation system is only about a decade old, and the process is voluntary in most states, so there is little incentive for universities to acquire it. Because so few institutions are accredited, big employers have developed their own system of measuring caliber of the schools, public and private. From the above it seems that accreditation shall not be a big issue at all, as already there are so many educational institutes functioning without obtaining any kind of accreditation. It will be an obligatory formality to obtain accreditation after 2 years of approval by AICTE.

2.3 Association of Indian Universities (AIU)

The official website of AIU (http://www.aiuweb.org/History/history.asp) states that AIU came up because of the idea of bringing together all the universities on a common platform emerged from the deliberations of a Conference of the Vice Chancellors of Universities convened by Lord Reading, the then Viceroy of India at Shimla in 1924. The Inter-University Board (IUB) of India was subsequently formed on March 23, 1925, with the view of promoting university activities, especially by way of sharing information and co-operation in the field of education, culture, sports and allied areas. The Inter-University Board acquired a legal status with its registration in 1967 as a Society under the Societies Registration Act, 1860. In 1973, it assumed its present name: The Association of Indian Universities (AIU). The membership includes traditional universities, open universities, professional universities,

Institutes of National Importance and deemed-to-be universities. In addition, there is a provision of granting of Associate Membership to universities of neighbouring countries.

The main objectives of AIU as described on webpage (http://www.aiuweb.org/Objectives/ objectives.asp) are as under:

- To serve as an Inter-University Organisation.
- To act as a bureau of information and to facilitate communication.
- Coordination and mutual consultation amongst universities
- To act as a liaison between the universities and the Government (Central as well as the State Governments) and to co-operate with other universities or bodies (national or international) in matters of common interest.
- To act as the representative of universities of India.
- To promote or to undertake such programmes as would help to improve standards of instruction, examination, research, textbooks, scholarly publications, library organization and such other programmes as may contribute to the growth and propagation of knowledge.
- To help universities to maintain their autonomous character.
- To facilitate exchange of members of the teaching and research staff.
- To appoint or recommend where necessary a common representative of the Association at any Conference, national or international, on higher education.
- To assist universities in obtaining recognition for their degrees, diplomas and examinations from other universities, Indian as well as foreign.
- To undertake, organize and facilitate conferences, seminars workshops, lectures and research in higher learning.
- To establishment and maintain a sports organization for promoting sports among Member-Universities.
- To establish and maintain organization dealing with youth welfare, student services, cultural programmes, adult education and such other activities as are conducive to the betterment and welfare of students or teachers and others connected with universities.
- To act as a service agency to universities in whatever manner it may be required or prescribed.
- To undertake, facilitate and provide for the publication of newsletters, research papers, books and journals.

Association of Indian Universities in the nodal agency for granting academic equivalence to the degrees awarded by the accredited foreign universities / Institutions for purpose of admission to higher courses. The details of accreditation procedure are available on their website (http://www.aiuweb.org/Evaluation/evaluation.asp) and have been assimilated briefly in the following text. It publishes the books which contains the details of equivalence accorded to foreign qualification by the Association of Indian Universities and universities in the country and also the mechanism for granting equivalence to foreign qualifications. The Evaluation Division provides expert assistance on the status of foreign qualifications to the Students, Universities, Central and State agencies including Ministries of the Government of India. The Division examines the proposals received from the Institutions outside the purview of the Indian Universities, for granting academic equivalence to Postgraduate Diploma courses in the area of Management. The Division issues Equivalence Certificates to the students with foreign qualifications to facilitate their admission in Indian Universities. The students are required to send the following documents for issuing Equivalence Certificate:

1. Degree/Certificate together with the year-wise Academic Transcript duly authenticated by the Indian Embassy in the country or its concerned Foreign Mission in India.
2. Accreditation status of the University/Institute, the student has last attended.
3. Copies of the academic certificates from Higher Secondary school onwards (where necessary)

There is a Service Charge for issue of Equivalence Certificate of US $ 100 or equivalent Indian currency payable through Demand Draft favouring "Association of Indian Universities, New Delhi". A sum of Rs.200/- and Rs.500/- is charged from individuals and Institutions, respectively, seeking clarifications on the status of qualifications.

The Association of Indian Universities has signed Protocol / Memorandum of Understanding with the following Countries:
- Arab Republic of Egypt
- Russian Federation
- Australia, Germany
- Sri Lanka

As per the provisions of the Protocol and Memorandum of Understanding, the degrees awarded by the accredited Universities of these concerned countries, for the full time programmes offered on the Campus of the country of origin, are accepted for admission to higher courses by Indian Universities on reciprocal basis. +2 stage foreign examinations recognized by AIU.

There are around 12 foreign examination already recognized by AIU as equivalent to +2 stage qualification of an Indian Board giving access to the Bachelor Degree programme at Indian Universities, including Professional Courses.

Postgraduate Diploma in Management has been equated with MBA Degree in case of the following institutions.
1. Amity Business School, Noida (UP)
2. Amrita Institute of Management, Coimbatore
3. Centre for Management Development, Modinagar (UP)
4. Fore School of Business Management, New Delhi
5. Graduate School of Business Administration, Noida (UP)
6. Indian Institutes of Management, Ahmedabad
7. Indian Institutes of Management, Lucknow
8. Indian Institutes of Management, Indore
9. Indian Institutes of Management, Bangalore
10. Indian Institutes of Management, Kolkata
11. Indian Institutes of Management, Kozhikode
12. Indian Institute of Health Management, Jaipur
13. **Institute of Public Enterprise, Hyderabad**
14. Institute of Management Technology, Ghaziabad
15. Institute of Technology & Science, Mohan Ngr, Ghaziabad
16. Institute for Integrated Learning in Management (IILM), N. Delhi
17. Indian Institute of Forest Management, Bhopal
18. Institute of Rural Management, Anand
19. Institute of Finance and International Management, Bangalore
20. Institute of Management Studies, Ghaziabad
21. International Management Institute, New Delhi
22. Jagan Institute of Management Studies, Delhi
23. Loyala Institute of Business Administration, Chennai

24. Management Development Institute, Gurgaon
25. Narsee Monjee Institute of Management Studies, Mumbai
26. NIILM Centre for Management Studies, New Delhi
27. School of Communication & Management Studies, Cochin
28. S P Jain Institute of Management & Research, Mumbai
29. T A Pai Management Institute, Manipal
30. Vaikunth Mehta National Institute of Cooperative Mgt, Pune
31. Xavier Institute of Management, Bhubaneswar
32. Xavier Labour Relations Institute, Jamshedpur

From the above it churns out that AIU is a common platform whose members include traditional universities, open universities, professional universities, Institutes of National Importance and deemed-to-be universities. It is an Inter-University Organisation facilitating as a bureau of information and communication for co-ordination and mutual consultation amongst universities. It acts as a service agency to universities in whatever manner it may be required or prescribed and it's this characteristic can be of help to the proposed joint higher education unit in India. It is the nodal agency for granting academic equivalence to the degrees awarded by the accredited foreign universities / Institutions for purpose of admission to higher courses. Its evaluation division provides expert assistance on the status of foreign qualifications to the Students, Universities, Central and State agencies including Ministries of the Government of India. The Division also provides assistance to evaluation agencies of the foreign countries. The Division examines the proposals received from the Institutions outside the purview of the Indian Universities, for granting academic equivalence to Postgraduate Diploma courses in the area of Management. The Division issues Equivalence Certificates to the students with foreign qualifications to facilitate their admission in Indian Universities. The students need to send Degree/Certificate together with the year-wise Academic Transcript duly authenticated by the Indian Embassy in the country or its concerned Foreign Mission in India accompanied by accreditation status of the University/Institute, the student has last attended and copies of the academic certificates from Higher Secondary school onwards. This service of granting 'Equivalence Certificate' is available at reasonable charge to individuals and Institutions.

2.4 WTO rules and its relevance in the Indian perspective

World Trade Organization (WTO) deals with the rules of trade between nations at a global or near-global level. But there is more to it than that. The official website of WTO (http://www.wto.org/english/thewto_e/whatis_e/tif_e/fact1_e.htm) has detailed information; however, the relevant information is briefly put here. There are a number of ways of looking at the WTO. It's an organization for liberalizing trade. It's a forum for governments to negotiate trade agreements. It's a place for them to settle trade disputes. It operates a system of trade rules. (But it's not Superman, just in case anyone thought it could solve — or cause — all the world's problems!).

- Above all, it's a negotiating forum - Essentially, the WTO is a place where member governments go, to try to sort out the trade problems they face with each other. The first step is to talk. The WTO was born out of negotiations, and everything the WTO does is the result of negotiations. The bulk of the WTO's current work comes from the 1986-94 negotiations called the Uruguay Round and earlier negotiations under the General Agreement on Tariffs and Trade (GATT). The WTO is currently the host to new negotiations, under the "Doha Development Agenda" launched in 2001. Where

countries have faced trade barriers and wanted them lowered, the negotiations have helped to liberalize trade. But the WTO is not just about liberalizing trade, and in some circumstances its rules support maintaining trade barriers — for example to protect consumers or prevent the spread of disease.

- It's a set of rule - At its heart are the WTO agreements, negotiated and signed by the bulk of the world's trading nations. These documents provide the legal ground-rules for international commerce. They are essentially contracts, binding governments to keep their trade policies within agreed limits. Although negotiated and signed by governments, the goal is to help producers of goods and services, exporters, and importers conduct their business, while allowing governments to meet social and environmental objectives. The system's overriding purpose is to help trade flow as freely as possible — so long as there are no undesirable side-effects — because this is important for economic development and well-being. That partly means removing obstacles. It also means ensuring that individuals, companies and governments know what the trade rules are around the world, and giving them the confidence that there will be no sudden changes of policy. In other words, the rules have to be "transparent" and predictable.

- It helps to settle disputes - This is a third important side to the WTO's work. Trade relations often involve conflicting interests. Agreements, including those painstakingly negotiated in the WTO system, often need interpreting. The most harmonious way to settle these differences is through some neutral procedure based on an agreed legal foundation. That is the purpose behind the dispute settlement process written into the WTO agreements.

Born in 1995, but not so young. The WTO began life on 1 January 1995, but its trading system is half a century older. Since 1948, the General Agreement on Tariffs and Trade (GATT) had provided the rules for the system. It did not take long for the General Agreement to give birth to an unofficial, de facto international organization, also known informally as GATT. Over the years GATT evolved through several rounds of negotiations. The last and largest GATT round, was the Uruguay Round which lasted from 1986 to 1994 and led to the WTO's creation. Whereas GATT had mainly dealt with trade in goods, the WTO and its agreements now cover trade in services, and in traded inventions, creations and designs (intellectual property). The tables below depict World trade in commercial services by category, 2006 and Growth of commercial services exports by category and by region, 1990-2006.

Table 9: World trade in commercial services by category, 2006

(Billion dollars and percentage)	Value	Share				
	2006	2000	2003	2004	2005	2006
Exports						
All commercial services	2755	100,0	100,0	100,0	100,0	100,0
Transportation services	630	23,3	22,2	23,1	23,4	22,9
Travel	745	32,1	29,2	28,8	27,9	27,1
Other commercial services	1380	44,6	48,5	48,2	48,7	50,0
Imports						
All commercial services	2650	100,0	100,0	100,0	100,0	100,0
Transportation services	750	28,2	26,6	27,7	28,4	28,4
Travel	695	30,0	28,4	27,9	27,1	26,2
Other commercial services	1205	41,8	45,1	44,4	44,5	45,4

Source: http://www.wto.org/english/res_e/statis_e/its2007_e/section3_e/iii01.xls

On the webpage of WTO in the document Education Services (http://www.wto.org/ english/tratop_e/serv_e/w49.doc) it is described that Education services are commonly defined by reference to four categories: Primary Education Services; Secondary Education Services; Higher (Tertiary) Education Services; and Adult Education. While these categories are based on the traditional structure of the sector, rapid changes taking place in the area of Higher Education - which normally refers to post-secondary education at sub-degree and university degree levels - may be significantly affecting the scope and concept of education. In addition, changes in the domestic and international market structures, have promoted the appearance of activities closely related to education services.   These new activities are designed to support educational processes or systems without being "instructional activities" per se. Examples of these activities are:

- Educational testing services
- Student exchange programme services
- "Study abroad" facilitation services

The crucial role of education in fostering economic growth, personal and social development, as well as reducing inequality is well recognized. Countries seek to ensure that their populations are well equipped to contribute to, and participate in, the process of social and economic development.   Education enables them to face the challenges of technological change and global commercial integration. Through its capacity to provide skills and enable effective participation in the work force, education is crucial to economic adjustment. A direct relationship between the level of education and vulnerability to unemployment has been identified in many countries.   For example, in Germany, Spain, France and the United Kingdom, the unemployment rate of people not continuing past the first level of secondary education has been found to be significantly higher than for those participating in some form of higher education.   Similarly, many studies for the United States have identified inequality in education and skills as a core factor in the labour market.   Not only are jobs being restructured and moved away from lower-skilled positions, workers with a lower level of education have also seen their real incomes decline, while those with a higher level of education have maintained or improved their income position. The education/employment link has resulted in numerous governmental initiatives aimed at promoting human capital development. Education is normally regarded as a "public consumption" item, provided in many instances free of charge or at prices not reflecting the costs of producing it. Education also exists as a "private consumption" item with a price determined freely by the providing institutions.

Basic education provided by the government may be considered to fall within the domain of, in the terminology of the GATS, services supplied in the exercise of governmental authority (supplied neither on a commercial basis nor in competition). Distance learning has been a very dynamic area, benefitting from the development of new information and communication technologies such as cable and satellite transmissions, audio and video conferencing, PC software and CD-ROMs, and in particular the Internet.

Several European countries have foregone detailed regulation of university operations for new "framework laws" which indicate goals, but allow institutions to find their own ways of achieving them. Rather than presenting detailed budgets to be followed, some governments are giving financial support as a lump sum for universities to spend as they deem appropriate. These reforms offer institutions greater autonomy in terms of the right to establish or close faculties or departments, or to develop interdisciplinary structures and programmes, which are perceived as being relevant to new trends in business, science and society.

International trade in education services has experienced important growth in particular at the tertiary level. This is demonstrated by the increasing number of students going abroad for study, exchanges and linkages among faculties and researchers, increased international marketing of curricula and academic programmes, the establishment of "branch campuses", and development of international mechanisms for educational cooperation between academic institutions in different countries.

Table 10: Leading Exporters of Education Services (Consumption Abroad) in the World (Tertiary Level)

Host Country	Year	Total number of students
United States	1995/96	453,787
France	1993/94	170,574
Germany	1993/94	146,126
United Kingdom	1993/94	128,550
Russian Federation	1994/95	73,172
Japan	1993/94	50,801
Australia	1993	42,415
Canada	1993/94	35,451
Belgium	1993/94	35,236
Switzerland	1993/94	25,307

Source: WTO, Education Services - Background Note by the Secretariat

By 1995, the global market for international higher education was estimated at US$27 billion. As reflected in the table above United States is the leading exporter of education services, followed by France, Germany, and the United Kingdom. The table below reflects the origin of students consuming education services in these four main supplier countries. India is one of the major among them along with leader China and other big consumers Japan, Korea, Malaysia etc.

Table 11: Origin of Students consuming Education Services in the four main supplier countries

Host Country	Year	Country of Origin Number of students				
United States	1995/96	China 72,315	Japan 45,531	Korea 36,231	India 31,743	Canada 23,005
France	1993/94	Morocco 20,277	Algeria 19,542	Tunisia 6,020	Germany 5,949	Cameroon 4,676
Germany	1993/94	Turkey 21,012	Iran 10,575	Greece 7,961	Austria 6,680	China 5,821
United Kingdom	1993/94	Malaysia 12,047	Hong Kong 9,879	Germany 9,407	Ireland 8,987	Greece 8,708

Source: WTO, Education Services - Background Note by the Secretariat

Education services are traded predominantly through student mobility across borders (consumption abroad). The rising competition for foreign students, due not only to economic but also cultural policy reasons, has been accompanied by initiatives in the marketing of higher education institutions. Such initiatives, sponsored by governments, universities, or private firms, consist of dissemination of information on the institutions and recruiting students.

In addition, a more recent form in which education services are traded consists of the setting up of facilities abroad by education providers (commercial presence). For instance, in an effort to enhance domestic capabilities in higher education as well as reduce foreign exchange costs derived from outflows of students, several Asia Pacific countries are allowing foreign universities to establish "local branch campuses" or "subsidiaries". Other types of institutional arrangements, through which commercial presence takes place, include so-called "twinning arrangements". They are relatively frequent in South-East Asia and consist of domestic private colleges offering courses leading to degrees at overseas universities. Institutions with twinning arrangements have adopted the programme design of the "partner" abroad to validate the "in-country" courses, validating also the instructional methods and examination standards. Thus, "twinning arrangements" have led to "franchising" of individual components of the activity, e.g. courses and programmes. As noted above, ample demand for higher education, triggered by the needs of the labour market, and the emergence of new technologies are rapidly expanding the market share of distance learning. Such an expansion is likely to have a growing international component, but its potential for changing the current patterns of trade in the sector is difficult to assess at this stage. As per the contents of Consultation Paper on Higher Education in India and GATS prepared by Trade Policy Division, Department of Commerce, Government of India available on (http://commerce.nic.in/trade/Consultation_paper_on_Education_GATS.pdf) states that depending on the categories of education the following Trade barriers in Education Services exist out of which some are applicable to all sectors, while other impediments are specific to the education services sector. The barriers with general application are:

- The majority of generic barriers are from an exporter country's point of view and focus on the supply modes "cross border supply" and "commercial presence"
- There is a certain lack of transparency of government regulatory, policy and funding frameworks
- Domestic laws and regulations are administered in an unfair manner
- Subsidies are not made known in a clear and transparent manner
- Tax treatment which discriminates against foreign suppliers
- Foreign partners are treated less favorably than other providers

The principal barriers to trade in higher education services as regards cross-border supply (mode 1: e.g. distance delivery or e-education; virtual universities) are the following:

- Inappropriate restrictions on electronic transmission of course materials
- Economic needs test on suppliers of the services in question
- Lack of opportunity to qualify as degree granting institution
- Requirement to use local partners, with at the same time a barrier against entering into and exiting from joint ventures with local or non-local partners on a voluntary basis
- Excessive fees/taxes imposed on licensing or royalty payments
- Restrictions on use/ import of educational materials

The principal barriers to consumption abroad (mode 2, e.g.: students studying in another country) are:

- Measures that restrict the entry and temporary stay of students, such as visa requirements and costs, foreign currency and exchange controls
- Recognition of prior qualifications from other countries
- Quotas on numbers of international students in total and at a particular institution
- Restrictions on employment while studying
- Recognition of new qualification by other countries

For trade via commercial presence (mode 3: branch or satellite campus; franchises; twinning arrangements), common barriers include:
- The inability to gain the required licenses to grant a qualification
- Subsidies provided solely to local institutions
- Nationality requirements
- Restrictions on recruitment of foreign teachers
- Government monopolies
- Difficulty in obtaining authorization to establish facilities
- Prohibition of higher education, adult education and training services offered by foreign entities

Barriers to mode 4, i.e. presence of natural persons (e.g. teachers travelling to foreign country to teach) are:
- Measures that restrict the entry and temporary stay and work for the service suppliers, such as immigration barriers, nationality or residence requirements, quotas on number of temporary staff, employment rules
- Economic needs test
- Recognition of credentials
- Minimum requirements for local hiring being disproportionately high
- Repatriation of earnings is subject to excessively costly fees or taxes for currency conversion

The growth in internationally traded education services is likely to have a profound impact on the higher education system of some countries and the economics of education. In some instances, higher education institutions are being forced to look for alternative sources of funds while investors are being encouraged to enter a new industry. This situation has been perceived as involving the risk that in the rush to become market-oriented, universities might be distracted from their educational missions. The current commitments show that Education services are the least committed sector after energy services.

India is a founder member of the General Agreement on Tariffs and Trade (GATT) 1947 and its successor, the World Trade Organization (WTO), which came into effect on 1.1.95 after the conclusion of the Uruguay Round (UR) of Multilateral Trade Negotiations. India's participation in an increasingly rule based system in the governance of international trade is to ensure more stability and predictability, which ultimately would lead to more trade and prosperity for itself and the 134 other nations which now comprise the WTO. India also automatically avails of MFN and national treatment for its exports to all WTO Members. The rules of the WTO, and its related General Agreement on Trade and Services (GATS), are legally binding. Efforts are now under way to create a regime of guidelines and regulations to institute free trade in higher education. The WTO would help to guarantee that academic institutions or other education providers could set up branches in any country, export degree programs, award degrees and certificates with minimal restriction, invest in overseas educational institutions, employ instructors for their foreign ventures, set up educational and

training programs through distance technologies without controls, and so on. Though the jurisdiction over higher education is entirely in the hands of national authorities at the moment but the obligations under WTO & GATS are also being fulfilled. The table below reflects various parameters of India at WTO.

Table 12: India at WTO

India

BASIC INDICATORS

			Exports	Imports
Population (thousands, 2006)	1 109 811	**Rank in world trade**, 2006	Exports	Imports
GDP (million current US$, 2006)	906 268	Merchandise	28	17
GDP (million current PPP US$, 2006)	4 247 361	excluding intra-EU trade	20	11
Current account balance (million US$, 2006)	- 9 415	Commercial services	10	13
Trade per capita (US$, 2004-2006)	309	excluding intra-EU trade	5	7
Trade to GDP ratio (2004-2006)	42.2			

		Annual percentage change		
	2006	2000-2006	2005	2006
Real GDP (2000=100)	153	7	9	9
Exports of goods and services (volume, 2000=100) a	213	16	22	...
Imports of goods and services (volume, 2000=100) a	190	14	27	...

TRADE POLICY

		Contribution to WTO budget (%, 2008)	0.747
WTO accession date	1 January 1995	**Import duties collected** (%, 2004-2006)	
Trade Policy Review date	23, 25 May 2007	in total tax revenue	17.8
Tariffs and duty free imports		to total imports	8.1
Tariff binding coverage (%)	73.8	**Number of notifications to WTO and measures in force**	
MFN tariffs	Final bound Applied 2007	Outstanding notifications in WTO Central Registry	32
Simple average of import duties		Goods RTAs - services EIAs notified to WTO	6 - 1
All goods	50.2 14.5	Anti-dumping (30 June 2007)	178
Agricultural goods (AOA)	114.2 34.4	Countervailing duties (30 June 2007)	...
Non-agricultural goods	36.2 11.5	Safeguards (24 October 2007)	1
Non *ad-valorem* duties (% total tariff lines)	5.3 5.0	**Number of disputes** (complainant - defendant)	
MFN duty free imports (%, 2006)		Requests for consultation	17 - 19
in agricultural goods (AOA)	6.9	Original panel / Appellate Body (AB) reports	8 - 5
in non-agricultural goods	9.7	Compliance panel / AB reports (Article 21.5 DSU)	1 - 0
Services sectors with GATS commitments	37	Arbitration awards (Article 22.6 DSU)	0 - 1

MERCHANDISE TRADE

	Value	*Annual percentage change*		
	2006	2000-2006	2005	2006
Merchandise *exports*, f.o.b. (million US$)	120 861	19	30	21
Merchandise *imports*, c.i.f. (million US$)	175 242	23	43	23

	2006		2006
Share in world total exports	1.00	**Share in world total imports**	1.41
Breakdown in economy's total exports		**Breakdown in economy's total imports**	
By main commodity group (ITS)		By main commodity group (ITS)	
Agricultural products	11.7	Agricultural products	4.2
Fuels and mining products	19.5	Fuels and mining products	38.7
Manufactures	68.0	Manufactures	48.5
By main destination		By main origin	
1. European Union (27)	21.2	1. European Union (27)	16.1
2. United States	15.0	2. China	9.4
3. United Arab Emirates	9.5	3. Saudi Arabia	7.2
4. China	6.6	4. United States	6.3
5. Singapore	4.8	5. Switzerland	4.9

Table continued from previous page.

COMMERCIAL SERVICES TRADE	Value	Annual percentage change		
	2006	2000-2006	2005	2006
Commercial services *exports* (million US$) b	75 057	...	...	35
Commercial services *imports* (million US$) b	63 053	...	...	33
	2006			2006
Share in world total exports	2.71	**Share in world total imports**		2.40

Breakdown in economy's total exports		**Breakdown in economy's total imports**	
By principal services item		By principal services item	
Transportation	10.2	Transportation	40.0
Travel	11.9	Travel	11.7
Other commercial services	77.9	Other commercial services	48.4

INDUSTRIAL PROPERTY	Total	Residents	Non-residents	PCT residents	PCT non-residents
Patents granted, national office, 2004	2 317	851	1 466	...	...
Patents granted, regional office	-	-	-	-	-
	Total	Residents	Non-residents	Non-residents direct	Non-residents Madrid
Trademarks registered, 1999	8 010	6 747	1 263	1 263	...

a Refers to 2005 values and to the average annual percentage change for 2000-2005.
b Break in series for commercial services: 2004, 2005.

Source: http://stat.wto.org/CountryProfiles/IN_e.htm

Cream skimming exercise has also been expressed by Claessens and Jansen (2000, p. 28) as argument heard in all service industries threatened with liberalization. Unless the incumbents are allowed to continue to make high profits on some parts of their operations, it is said, they will be obliged to discontinue other parts, which they maintain only through a sense of patriotic duty and/or social responsibility and/or concern the condition of the poor, but could not afford to do without the high profits they earn in the operations facing liberalization or internationalization. Therefore liberalization or internationalization should be blocked. In the relevant context, when applied to Indian higher education it seems that the business is profitable and sustainable and large industrial houses having influence over political parties and also politicians owing to their own petty vote bank interests tend to have conservative feelings for liberalization of the Indian education services sector.

One minor issue of concern is the Indian camp's thinking, which reflects in this excerpt from Indian daily newspaper Indian Express, available on webpage (http://prayatna.typepad.com/education/2006/02/india_may_remov.html) with the title "India may remove education from WTO offer" reports on a move by the Ministry of HRD to **reverse India's decision on allowing foreign universities free entry into India** by asking the Ministry of Commerce to remove education from India's offer to WTO.

Reversing its earlier decision, India plans to withdraw from its list of offers to the World Trade Organisation a provision that would have allowed foreign universities free entry into the country. The Union Commerce Ministry is to take the revised proposal to the Cabinet Committee on WTO to rescind the list approved of last July. It was after the July approval that the Indian delegation informally extended a commitment to the WTO whereby foreign educators would gain entry to India with the sole condition being that their fees would be fixed by the government or its agency, so that their entry did not lead to profiteering. However, no formal offer had been made and the talks are still to be concluded, said sources. The ministry (of HRD) said that there was no need to make a hurried offer when others were dragging their feet. The only nations pushing for liberalization in this area were education exporters like the US, the UK, Australia and Canada—none of which expect any outsiders to make incursions into their turf. The ministry (of HRD) also suggested that the country adopt a

"cautious approach" considering that other countries in the Third World and among Muslim nations as well had told the WTO that they would not open their education sector as doing so would affect local political and cultural sensitivities. The withdrawal of the offer would now mean a limited entry for the foreign educational institutions, with the government enacting a bill to regulate their entry, operations, as well as their fees.

2.5 Indian Government and organizations for supporting the realization of the project

After going through NPE of Indian Government there is every suggestion that this project can be realized independently as well as in collaboration with suitable Indian partner. There shall not be any kind of hassle or interruption to the project as far as role of Indian Government is concerned. Backman and Butler (2003, p. 69-71) highlight some basics on choosing a local partner are as under:

- Make sure that you have similar objectives to your partner because differing objectives are a common reason why joint ventures come unstuck.
- Make sure that you have similar plans for the venture as your partner.
- Make sure that your partner isn't involved in other businesses that will present a conflict of interest for your venture.
- You need to feel comfortable with your partner for which you need to know as much as possible. You must be able to trust your partner. You do not want to discover some time after agreeing to a joint venture that your local partner is actually front for some general or local politician's youngest son.
- Your partner must be well thought of locally who could deal with bureaucracy and speed things up. You do not want to be tarred by your partner's pre-existing business problems and bad blood with the local authorities or business community.
- You need to consider how much information you will share with your partner and how safe it will be. This is important as Asia is littered with examples of joint ventures in which local side simply wanted to use the venture to gain technology transfer and other know-how and once this was gained, created a dispute with the foreign party so that they could be free of their contractual obligations to start up their own.
- You might want to consider paying for a due diligence, check on your prospective partner. This could be to know about
    (i)   What is their actual corporate structure?
    (ii)   What related parties are there?
    (iii)   What other joint ventures do they have?
    (iv)   How have their other partners been treated?
    (v)   Who are all the equity participants?
    (vi)   Who are the real ultimate owners?
    (vii)   What sort of general reputation do its principals enjoy?
    (viii)   Do they have criminal records?
    (ix)   What are their outstanding tax obligations, their bank and other debts?
    (x)   What is its financial position?
    (xi)   What is its source of financing?
    (xii)   Does it face any pending legal action?
    (xiii)   Has it ever been involved in any practice which if continued would lead to contravention of laws on part of foreign party?
    (xiv)   What is the structure of the family behind and are there any internal family conflicts?

<blockquote>

(xv)   Is there a myriad of cousins, half-brothers and half-sisters among whom trouble could flare in future?

(xvi)   What are the other corporate activities of the immediate and the extended family?

(xvii)   With who are they close and who are their enemies?

(xviii)   Are they politically neutral or politically aligned?

(xix)   How would a change of government affect their business prospects?
</blockquote>

- Your partner should be able to add to the business as it's always tempting to sign on with a local partner who is already in the business that you are in, simply because they know the business locally. It is far better if they can also bring to the business something that you do not have such as a good network, useful land holdings or good local access to raw materials.

As quoted by Cavusgil, (2002, p. 83) few guidelines for marketing to emerging economies involves following:

- Follow up of government programs and programs of political parties. Be familiar with government incentives for investment which determines future demand

- Select a good exclusive local representative. Make sure that he or she does not represent competitors, has an area of specialization and is reliable

- Keep in touch with local technocrats and engineers. They are small in numbers and easily accessible

- Find the "lion" in each organization. In each organization, one or two people will have the "final say". Make sure that you know who they are.

- Become familiar with the international agreements of the developing country. Do not use political-military alliances as a part of your sales strategy

- Offer a complete deal. Be ready to finance your own sales

- Leverage your own strengths to negotiate sales. The ability to your offer to improve the balance of payments, create employment, add value, use of local resources and improve the flexibility of operations are examples of some desirable strengths that can be leveraged

Amongst the Indian partners an institute of repute already operating in the field of professional higher education pertaining to management can be an appropriate choice. From the view of location of this collaborative partner, south India can be of benefit as the environment for such management institutes is conducive here in terms of political, cultural and academic terms. One such institute can be the one which also contributes by exchanging faculty for MBA programme of University of Ljubljana, Slovenia in association with International Centre for Promotion of Enterprises (ICPE). It is Institute of Public Enterprise (IPE), Hyderabad.

The credentials of this institute in India are satisfactory and it is an approved Indian Institute. As per the information on their official webpage (www.ipeindia.org) it is a non-profit educational society established in 1964. It is devoted to Education, Training, Research and Consultancy for business enterprises in the public and private sector. *IPE is the premier*

Business School at Hyderabad and recognized as a *"Centre of Excellence"* by the Indian Council of Social Science Research, Ministry of Human Resources, Government of India, New Delhi, for doctoral studies. It has also been recognized by seven universities in India for guidance of Ph D scholars. It has developed strong links with industry and academic institutions and is the founder member of the Association of Indian Management Schools (AIMS). The Institute interfaces with a large number of public and private enterprises, apex business federations and global financial organizations. Another institute which can be chosen as a partner can be an international centre having association with India as well as Europe (Slovenia). In this regard it will be worth mentioning that ICPE is closely associated with Indian Government as well as Faculty of Economics in Ljubljana University (FELU), Slovenia. International Centre for Promotion of Enterprises is an international intergovernmental organization with Slovenia and India as its leading members who are mandated to promote and support enterprise development in the developing and transitional economies with a view to fostering their economic development in the regional and global context. Objectives of ICPE are intended to be pursued by carrying out research training consultancy and information services in areas related to Human Resource Development (HRD), entrepreneurship, development, Small and Medium Enterprises (SME) & infrastructure sectors, corporate governance, technology transfer, Foreign Direct Investment (FDI) etc. This institute is located in Ljubljana the capital city of Slovenia (http://www.icpe.si/content.asp?k=about).

2.6 Assessment of entry into Indian market with service (MBA education)

Education is covered under services sector. As per the information available on website of National Council of Applied Economic Research (NCAER) (http://www.ncaer.org/ downloads/indianeconomy/services/q2aug07.pdf) the trends in the Indian service sector which is comprised of services meant for both final and intermediate consumption. Of these two categories, intermediate services such as transport and communications, which are also intermediate inputs of production of other goods and services, account for a major share in the total services output. The share of services meant for final consumption is relatively small. Technological advancements in the field of information and communication technology (ICT) have steadily transformed the Services sector. Table 13 below shows the percentage composition of services sector and its share in GDP for the period from 2001-02 to 2006-07. From this table it is clear that during the year 2006-07 real GDP from services, on the aggregate, registered 11 per cent growth. An average of 13 per cent growth in trade, hotel, transport and communications segments made this double digit growth possible. This segment accounts for 50 per cent share of the services sector.

Table 13: Composition of Services sector and its share in GDP (per cent)

Year	Trade, Hotel, Transport and Communication in services GDP	Financing, Insurance, Real Estate in Services GDP	Community, Social and Personal Services in Services GDP	Share of Service in GDP
2001-02	45	26	29	50
2002-03	46	26	28	52
2003-04	48	25	27	52
2004-05	48	25	27	53
2005-06	49	25	26	54
2006-07	49	25	26	55

Source: http://www.ncaer.org/downloads/indianeconomy/services/q2aug07.pdf

The financing, insurance and real estate segment registered 10.6 per cent annual growth in 2006-07. The community, social and personal services segments have registered a relatively lower rate of growth (7.8 per cent) as compared to the other two. The relative performance of course has remained unchanged from the previous year. The rates of growth observed during 2006-07 in the first two segments have improved over the previous year. As for growth rates observed in the last quarter, they reflected the adverse conditions faced by the Services sector firms owing to a stronger Rupee and an increasingly tight monetary policy. The review of the Services sector undertaken in the last quarter recalled the 11th Five-Year Plan Approach Paper, which had laid down that to achieve 8.5 per cent of overall growth in GDP; the Services sector should clock a rate of 9.4 per cent. The major share of Services in the GDP plainly asserts the linkage between GDP expansion and the performance of this sector. The present contribution of Services to GDP is 55 per cent.

Table 14: 10 Leading Exporters of Education Services (Consumption Abroad) in the World at the Tertiary Level

Host Country	Year	Total number of students
United States	1995/96	453,787
France	1993/94	170,574
Germany	1993/94	146,126
United Kingdom	1993/94	128,550
Russian Federation	1994/95	73,172
Japan	1993/94	50,801
Australia	1993	42,415
Canada	1993/94	35,451
Belgium	1993/94	35,236
Switzerland	1993/94	25,307

Source: WTO, Education Services - Background Note by the Secretariat

In the above table taken form the website of WTO, clearly the United States is the leading exporter of education services, followed by France, Germany, and the United Kingdom. As per further information available on this Background Note by the Secretariat, U.S. exports of education services were estimated at US$7 billion in 1996, which made higher education the country's fifth largest service sector export. Main export markets are in Asia (Japan, China, Korea, Taiwan, India, Malaysia and Indonesia), accounting for 58 per cent of all U.S. exports of education services, followed by countries in Europe and Latin America. However, the U.S. is facing increasing competition from other countries, such as Australia and the United Kingdom, mainly for Asian students. On the import side, it is reported that nearly two-thirds of U.S. students studying abroad choose institutions in Western Europe (main destinations being the UK, France, Spain and Italy) followed by Latin America. U.S. education imports totaled US$1 billion in 1996.

Table 15: Origin of Students consuming Education Services in the four main supplier countries

Host Country	Year	Country of Origin Number of students				
United States	1995/96	China 72,315	Japan 45,531	Korea, Rep. of 36,231	India 31,743	Canada 23,005
France	1993/94	Morocco 20,277	Algeria 19,542	Tunisia 6,020	Germany 5,949	Cameroon 4,676
Germany	1993/94	Turkey 21,012	Iran 10,575	Greece 7,961	Austria 6,680	China 5,821
United Kingdom	1993/94	Malaysia 12,047	Hong Kong 9,879	Germany 9,407	Ireland 8,987	Greece 8,708

Source: WTO, Education Services - Background Note by the Secretariat

The above table also from the Background Note by the Secretariat available on website of WTO and shows data on leading exporters through consumption abroad and the origin of students. Education services are traded predominantly through student mobility across borders (consumption abroad). The rising competition for foreign students, due not only to economic but also cultural policy reasons, has been accompanied by initiatives in the marketing of higher education institutions. Such initiatives, sponsored by governments, universities, or private firms, consist of dissemination of information on the institutions and recruiting students. For example, the so-called "education fairs" are one of the most common mechanisms used by governments and institutions, either directly or through education marketing agencies.

Based on the contents on the website of British council (http://www.britishcouncil.org/eumd-information-background-india.htm) regarding the education market environment of India the following has been derived:

- Services are the major source of economic growth, accounting for more than half of India's output with less than one third of its labour force.
- It is developing a strong reputation as an education and training hub. Reform of the education and training sector will be a major factor in further boosting India's economy and providing employment opportunities.
- The Indian higher education sector cannot meet demand of skilled workforce.
- Government priority is to improve primary education, so higher education growth has been in the private sector, which has yet to win the confidence of students and their parents.
- For those unsuccessful in gaining admission to a prestigious institution, the options are to study at less prestigious institutions, new private institutions, or overseas.
- India is predominantly a higher education market, approximately 70 per cent postgraduate and 30 per cent undergraduate. There is a greater need for skills in a more service sector-led economy. As India has virtually no comprehensive vocational system of its own, possibilities also exist for consultancy.
- **There is a very limited market in India for independent schools.** As India is large and regionalized, opportunities must also be captured on a regional basis.

In the light of the above as well as combined analysis of the brief excerpts from market research report **"Education Services Market in India (2007)"** by RNCOS (http://www.rncos.com/Report/IM549.htm) and brief excerpts from Higher Education in India, CYGNUS Business Consulting & Research, July 2008, (http://www.researchandmarkets.com/research/bdb517/higher_education_i) the following has been comprehended.

- The education system in the country saw a revolution with the emergence of a whole new class of education providers, including private institutes, distance education providers, self-financing courses in public institutions, foreign education providers etc.
- India is the third largest higher secondary education system in the world with 25 Central Universities, 231 state universities, five institutions established through state legislation, 100 deemed universities, 31 Institutes of National Importance as on 31st December 2007
- The number of private institutes has increased in the country impressively whereas the number of public institutions – both government and aided institutions - has increased only marginally.
- Nearly 30% enrollment is in private unaided institutions, which do not receive any grants from the government.
- The growth has been predominantly in institutions offering professional courses.
- **Indian education system has its both negatives and positives (like the lack of quality institutions in India, large student base etc. So both these factors are working as bait to attract foreign universities to India. These universities are collaborating with Indian institutes to make a confident foray into the country's education system and to fill the voids that have been left by the Indian system.**
- In future, the number of government and private aided universities and colleges is not likely to show any significant increase while the private unaided higher education institutions are showing signs of positive growth.
- Nearly 30% students in higher education during the fiscal 2005-06 were enrolled in the private unaided institutions, which do not receive any grants from the government.
- As India has all the resources and potential to become a regional hub therefore, an increasing number of students from neighbouring countries will choose the country as their preferred destination for higher education.
- **Foreign universities can leverage the opportunity of offering contextualize courses as Indian universities/institutions are lacking in this particular domain.**
- In 2005-06, the total enrolment of students in all courses (professional and non-professional) and levels in regular stream was 11.04 million.
- The foreign collaboration in B-schools has also been increasing in the recent past. India and the US are looking forward to a long-term relationship in higher education with more student and faculty exchange programmes.
- 100% FDI is allowed in higher education under the automatic route since February 2000.
- Currently, there are about 1,500 B-schools in India and the number of students passing out every year is about 100,000.

From the above it becomes imperative that huge higher education market exist in India as the Indian higher education sector is not meeting demand of skilled workforce. Higher education growth under private sector draws big chunk of enrolments as nearly 30% enrollment is in private unaided institutions, which do not receive any grants from the government. There is limited scope for market in India for independent schools, so collaborative partner hall be a wise decision. Opportunities on regional level need to be captured. There has been growth in institutions offering professional courses. India lacks quality higher education institutes and has a large student base; hence already foreign universities are collaborating with Indian institutes to make a confident foray into the country's education system. India being in possession of all the resources and potential to become a regional hub for higher education hence, an increasing number of students from neighbouring countries may choose the country

as their preferred destination for quality higher education. **Foreign universities have an opportunity of offer contextualize courses as Indian universities/institutions are lacking in this particular domain.** The foreign collaboration in B-schools has been increasing in the recent past and there is 100% FDI allowed in higher education under the automatic route since February 2000. On the competition side there do already exist approximately 1,500 Business schools in India and the number of students passing out every year is about 100,000. But the opportunity to be captured should be through focussed curriculum of international standard challenging to the students as well as aligned with the market requirements.

2.7   Risk assessment and potential protection measures

The management of risk is everyone's business and part of business as usual. Taking controlled, informed risks is an everyday part of life. We take risks to achieve benefits and gains, and to ensure a safe learning and working environment. As stated on the Marsh's webpage (http://global.marsh.com/industry/education/) higher education institutions find themselves contending with an array of challenging circumstances. Rising operational costs, safety and security concerns, decreases in federal funding and research sponsorships, employment practices liability - these and other exposures common to colleges and universities can seriously impact an institution's reputation, profitability, and competitiveness if they are not managed wisely.

2.7.1   Risks for proposed educational unit

Since it is merely a study of feasibility prospects for establishment of joint educational unit in India the theoretical possible risks have been enlisted. These risks may be broadly classified into the following sub-headings depending upon the type of risk:
- Strategic Risk – These risks will include
    - Changes in academic and business priorities
    - Threats from traditional and emerging competitors
    - Changes in access to financial capital
    - New uses of technology such as on-line businesses and on-line teaching
    - Global economic and geo-political movements
    - Legal and regulatory changes
- Operational Risk - These risks will include
    - Key people and succession planning
    - Board composition and governance
    - Human resources and employment
    - Information technology systems
    - Accounting, audit and control systems
    - Out-sourced services
- Financial Risk - These risks will include
    - Volatility in interest rates
    - Exchange rates, commodity, equity and other prices, credit risk
    - Liquidity/funding risks
- Hazard Risk - These risks will include
    - Natural hazards
    - Physical damage to tangible assets and adverse employee actions
    - Events resulting in legal liability
    - Business interruption due to political, cultural or national issues

Moreover, in his working paper, Verdin (1993, p18-19) has highlighted that the 'threat of entry' faced by competitors in an industry is determined by two, at least independent, factors: barriers to entry and barriers to survival post-entry. Barriers to entry relate to an entrant's ability to establish the capacity to profitably supply the market immediately after entry, possibly in the face of instantaneous price attack by incumbents. Barriers to survival relate to entrant's ability to maintain competitiveness over an extended period of time in the face of pressure for involuntary exit. (Usually because incumbents are intent on eliminating any differentiation which entrants initially enjoy) Hence we need to look beyond traditional indicators such as economies of scale, capital intensity and advertising intensity in assessing the likely practical impact of entry on a market (industry specific assets which are slow and costly to accumulate, such as customer loyalty, intimate knowledge of customer needs, marketing and distributing infrastructure in order for a firm to compete effectively) Hence, plan to cope with barriers to entry as well as barriers to survival post entry have to be prepared beforehand so as not to be caught off guard and unprepared. Springing up of few surprises can still never be ruled out from the practical point of view.

2.7.2 Potential measures for minimizing the risks

Risk management includes areas of risk identification, risk analysis and response to risk. It is important that risk management strategy is established early in the project and that risk is continually addressed throughout the project life cycle. Risk management includes several related actions involving risk planning, assessment (identification and analysis) handling and monitoring (Kerzner, 2001, p. 913)

Around the world, universities as well as colleges take renewed look at their operational and strategic planning processes in order to assure continued long-term viability and stability. At the same time, trustees of higher education institutions have greater expectations of administrators and faculty, and in some cases are implementing business practices that run counter to the long-standing traditions of academia. These dynamics are forcing colleges and universities to look at their world in a very different way. Many are finding they need a fresh approach to risk assessment and risk management. Risk management is a systematic and comprehensive activity, which must be integrated into all of the institution's activities and decision-making processes. The information on the Marsh's webpage regarding risk management in education industry (http://global.marsh.com/industry/education/ educationAssessment.php) emphasizes that most of the times traditional risk assessment for educational institutes concentrate on hazard risks alone, with little or no attention paid to financial, operational, and/or strategic risks. A comprehensive risk assessment takes into account risks from all four of these perspectives and quantifies them to provide a more comprehensive understanding of the institution's risk profile.

The risks can be managed by developing an 'integrated' approach. Integrated risk management is the integration of the management of risk at each level of management into all business and strategic planning and decision-making processes. Integrated risk management brings together all risks that impact on each level of management. This approach should aim at:
- Applying department's risk management process to all major decisions
- Develop a common language for the analysis and reporting of risks
- Develop a department-wide approach to the management of risk
- Ensure that decision making is open and transparent
- Identify, understand and manage significant risks
- Implement a systemic approach to the management of risk

- Identifying risks that impact on strategic and operational outcomes
- Making informed decisions about the best way to achieve objectives
- Targeting resources appropriately towards high-rating risks
- Understanding the upside and downside of new activities
- Use resources and operational capacities efficiently

Action taken to manage risks should be integrated with existing planning and operational processes. As a part of decision making, risk management should also be supported by other management techniques such as performance management and continuous improvement. In view of the above the following is stressed:
- Risk should be quantified in order to make better and more informed decisions.
- Risk may not be avoided but instead it could be weighed against opportunity and optimized to ensure appropriate return.
- Economic decisions must take into consideration the risks as well as implementation costs
- Greater cross-functional/departmental teamwork

As per (Shanks, Seddon and Willcocks, 2003, p. 198) the break-up of critical success factors on the basis of criticality in the descending order of power are:
- Factors linked to success by a known causal mechanism
- Factors necessary and sufficient for success
- Factors necessary for success
- Factors associated with success

Hence, while formulating the risk management strategy, the risks as may be quantified should be ordered and classified as above for prioritization. Apart from the above as described by Quelch and Deshpande, 2004, p. 84-85) the basic and fundamental structure that are not only broadly shared among otherwise diverse consumer segments, but are unlikely to change over time are thus an especially sound foundation successful marketing of the product (in the instant case it is the course offering) are:

1. Universal positioning: Formulation of a concept and positioning of a product not as a response to the needs of a target segment, but rather in terms of basic emotions and feelings, or in terms of basic archetypes, or in relation to basic social function or ritual. The goal is to capture something so fundamental that will occupy pivotal position in people's mind all over the world.
2. Local research: Understand how potentially different market segments, especially in local cultural settings uniquely experience the chosen universal positioning. This requires identifying the ideas, activities and images that are locally associated with the universal elements serving as the products core concept.
3. Stimulating co-creation: Surround the universal position with just enough local associations and meanings to enable consumers to confirm their self-identity and at the same time challenge them to expand in new directions that are personally relevant.

2.8 Identification of foreign educational projects already established in India especially those based on cooperation with partners from European Union

From the information gathered form website of European Union (http://ec.europa.eu/ education/programmes/mundus/projects_en.html) it is seen that European Commission

entered into collaborative partnerships with India in the following projects during the period from 2005 to 2008 under Erasmus Mundus programme:

- EUROAQUAE: Euro Hydro-informatics and Water Management (2008)
- EUROCULTURE: Erasmus Mundus Partnership: Europe in the wider world (2008)
- NOHA MUNDUS: Mundus – European Master's Degree in International Humanitarian Aid (2008)
- ILeS: International Legal Studies (2006)
- EUROAQUAE: Euro Hydro-informatics and Water Management (2005)

These 5 partnerships were out of the total 52 selected partnerships in the period from 2005 to 2008. Indian higher education institutions participated in the above 5 partnerships. None of these partnerships is in the field of management or economics studies.

Slovenian higher education institutions are also involved in 2 selected partnerships out of these 52 selected partnerships but neither of these partnerships is in the field of management or economics studies. These are as under:

- GEMMA: Master's Degree in Women's and Gender Studies (2008)
- CoDe: Joint European Master in Comparative Local Development (2006)

Another field of collaborative partnerships has been under European Union's Asia Link (2002-2006) programme. From year 2007 this programme has been replaced by the Erasmus Mundus External Cooperation Window. There were total of 175 projects selected under this Programme through calls for proposals over the period 2002-2006. The grants for all these selected projects totaled 65 million Euros.

India participated in 32 partnerships out of 155 selected by EU during the period 2002 to 2005 under his programme. In these 32 partnerships there are 38 Indian higher education institutions involved. Out of all these 32 partnerships only five cover the field of management and business studies which are shown in the table below.

Table 16: Partnerships selected by EU under Asia Link including India in field of Management and Economics

Asia-Link 2002-2005	
Developing an International Master Programme on Entrepreneurship and Innovation (CD)	University of Central England in Birmingham (UK), Harbin Institute of Technology (CN), Kunming University of Science and Technology (CN), Hong Kong Polytechnic University (CN), Centre for Applied Sciences, Hochschule für Technik und Wirtschaft, Dresden (DE), Indian Institute of Management Bangalore (IN)
MOVE: new curriculum for international transfer of technologies for entrepreneurial development	Università degli Studi del Sannio (IT), University of Luton (UK), Indian Institute of Management Bangalore (IN), Tribhuvan University of Kathmandu (NP)
Development of a Quality Improvement System for Management Education in South Asia	European Foundation for Management Development, Brussels (BE), Association of Management Development Institutions in South Asia, Hyderabad (IN), Association of Sri Lankan Institutes of Management, Colombo (LK), Escuela Superior de Administración y Direccion de Empresas, Barcelona (ES)
Human Resource Development in Law and Economics for India and Europe (HRD)	University of Hamburg, Institute for Law and Economics (DE); University of Hyderabad (IN); University of Ghent, Law School (BE); Indira Gandhi Institute of Development Research (IN); National Law School of India University, Bangalore (IN)

Table continued from previous page.

MIKE: new curriculum to train experts in the analysis, reporting and Management of Intangibles in the Knowledge based Economy	Copenhagen Business School - Department of International Economics and Management (DK); Libera Università Internazionale degli Studi Sociali Guido Carli (LUISS) (IT); Universitat Politècnica de Catalunya (ES); Indian Institute of Management (IN); National Institute for Science and Technology Policy and Strategy Studies (VN); Fudan University (CN)
URO - A new curriculum to improve the quality of life for people with Urinary incontinence (SI & IN)	University of Salerno - Centro ICT (IT); University of Ljubljana, University College for Health Studies (SI); Huazhong University of Science Technology, Xiehe Hospital, Tongji Medical College, (CN); NU trust hospital, Nephro-Urology super specialty post graduate national institute (IN)

Source: http://ec.europa.eu/europeaid/where/asia/regional-cooperation/higher-education/documents/asia_link_2002-05_en.pdf

Only one partnership could be found between higher educational institutes of Slovenia and India in the field of medicine under Asia Link programme (http://ec.europa.eu/europeaid/where/asia/regional-cooperation/higher-education/documents/asia_link_2002-05_en.pdf).
Since 2007 as Asia Link Programme was replaced by Erasmus Mundus External Cooperation Window (EMECW) there were 18 partnerships selected under this programme in 2007 but only one was including India (http://eacea.ec.europa.eu/extcoop/call/2007/documents/results_ecw_062007.pdf).
Apart from the above partnerships few others can be listed from the information available on website (http://prayatna.typepad.com/education/trade_in_education/index.html), considering the scope of co-operation in the field of education, several authorized institutes of countries like US and UK joined hands with Indian institutes. Few of them are listed below where Indian students are getting foreign degrees, doing professional courses at local branch campuses of foreign institutions in India.

- UK-based Wigan and Leigh College
- Indian School of Business tie-up with Kellogg, Wharton, and London Business School
- Western International University, Arizona
- NIIT tie-up with ITT Educational Services, USA
- Tata Infotech tie-up with Hertfordshire University, UK

Though there is a long list of other unrecognized (by AICTE) collaborative institutes presently operational in India, but as their status is not clear nothing more about them can be mentioned at this stage (Annexure-A shows the list of unapproved institutions running technical programme with foreign collaboration without AICTE approval and Annexure-B shows list of unapproved institutions running technical programme without AICTE approval). But, it is indicative of the fact that such mutual tie-ups are operational in India and are a boost to the higher education system particularly regarding specialized studies. This also indicates that there is a vast potential in the Indian education market which can be tapped by establishing an educational institute offering standardized and affordable professional education.

Blase (Spring 1974) states that in addition to the elements applicable to any institution-building project as mentioned hereunder:

- Identification and evaluation of need
- Forecasting the institution's capacity to fulfill need
- Determination of institution's "Mission"
- Determination of time dimensions of the development plan

- Selection of top leadership
- Determination of leadership style
- Design of the internal organization
- Determination of the institution's doctrine: Selection of a model
- The planning of "Enabling Linkages"
- Planning of relations with similar institutions
- Planning for coping with environmental constraints
- Site selection and plant construction

Some additional elements have also been mentioned for projects involving foreign aid which are as under:
- Influence of the agency granting financial aid
- The technical assistance plan: Collaborative relationship
- Choice of an educational model
- A plan for faculty development
- Participation of faculty and students in major decisions
- Planning the product mix, which has been stressed as it is especially useful in focusing attention on the alternative output goals of educational institutions

3 Assessment of potential shareholders, stakeholders & advantages

3.1 Shareholders

Looking at this project's interdependency as well as interconnectivity, the following major shareholders can be enlisted which shall be playing detrimental role towards realization and ensuring the sustainability of this project.
- Government of India.
- European Commission, Brussels.
- Ministry of Human Resources Development, India.
- Ministry of External Affairs, India.
- Faculty of Economics, University of Ljubljana, Slovenia.
- Institute of Public Enterprise, Osmania University Campus, Hyderabad, India.
- International Center for Promotion of Enterprises, Ljubljana, Slovenia.
- Any other educational institute having inclination for direct or indirect collaboration and co-operation with this project.

3.2 Stakeholders

Education is a service industry. It needs to adopt the techniques of other industries in measuring the quality of its services and the satisfaction of its customers. Based upon the offering stipulated for this project and the field of operation major stakeholders are as under:
- **Students from India, neighbouring countries of India and Europe:**
  This segment of stakeholders shall be the most crucial one as they shall be primarily benefitted (affected) by establishment of this joint education centre. They shall be concerned about its standard of institute as well as standard of course offering. As per the report below, Indian students are the largest foreign students enrolled in American

higher educational institutions. Due to shortfall of standardized higher education institutes in India students have been constantly seeking higher education in foreign universities and institutions usually in countries like United States of America, United Kingdom, Australia, Canada, New Zealand etc. These countries have established an excellent system of imparting standardized higher education in all professional fields. Almost all of these higher educational institutes have accreditation of one kind or the other setting them apart form the rest of the institutes and making them the preferred ones by the students. This accreditation is also helpful for the prospective employers while making campus selections from these institutions for their companies as they are assured of certain achievement standards from these selections. According to one report the Indians continue to be the largest segment of foreign students in USA. "As per Open Doors 2004, the annual report on international academic mobility published by the Institute of International Education (IIE), the number of international students enrolled in U.S. higher education institutions decreased by 2.4% in 2003/04 to a total of 572,509, from 586,323 in 2002-03. The following data has been obtained from the India Country Fact Sheet in the Open Doors 2004 report.

Table 17: Data regarding Indian students in USA

Year	No. of students from India in USA	Indian students as a % of total foreign students in USA
2003/04	79,736	13.90
2002/03	74,603	12.70
2001/02	66,836	11.50
2000/01	54,664	9.90
1999/00	42,337	8.20
1998/99	37,482	7.60
1997/98	33,818	7.00
1996/97	30,641	6.70
1995/96	31,743	7.00
1994/95	33,537	7.40
1993/94	34,796	7.70

Source: http://prayatna.typepad.com/education/trade_in_education/index.html

Figure 3: Graphical representation of data regarding Indian students in USA
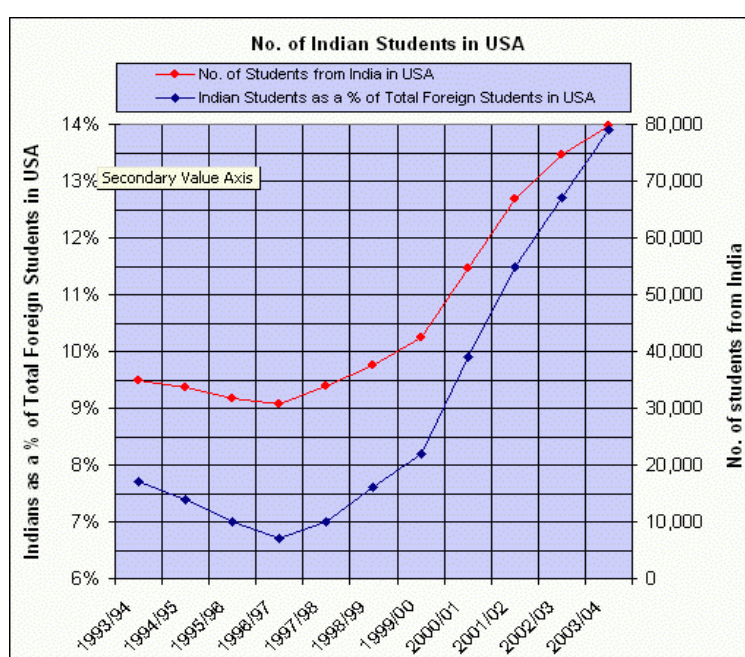
Source: http://prayatna.typepad.com/education/trade_in_education/index.html

59

But, India continues to remain the largest sending country of origin for the 3rd year, and the number of Indian students in USA climbed by 7% over the prior year, to a total of 79,736 in 2003/04, offsetting decreases from a number of other countries which experienced sharp declines. However, India's rate of increase in 2003/04 has slowed from the prior year's dramatic 12% growth. Of the 74,603 students from India, 79.0% were graduate students, 17.0% undergraduate and 4.0% other."
(http://prayatna.typepad.com/education/trade_in_education/index.html).
All the Indian students targeting to seek standardized higher education in the field of management or economics shall be benefited from this Joint Educational Center. Even students from neighbouring countries as well as from Europe can benefit form this Joint Educational Center as India has comparatively low living costs for a decent living and is an experience of its kind in terms of different aspects of life. This shall prepare these students to take up the challenges of any kind in their future careers.

- **Recognizing bodies, councils and associations:**
  Recognizing bodies such as University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) and Association of Indian Universities (AIU) shall play the role of active watchdogs as stakeholders apart from other universities and institutes in India.

- **Student Associations and Federations:**
  Student Associations and Federations such as National Students Union of India (NSUI) and Students Federation of India (SFI) etc. besides individual universities and college level associations shall also form important stakeholder.

- **Teachers Associations:**
  All India Federation of University and College Teachers Organisation (AIFUCTO), Federation of Central University Teachers Association (FEDCUTA) and individual associations at universities and college level shall be the stakeholders.

3.3   Comparative advantages for students

The most striking comparative advantage which shall be extendable to the students by this joint education centre shall be the following:
- Knowledge enrichment with EQUIS accredited i.e. internationally standardized system of education instead of any casual non-accredited system.
- Dual applicability as well as eligibility for recognition of degree / diploma which will be valid in India as well as in European Union member countries.
- Cheaper cost of EQUIS accredited education for Indian students owing to no travelling abroad as well as low living costs in India.
- Comparatively cheaper overall cost of EQUIS accredited education for European students owing to low living costs in India.
- Standardized higher education at home itself to Indian students, no need to go abroad and feel homesick being away from parents / friends / relatives.
- Mental peace as no need to learn any unknown foreign culture and always having a feel safe state of mind, thus helping in putting all efforts towards studies.
- Better selection for employment as professionals due to ever increasing establishment of multinationals as well as large industrial houses in India. These multinationals

select their employees from educational institutes which give high priority to standardized / accredited education.

- Offering the best of Indian & European experiences as well as exposures.

Apart from all above factors, if somehow due to international connections of the foreign university, initial employment (maybe on contract or part time basis) could be ensured to the students can become the most lucrative advantage. This is due to the fact that students in India have the prime motive of employment and in today's highly competitive world employers usually shirk from employing just fresh professionals due to their inexperience, as it is a cost to the employers even for basic training to fresh professionals.

3.4 Assessment of benefits for the business partners in the Project

There shall be various benefits on the offering for the business partners in the project as listed below:

3.4.1 India and Europe

- Further strengthening of ties between India and Europe (Slovenia)
- Better understanding between India and European Union countries
- Increase of trade and co-operation
- Increase in students exchange
- Developmental grants can be utilized better
- New opportunities of co-operation will turn up
- Generation of employment in direct as well as indirect form
- Enhanced Cultural exchange possibilities
- Opening up of other areas of co-operation between India and European Union countries
- Fulfillment of commitments on enhanced participation on part of both the sides

3.4.2 Institute of Public Enterprise (IPE)

- Distinction of having collaboration with foreign (European) University
- Be on the map of collaborative partner with European Union
- Better chance of venturing into many other existing consortia
- Access to faculty from abroad
- Improvement in infrastructure
- Better and more beneficial use of existing resources
- Lowering of operating costs
- Better fund availability
- Easy access to future joint ventures as well as joint research projects

3.4.3 Faculty of Economics in Ljubljana University (FELU)

- Availability of funds from European Union

- Better incoming and outgoing mobility of students
- Increased and assured mobility of faculty / scholars
- Enhanced research area and options
- Access to faculty from India
- Improvement in infrastructure
- Better and more beneficial use of existing resources
- Optimization of operating costs
- Better fund mobilization
- Easy access to future joint ventures as well as joint research projects

3.4.4 International Centre for Promotion of Enterprises (ICPE)

- Better and more beneficial use of existing resources
- Assured resource generation facility
- Enhanced and extended operations
- Highlighted presence in India
- Access to faculty from India and Europe
- Improvement in infrastructure
- Lowering of operating costs
- Access to future joint ventures and projects

4 SWOT Analysis for the feasibility of joint international study centre in India

According to Wheelen and Hunger (2006. p.138) SWOT is an acronym used to describe the particular Strengths, Weaknesses, Opportunities and Threats that are strategic factors for a venture. SWOT analysis should not only result in the identification o a venture's distinctive competencies – the particular capabilities and resources that a venture possesses and the superior way in which they can be used – but also in the identification of opportunities that the firm is not currently able to take advantage of due to lack of appropriate resources.

Table 18: SWOT matrix

Strength	Weakness
1. Internationally EQUIS accredited education better than any run of the mill non-accredited system. 2. Huge market potential exists in Indian higher education sector for reasonably priced quality higher education providers (low gross enrolment ratio) 3. Cost effective EQUIS accredited education as compared to higher living costs in foreign countries as no travelling abroad etc. is involved.	1. Competing against well established large number of local institutes offering similar (management) course contents. 2. Offering a course which has not yet been recognized by any of the approving authorities in India. 3. No previous experience of operating in Indian sub-continent or Asia. 4. Collaboration with some partners essential for getting EU funds which may call for following their interests too,

4. Standardized higher education nearer to their homes in comparable conditions without feeling homesick. 5. Dual applicability as well as eligibility for recognition of degree / diploma which will be valid in India as well as in European Union member countries. 6. Better chances of employability from campus as employers tend to select employees from educational institutes which give high priority to standardized / accredited education. Offering the best of Indian and European experiences as well as exposures	which can be differing from our objectives and this shall be applicable in the long run. If the institution has to be a non-profit organization only, it will not seem as lucrative to many prospective partners.
Opportunity 1. Knowledge a key resource for global competitiveness and this field shall keep on expanding and this expansion can be fast depending upon assessment of sector by Indian Government. 2. India a key player in global knowledge economy – off-shoring, knowledge-intensive manufacturing hence would always strive to develop higher education sector. 3. India would strive hard to convert demographic surplus to economic strength, which can be done only through quality higher professional education. 4. Draft bills pending for approval in Indian Parliament for granting free access to foreign universities in the field of education in India though with some preconditions but equally applicable.	**Threat** 1. Effect of change in some specific policy of Indian government. 2. Exclusion of education from the services sector in WTO as already being propagated by India. 3. Regulatory system fails to maintain standards and other sub-standard competitors may exist. 4. Chaotic and unplanned expansion of education sector in India.

Source: Author

Evaluation of the SWOT makes it imperative that, no doubt there are many strengths such as EQUIS accredited education, cost effective, dual applicability of degree, standardized higher education at home and offer of the best of Indian & European experiences as well as exposures and big opportunities of huge scope of expansion of field of higher education in India due to knowledge being a key resource for global competitiveness and a compulsion for India to convert demographic surplus to economic strength through quality higher professional education as well as Indian Parliament favouring for granting free access to foreign universities but, the biggest threat is of competing against well established local institutes offering similar course contents with a course which has not yet been recognized by

any of the approving authorities in India. This has to be countered with effective course content and schematic marketing through Indian partners. Having no previous experience of operating in Indian sub-continent or Asia can be countered to some extent by collaborating with Indian partner.

The threats of likely change in some specific policy of Indian government and exclusion of education from the services sector in WTO does not pose too big potential threat in the near future as the world and India will always strive toward betterment of the society and mutual co-operation will continue to expand.

5   Cost Analysis & Milestones

Education has always proved to be the cornerstone of economic growth, social development and the principal means of improving the welfare of individuals. It has always been playing a significant role in economic development. Higher education contributes to human resource development in many ways. Investment in higher education can be a key contributor to country's economic growth. For development of higher education immense resources are required and involve costs of various types. There are various measures to be taken as to how to meet the growing costs of higher education.

On the same issue Rena (May 2002) in her study titled "Financing and cost recovery in higher education: A Study with special reference to private colleges in Andhra Pradesh" found out that

- The plan expenditure on elementary education is more than that on the secondary, adult, higher and technical education.
- It is observed that there is a steep fall in the enrolment of students in the conventional courses.
- The percentage with research degrees has been gradually increasing over a period of time.
- The teachers in the aided colleges are better qualified, better paid, receive retirement benefits and have promotion opportunity and job security. No such benefits are provided to the teacher in private unaided colleges. Indeed, their appointment is on hire and fire basis. The aided college teachers are more experienced than the teachers of the unaided colleges.
- It is noticed that the cost recovery ratio in the aided colleges for three years is 1:11, which means that these colleges are earning 11 per cent profit per annum. In the case of unaided colleges it is found to be 1:10, which means these colleges are earning 10 per cent profit per annum.
- We have also estimated the cost recovery ratios for each year. It may be noted that the recovery ratio in the aided college is greater than the cost recovery ratio of the unaided colleges. In the aided colleges the State government has been providing three fourth of the total income whereas one-fourth comes from students' fees. But in the case of unaided colleges fee collected from students is the sole source of income.
- Unaided colleges are spending more amounts on advertisement than the aided colleges.
- The cost recovery ratio in the aided colleges is found to be more than the cost recovery ratio of the unaided colleges.
- The average salary of teachers in the aided colleges is greater than that of the unaided colleges.

- Both the aided and unaided colleges are spending considerable amounts on teaching and non-teaching salaries.
- The private unaided colleges get more revenue than they spend and thus make a profit.

It may also be noted that the established colleges/ schools should work in the best interest of the society, which means that they should work on the principle of 'no profit' 'no loss'. But in practice, it was not seen. Nowadays, establishing an educational institution has become a profitable business. However, these colleges manipulate the accounts and show no profit no loss only. Since, there is no proper mechanism to audit the accounts of these private colleges, they are doing, as they like. It is generally agreed that unit costs of education are lower for the private unaided colleges than for the government aided colleges. This is expected as most of the private institutions are profit-oriented and hence use available facilities more economically. They may pay less to teachers, use teaching aids, laboratories and libraries more efficiently.

The private colleges are charging various types of fees in order to recover the costs. They are: tuition fees, registration fees, institutional annual affiliation fees etc. Besides, some colleges (particularly unaided) are also collecting donations for these general educational courses though they did not reveal the facts. These colleges are also providing accommodation for various types of exams, (university as well as competitive) and collecting some fees for providing such services. They are also providing accommodation for conducting classes of correspondence courses and Open University classes. These are some types of cost recovery methods adopted by private colleges. Hence, it reflects for the above that in order to sustain this project and cover its fixed as well as operational costs, an effective assessment of these costs as well as optimum usage of resources shall have to be undertaken by the management of the institution.

5.1 Premises

The issue of premises from where the institute shall be functioning is also of utmost importance as it's the premises which reflect permanency, standard and physical presence of the institute. In this case as already mentioned in chapter 3.4 the Indian collaborating partner shall be Institute of Public Enterprise, Osmania University Campus, Hyderabad. Hence, their existing premises shall be used initially but, the existing infrastructure shall have to be upgraded as per norms and requirements mutually agreed between the partners so as to provide competitive edge as well as state of the art facilities to the students intending to join the various course offerings. The students shall have to be provided with the option of either availing of hostel facility of the institute or to have their own rented accommodation outside the premises of the institute.

For an estimation purpose an amount of **Rs.50000/- (approx. € 800) per student per year** can be considered on account of Room Rent, Course Materials, Computer Charges, Library Fees, Medical Insurance Charges, Development Fees, Student's Association Fees and Alumni Deposit etc.

Agreement regarding sharing of expenses on provision and maintaining the premises have to be reached between the partners in black and white. The mode of payment can be in the form of adjustment of expenses on both the sides or purely on transactional basis.

5.2 Number of students

The number of students in one batch is a major point to be taken into account as this shall not only be the key factor for the inputs to be involved but also for the sources of income that can be relied upon. If a large batch is considered then it will have to be seen that accordingly the infrastructure as well as faculty should be there to cater to the requirements If the size is too small then there will always be apprehension of wastage of resources as well as too low income for covering the operational costs itself. The optimal number of students shall be around 30 in one class as it shall be most practical from the point of view of managing and conducting the class. This also facilitates maintenance of discipline as well as for meaningful class discussions. The actual fee structure has to be approved by AICTE as per the norms based upon their assessment criteria. This has been regularized by Indian Government so as to restrict educational institutions from charging excessively high fees and indulging in unjustified profiteering.

5.3 Local (Indian) and Foreign (European Union) Professor's costs

Considering a total of 12 core subjects in the course and also that half of the faculty will be local (Indian) and remaining half of faculty shall be from Foreign (European Union). Hence there shall be six local (Indian) professors. Referring to e-mail dated 20th June 2008 from Mr. R. K. Mishra, UGC pay revision committee has been set up and is likely to submit its report by October 2008 and the monthly salary expected for professor shall be around €1430. Considering the same for six professors the cost shall be:

6 x 1430 = €8580
(Annexure-C, personal document e-mail dated 20th June 2008 from Mr. R. K. Mishra)

As regarding six professors from Foreign (European Union) the following costs shall be admissible:

Monthly salary for the professor at the rate of €3500 for one month
Travel cost of professor from Europe to India and back at the rate of €1000 per professor (considering booking of tickets well in advance)
Living costs in India at the rate of €150 for one month
Total tentative cost per professor = €3500 + €1000 + €150 = €4650

6 x 4650 = €27900

5.4 Miscellaneous Costs and Taxes

5.4.1 Miscellaneous Costs

Miscellaneous costs will form an important part of costs for operation of this project. These shall be broadly under the following heads:
- Establishment Costs: These shall include the likely expenditure on purchase and maintenance of furniture and furnishings. Moreover expenditure to install new equipments for computerization as well as to upgrade the existing computer facilities

shall have to be considered. These costs have been estimated @ 15% of the cost of Indian and Foreign Professors i.e. 15% of (8580 + 21000) = **€4437**

- Administrative Costs: These shall include the likely expenditure to be incurred on salary of other secretarial and clerical staff assisting the management as well as the mobilization costs which will include local travelling costs, rents of offices, electricity charges, water and sanitary charges, stationery etc. These costs have been estimated @ 20% of the cost of Indian and Foreign Professors i.e. 20% of (8580 + 21000) = **€5916**

Advertisement Costs: Since the institute is going to introduce fresh course for the first time in India it needs to be well advertised initially. Though as per report dated January 16, 2008 titled Anil Kumble to be Manipal Education's brand ambassador at (http://prayatna.typepad.com/education/page/2/), reproduced hereunder it is evident that it may also be considered that if possible a non-controversial and reputed Indian personality can be used for advertising for mass appeal. "Anil Kumble to be Manipal Education's brand ambassador - In what could be a harbinger of things to come, the brand marketing of formal education has begun and it is no bad thing. Manipal Education Group, which runs Manipal University (formerly known as Manipal Academy of Higher Education - MAHE) announced in November 2007 that they had signed up Anil Kumble as their brand ambassador. While Vishwanathan Anand has been NIIT's brand ambassador for nearly a decade, to my knowledge, this is the first instance of an Indian university/college signing up a brand ambassador. Education in India, and higher education in particular, has long been subjected to a supply-demand gap, with demand far outstripping supply. Institutions have had no need to market themselves with the number of applicants typically being a huge multiple of the number of available seats. But as institutions strive to buy "peer influence" from their own customers, their students, the competition for above average students has begun in right earnest.

These costs for the first year have been estimated @ 20% of the cost of Indian and Foreign Professors i.e. 20% of (8580 + 21000) = **€5916.** But here it would be worth mentioning that this cost will increase in case aggressive advertising shall have to be adopted.

5.4.2 Taxes

Taxes form the standard part of all such services in India and for an estimation purpose these has been calculated considering as 10 % of the total costs above i.e. 10% of (8580 + 21000 + 4437 + 5916 + 5916) = **€4585**

Note: There will be costs on account of getting the accreditation from authorized Indian organizations which will be on actual basis. These costs have not been considered here as these costs shall have to be borne if these accreditations shall be acquired.

5.5 Incomes from tuition fees and possible European Union funds

Ford (2002, p. 165) notes "There is no right price for an offering under all circumstances. Nor is there an objective value for an offering." The final fee structure for each student will be fixed in accordance to AICTE norms when the course shall be granted approval. However Indian Government is trying to have a system put in place so that foreign universities can't

repatriate their earnings. This is evident from the following story in newspaper The Hindu titled 'Foreign varsities can't repatriate earnings' written by Anita Joshua. "NEW DELHI: Foreign universities which set up shop in India will not be able to take away any part of their earnings if the Foreign Educational Institutions (Regulation of Entry and Operation, Maintenance of Quality and Prevention of Commercialization) Bill, 2007 becomes law. This condition will be binding on all universities, however reputed. Though the draft bill — which was to be introduced in the last session of Parliament — allows some exemptions to universities of repute, it clearly states 'no part of the surplus in revenue generated in India by foreign educational institutions (FEIs) after meeting all expenditure in regard to its operations shall be invested for any purpose other than for the growth and development of the educational institutions established in India.' The FEIs will invest at least 51 per cent of the total capital investment required for establishing an institution in India. These two conditions will be applied uniformly to all FEIs.

Exemption:

Exemption from "national treatment" on reservation, admission norms and fees will be given by the Government on the advice of a seven-member advisory board. It will have three distinguished persons from the field of academics — former or current National Research Professors — chairpersons of the University Grants Commission and the All India Council for Technical Education, the president of the Medical Council of India, and the chairman of another statutory authority. The identity of the statutory authority, which will make up the seventh member of the advisory board, has not been specified. Not all institutions will be eligible for this exemption. Only FEIs with a certain reputation and standing qualify for it.

Quality of programmes:

As per the draft legislation, all FEIs will be granted the deemed university status under Section 3 of the UGC Act. They will have to ensure that the quality of programmes is comparable to the courses on the campus in the home country. They cannot offer courses which have content affecting the sovereignty and integrity of India. The UGC will be empowered to withdraw the deemed university status if the education provider violates any of the stipulates."

In any case prior to approval by AICTE the proposed tuition fee has to be in accordance to being charged by institutes offering similar courses in India which may or may not be approved by AICTE. In this regard the fee structure of some reputed institutes was researched and is as under.

Indian Institute of Management, Ahmedabad, India

Information available on the website of IIM, Ahamedabad (http://www.iimahd.ernet.in/ programmes/pgpapply_fees.htm) puts the annual expenses on tuition, library, computer, room, board, teaching material, and other fees (excluding personal expenses on travel, clothes and laundry) as about Rs.5,75,000 **(approx. €8850)** at present for domestic candidates.

Indian Institute of Management, Calcutta, India

The Fee Structure for the students of the Post Graduate Diploma in Management (PGDM) for the 44th Session (2007-2009) at Indian Institute of Management Calcutta is as follows:

Table 19: Fee Structure for Post Graduate Diploma in Management for 2007-2009 at IIM, Calcutta

Particulars	1st Term	2nd Term	3rd Term	Total
1. Tuition Fees	31,000.00	31,000.00	31,000.00	93,000.00 (approx. €1400)
2. Room Rent	3,000.00	3,000.00	3,000.00	9,000.00
3. Course Materials	4,000.00	4,000.00	4,000.00	12,000.00
4. Computer Charges	5,000.00	5,000.00	5,000.00	15,000.00
5. Library Fees	5,000.00	5,000.00	5,000.00	15,000.00
6. Medical Insurance Charges	600.00			600.00
7. Development Fees	4,000.00			4,000.00
8. Students' Association Fees	600.00			600.00
9. Alumni Deposit	2,200.00			2,200.00
10. Caution Deposit	6,000.00			6,000.00
	61,400.00	48,000.00	48,000.00	1,57,400.00 (approx. €2400)
Particulars	4th Term	5th Term	6th Term	Total
1. Tuition Fees	31,000.00	31,000.00	31,000.00	93,000.00 (approx. €1400)
2. Room Rent	3,000.00	3,000.00	3,000.00	9,000.00
3. Course Materials	4,000.00	4,000.00	4,000.00	12,000.00
4. Computer Charges	5,000.00	5,000.00	5,000.00	15,000.00
5. Library Fees	5,000.00	5,000.00	5,000.00	15,000.00
6. Medical Insurance Charges	600.00			600.00
7. Development Fees	4,000.00			4,000.00
	52,600.00	48,000.00	48,000.00	1,48,600.00 (approx. €2285)

 *Without caution deposit Rs.1,51,400.00
All figures in INR

Notes:
1. The non-refundable amount of Rs.43,000/- deposited while accepting the Offer of Admission will be adjusted against the 1st Term Fees.
2. The fees/deposits mentioned against item nos. 8 to 10 in the 1st Term are payable only one time in two years.
3. The caution deposit of Rs.6,000/- consisting of Rs.5,000/- towards Students Mess and Rs.1,000/- towards PGP is refundable at the time of leaving the Institute subject to adjustments.
4. The term-wise amount indicated above is payable at the beginning of each term.

Foreign Candidates:
In case of selection, a foreign candidate is required to pay the tuition fee of **US $ 11000 per annum for a period of 2 years.**
Living and other expenses during the period of his/her stay are payable in Indian rupees and charged on actual basis.

Source http://www.iimcal.ac.in/admissions/Fee.asp

Institute of Public Enterprises, Hyderabad, India

It has been proposed and considered that one of the Indian partners can be Institute of Public Enterprises, Hyderabad. This institute has on its list various courses in the field of management which is designed to cater to the needs of various categories, students, employed executives in lower management, middle management and upper management. One of its courses similar to the one being under consideration for being offered in the proposed joint educational institute in India in the field of business management by Faculty of Economics, Ljubljana University is Post Graduate Diploma in Business Management. The fee structure for this programme as displayed on the official website of IPE (http://www.ipeindia.org/brochures/PGDBMFee.pdf) is tabulated hereunder.

Table 20: Fee structure for Post Graduate Diploma in Business Management, (2008-10) at IPE, Hyderabad

S. No.	Particulars	Fee (Rs.)
(A)	First Year Fee	
1	Admission Fee	50,000.00
2	Alumni Fee	2,000.00
3	Caution Deposit (Refundable)	2,000.00
4	Tuition Fee	2,00,000.00
5	Computer & Internet Facilities	15,000.00
6	Library (including on-line Databases)	10,000.00
7	Seminars, Projects etc.	6,000.00
8	Co-curricular activities	5,000.00
9	Sports & Games	2,000.00
10	Reading Material	8,000.00
	Total (A)	3,00,000.00 (approx. €4600)
(B)	Second Year Fee	
1	Tuition Fee	2,00,000.00
2	Computer & Internet Facilities	15,000.00
3	Library (including on-line Databases)	10,000.00
4	Seminars, Projects etc.	6,000.00
5	Co-curricular activities	5,000.00
6	Sports & Games	2,000.00
7	Reading Material	8,000.00
8	Nurturing Camp	4,000.00
	Total (B)	2,50,000.00 (approx. €3850)
	Grand Total (A) + (B)	**5,50,000.00 (approx. €8450)**

Source: http://www.ipeindia.org/brochures/PGDBMFee.pdf

From the above it seems that the range of fees is from €4500 to €9000 which is really wide and it depends upon the status and reputation of the institution which is offering courses in management. Though the final fee structure shall be fixed in accordance to AICTE norms when the course shall be granted approval but, before that a reasonable tuition fee comparable

to other similar institutes can be assumed to be charged which shall be around €4000 per student, though the actual fee shall depend on the offering of the finalized course and approval of the same by AICTE. Considering the same the amount on account of tuition fees will be **€120,000**.

Apart from this favorable assistance from European Union may also be expected as European Union in order to facilitate student and scholar mobility have good support policy initiatives subject of fulfillment of certain minimum criteria. In case the project gets their acceptance and is selected to be supported financially it can rely for support on establishment expenses, travel costs and scholarships. The funds from EU may range anywhere around €15,000 (€5000 to each of the three European partner institutions) apart from the aid on account of mobility of scholars as well as scholarships to the students.

6   Findings and Recommendations

The data researched and put up above makes the writing on the wall quite clear "prepare yourself completely and march towards success." These days internationalization of higher education is a global phenomenon. It has become the process of integrating an international and intercultural dimension into teaching, research and service of the institution.

Harry (2000, p. 17) mentions that the reasons for internationalization are mainly in four groups:
- Political: Governments of nations have political incentives, including the commitment of the nation to a global economy and society, its openness to the world, its commitment to development assistance to the world and to its region.
- Economic: Economic incentives for a nation include the value of education as a service export and, for the community also, the labour market needs to train students to operate in international and intercultural contexts. For individual institutions the financial incentives are through student fees.
- Academic: The institution and the community including business and industry, have academic incentives for internationalization. There is an assumption that by enhancing the international dimension of teaching, research and service there is value added to the quality of our higher education systems.
- Cultural / Social: The institution has cultural and social incentives for internationalization. Internationalization of the student population adds cultural diversity to an institution and its community, leads to a demand for internationalization exchanges and familiarizes the nation's own students with the world and with their region.

Upon analysis of the information collected, it can be said that the mechanism of collaboration exists as per the present higher education policies of the Indian Government and there are all sorts of governing bodies for accreditations as well as recognition of institute, course and the diploma to be awarded to the students. The issue of India backing out of WTO obligations seems too remote to be considered but can have implications if at all it becomes a reality, which should not be ruled out completely.

The Ministry of Human Resources Development has set up governing bodies such as University Grants Commission and All India Council for Technical Education which are apex bodies and have clear cut and well defined rules and regulations for approval of any higher

educational institution which is intended to be established by a foreign university irrespective of whether it is in collaborative venture with a recognized Indian institution or an independent one.

The National Assessment and Accreditation Council and National Board of Accreditation are the bodies set up by UGC and AICTE respectively. These bodies assess the institute as well as the course and grant accreditation on the basis of extent to which these institutes and their courses match the fixed standards of these accrediting bodies.

Association of Indian Universities is the government agency for granting academic equivalence to the degrees awarded by the accredited foreign Universities or Institutions for purpose of admission to higher courses in India. It has an Evaluation Division which deals with the work of evaluation and equivalence of degrees and diplomas awarded by the accredited universities in India and abroad for admission to higher courses at Indian Universities.

As has already been seen in chapter 4.5 there are numerous examples of collaborative institutes presently running successfully in India. Some of them have already been approved by the governing bodies whereas many of them are running their courses without being approved from these Indian governing bodies.

The important point to be taken into account for consideration in the present case is that the mechanism is in place for establishing a joint international higher educational institution in India. Stress has to be given for this programme from the point of view of the following:
- Internal perspective - what must we excel at so that we attract customers?
- Customer perspective - how we want the customers to see us and how they will see us actually?
- Innovation and learning perspective – will we be able to continuously improve and create value?
- Financial perspective – how shall the flow of funds be ensured and how will be looking at stakeholders?

This will provide us with a comprehensive framework that will translate the strategic objectives into a coherent set of performance measures. It will represent a clear cut fundamental change in the underlying assumptions about performance measurement and will help to focus the strategic vision. Moreover marketing research can also be used effectively to differentiate the image of the programme offering in the present higher education market in India. Since our excellence is to be measured and being in the business of higher education, so instead of emphasizing financial performance, academic measures has to be stressed. These will be as under:
- Faculty to student numbers (ratios)
- Demographics
- Student pass percentages and dispersion of scores
- Class rank and percentile scores
- Graduation rates
- Percentage graduates employed on graduation,
- Faculty teaching load
- Faculty research / publications
- Statistics on physical resource such as library, computer laboratories etc.

From among all these various factors the area deserving greater attention will be the following:

- Student
- Faculty
- Staff expectations and satisfaction levels

The attention needs to be paid to systematically measure students, faculty and staff satisfaction as this will help in attracting and retaining the best talent / people and well could be a critical success factor for this institution.

The scope of entering the Indian education market was also assessed and it was seen that the following factors are favourable:

- Low gross enrolment ratio which reflects that customers i.e. students in the instant case are there to take the benefit of our product and the good quality product can be sold to them.

- A large number of business schools already exist in India but most of them do not have accreditation of any kind and are offering the course contents which is average or below average as per the international requirements and standards. Hence, the scope for the institutes offering world class course content, having international accreditation exists in the Indian higher education market.

- A suitable Indian partner of repute shall be a bonus as this will save time in establishment of infrastructural facilities and also prove beneficial in early commencement of courses apart from being helpful in getting approval from Indian higher education governing body, AICTE.

In light of the above the following is recommended:

- FELU can enter into collaborative partnership with IPE, Hyderabad. Stick to its present EQUIS accredited course content for management or economic studies as it will be the most suitable even to get approval from the Indian regulatory bodies as it is one of the conditions for grant of approval to the foreign universities or institutes, that the course content should be the same as approved in their own countries.

- FELU can enter into collaborative partnership with IPE, Hyderabad but, it should have its **own differentiated course content offering for management or economic studies** as IPE is also offering management courses in India. Though if agreed between the two there can be development of a new course content combining the course offerings of both the institutions. The limitation with this option is that this can be obtrusive for consideration by Indian governing bodies like AICTE for approval to the foreign universities.

- FELU should make an effort to have tie-ups with Indian and Foreign (European) or multinational companies / industries so as to convince them of the high quality of education that will be provided and ensuring initial employment which could be for a limited period of maybe 1 year or so (further extendable if mutually suited to employer and employee) for its students. An assurance of 100% employability after the studies in this joint international higher educational centre will cover the expectations of the Indian students. This is of importance because it has been seen that

that somehow or the other the issue of employability is of major concern to students and parents (financers of studies in majority of the cases).

- While having tie-ups with Indian and Foreign (European) or multinational companies / industries the issue of course content to be suitable to the industry requirements should also be considered and these requirements could be incorporated so as to make the output more aligned and sensitive to the industry requirements. A comprehensive feedback mechanism for the same should be established.

Regarding the strategy part, it will flow after incorporation of all the factors as per the figure displayed below.

Figure 4: Inputs for reaching business strategy
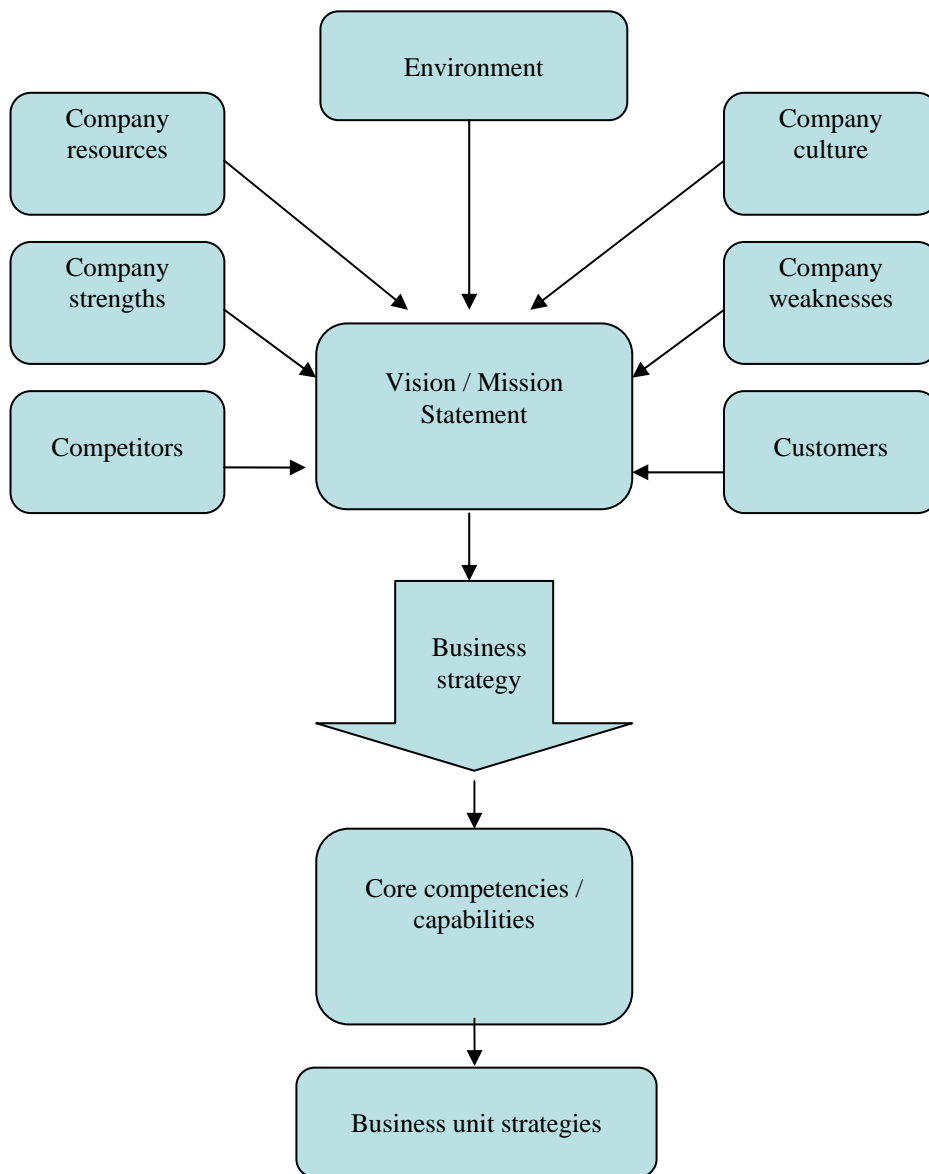
The strategies for creating value in education are based on managing knowledge that creates and deploys an organization's intangible assets.

In India, institutions of higher education are becoming increasingly aggressive in their marketing activities. In this increasingly competitive environment, we shall have to be concerned about the institution's positioning and image. It is also of concern that higher education is being more and more dominated by many largely undifferentiated colleges and universities which are offering similar programmes. The students are affected not only by the teaching environment but also by the learning environment, which includes facilities, accommodation, physical environment, policies and procedures, and more importantly, interpersonal relations and communication and from every encounter and experience. Hence the faculty, staff and administrators shall have to set good examples by their deeds and recognize that everyone in an institution is a teacher.

The customer perspective will make us to aim at the immediate needs and desires of the students, parents, faculty and staff, alumni, the corporate sector and the society at large. It is relevant here to state that looking at students solely as customers becomes a sort of a misnomer as they are also (if not only) the "throughput" that eventually gets processed in the institution and ends up accepted (or rejected) at the verge of graduation. Hence the corporation and society at large should be considered as the real customers.

The second component will involve the internal business or operations perspective. This means inherently focusing on the implementation and delivery of the academic, research and other programs by the institution and the degree of excellence achieved in the same.

The innovation and learning perspective shall have to be strengthened by development of faculty and staff as a precursor and foundation to excellence in program design and delivery. Last but not the least, the component constitutes of financial performance and its measure too. It is clear from the data collected above that in the Indian context, that the government eschews the word "profit" for foreign educational institutions, however surpluses would be important as only then this institution can look for achieving greater autonomy in designing and delivering ever new courses and programs that are relevant to the population in context, but expensive to implement.

It can be compressed that the necessity will be to:
- communicate strategic objectives and measures throughout the organization
- align department and individual goals with the organization's vision and strategy
- link strategic objectives to long term targets and annual budgets
- clarify and update vision and strategic direction
- identify and align strategic initiatives
- conduct periodic performance reviews to learn about and improve strategy
- obtain feedback to learn about and improve strategy

All the above are relevant in the context of the institutions of higher learning in India. It is also a convenient mechanism to communicate strategy and strategic objectives to all levels of management. The most important potential benefit this will give is that it will align with strategy leading to better communication and motivation which delivers better performance.

We are all aware that investments in faculty and staff training lead to improvements in service quality, better service quality leads to higher customer (stakeholder) satisfaction, higher customer satisfaction leads to increased customer loyalty and increased customer loyalty generates positive word of mouth, increased grants/revenues and surpluses that can be ploughed into the system for further growth and development.

7 Conclusion

There are some critical success factors for higher education institutions in India. These factors are critical because if they are executed properly, the institution will achieve excellence in its chosen field(s). It serves as a driving force to move institutions towards their goals. In the process of reaching these goals, the institutions are confronted with many barriers that are difficult to overcome however, many barriers originate from the institutions organizational members themselves by way of resistance to change, fear of accountability and its derivative pressure, lack of commitment and fear of failure. If quality can be nurtured into the senses of all the functionaries in the institutions, then organizational members will engage in the cooperation and commitment required of them. The institution should take the opportunity to formulate a cascade of measures to translate the mission of knowledge creation, sharing and utilization into a comprehensive, coherent, communicable and mobilizing framework for stakeholders and for one another.

Increasingly demanding customers have a significant level of dissatisfaction with the quality of education provided in the already existing educational institutions except few exceptions. The following table shows the most important items to be taken into account for success.

Table 21: Important items for success

Codes	Items
A	Clear and specific policies and procedures
B	Strategic and operational planning
C	Clearly specified teaching and learning strategies
D	Clear organizational structure and design
E	Delegation of authority
F	Machinery for evaluation and control
G	Strict discipline
I	Emphasis on continuous improvement
J	Cross-functional collaboration
K	Suitability and relevance of curriculum content
M	Adaptive resource allocation
N	Adequate and competent administrative staff
O	Differentiation – adaptive service for its customers
P	Emphasis on training and development for its employees

Source: Sahney, S., Banwet, K. & Karunes, S. (2003)

Since the Government funding to higher education sector is declining annually and its limited outlay targeted largely to develop a few institutes of excellence, the role of the private sector would only increase in the years to come. Employability is a greater concern for the students; this may be due to the high fees they pay and the expectation there from for an employment. Employability takes precedence over course contents and deliverables. With respect to the faculty, the students value the pedagogy and the industry orientation that the faculty brings to

the classroom, but sense of dissatisfaction may prevail on a lack of an "academic" orientation. The students seek a blend of both academic and practicing faculty. The students may also be concerned about the lack of recognition of the course. Accreditation meets multiple objectives including relevant standing of the institution from an employment perspective, and the future prospects of higher education in a foreign environment where such an accreditation is essential. Help may come in here with the placement record of the institute.

The evaluation system should be rigorous and well defined. Recruiters view on quality of higher education institutions, for their concern on the employability of the graduates. They rate the course curricula and the faculty of these institutions as important factors. The recruiters in particular rate the students better who are high on soft skills and communications. This may be due to the emphasis placed on presentation skills for evaluation purposes. It would, therefore, appear that in addition to academic performance, the overall personality and communication / leadership skills of the students needs to be nurtured.

The infrastructural facilities contribute to updating of knowledge, inculcation and up gradation of skills and gaining of practical insights. In other words, besides the soft area of student faculty interaction in the classroom the availability of quality infrastructure facilitates effective learning. The students rate infrastructure high on such facilities as Library, computer lab, workshops, science labs, and classrooms. The satisfaction level of students is related to this aspect too.

The Fee Structure may not emerge as a deterrent in seeking admission. Parents, who still largely finance education, would stretch themselves to find sources, in case the course gives a fair guarantee of employment. It is, however, evident that a large segment of the population, more particularly in rural India is denied access to many well-known higher educational institutes owing to the fee dimension. Educational loans as a source of finance is also picking up and reasonable number of student's population in higher educational institutions are availing loans.

Autonomy of the institution which is operationalised as role of government in monitoring the admission procedure, enrolment, reservations and accreditation is important to all stakeholders. There should be element transparency build into important activities such as admissions, enrolments and accreditation. The gap between promise and performance can be narrowed down by taking variety of measures so as to ensure accountability to stakeholders. Specifically, measures such as regular feedback sessions from the students, Parents faculty meetings and seeking accreditation from the Government.

The general and the most felt concern shall be the inability to interpret Government policies and the constant fear of uncertainty. This uncertainty transcends to the day to day management aspects like availability of quality faculty, placements of their students and finances etc. Hence, as is evident that India dreams of fulfilling its dreams of capturing the high ground in the intellectual arena, of using its demographic advantage to propel into a leadership position in the emerging knowledge economy. Education, long shackled by inadequate budgetary support, bureaucracy, political interference and throttling controls will be liberated. This is the biggest opportunity which should be explored to the maximum extent and as soon as possible with full hearted effort the caution being only after making complete on ground preparations.

8 References and sources

1. Agarwal, P. (2006). Higher education in India: The need for change. Working paper no. 180. Indian council for research on international economic relations. Retrieved on July 9, 2008, from
2. Cavusgil, S. T. and Ghauri, P. N. (2002). Doing business in emerging markets: entry and negotiation strategies. Thousand Oaks [etc.]: Sage Publications, cop.
3. Claburn, T. (2004). What's Next For India. InformationWeek. Manhasset. Iss. 970
4. Claessens, S. & Jansen, M. (2000). The internationalization of financial services: issues and lessons for developing countries. London. The Hague, Boston: Kluwer Law.
5. Czinkota, M. R. (2001). Global business. Fort Worth [etc.]: Harcourt College Publishers.
6. Education for life: Quantifying the factors behind students' choice of HE. (2007). Human Resource Management International Digest. Bradford: Vol. 15, Iss. 3, p. 30-32
7. EIU Limited (2006, Nov. 10). India economy: Emerging gap in skills and education threatens services sector Retrieved on August 30, 2008 from
8. Evans, T. D. & Nation, D. (1996). Opening education: policies and practices from open and distance education. London, New York: Routledge.
9. Examine the Higher Education System in India: Including an Overview of Government Initiatives, Universities in India & the Structure of Curricula (2008, July 28). Retrieved on August 31, 2008, from
10. Ford, D. (2002). The business marketing course: managing in complex networks. Chichester [etc.]: J. Wiley, cop.
11. Harry, K. (2000). Higher education through open and distance learning. London: Routledge, New York: The Commonwealth of learning.
12. Hitt, M. A., Ireland, R. D. and Hoskisson, R.E. (2007). Strategic management: competitiveness and globalization. Mason (OH): Thomson/South-Western.
13. Joshi, R. (2008, May 4). AICTE time to revamp: The statutory body, which is supposed to regulate higher education in the country, is a sclerotic, bureaucratic organization that is, instead, vitiating the atmosphere of technical education in India. In the past, it has been often accused of approving institutions with questionable credentials even as some of India's premier institutes have found it difficult to gain recognition. Business Today Retrieved on August 22, 2008, from
14. Joshua, A. (2007, May 31). Foreign varsities can't repatriate earnings. The Hindu. Retrieved on July 22, 2008, from
15. Karakaya, F. (2002). Barriers to entry in industrial markets. The Journal of Business & Industrial Marketing. Santa Barbara: Vol. 17, Iss. 5.
16. Leontief, W. W. (1986). Input-output economics. New York, Oxford: Oxford University Press.
17. Lincicome, M. (2006). The Journal of Asian Studies. Ann Arbor, Vol. 65, Iss. 1.
18. McCarty, M. H. (2001). The Nobel laureates: how the world's greatest economic minds shaped modern thought. New York [etc.]: McGraw-Hill.
19. NASSCOM (2007, March 11). The Academic System Is Not Market Responsive; A BT-NASSCOM panel ponders on a looming qualitative talent crunch, and looks for longer-term solutions. Business Today.
20. Paul, G. & Peter, W. (2007, March 29). Why Private Colleges Are Surging in India. Wall Street Journal (Eastern Edition).
21. Quelch, J. A. & Deshpande, R. (2004). The global market: developing a strategy to manage across borders. San Francisco: Jossey-Bass.

22. Rena, R. (2002). Financing and cost recovery in higher education: A Study with special reference to private colleges in Andhra Pradesh. Finance India. Delhi: Vol. 16, Iss. 2.
23. RNCOS (2007, Nov. 23). Private & Foreign Educators to Make India Educated. Retrieved on August 30, 2008, from
24. RNCOS (2007, Oct. 10). Education Services Market in India 2007. Retrieved on August 30, 2008, from
25. Sahney, S., Banwet, K. & Karunes, S. (2003). Enhancing quality in education: application of quality function deployment - an industry perspective. Work Study. London, Vol. 52, Iss. 6/7.
26. Saunders, M., Lewis, P. and Thornhill, A. (2007). Research methods for business students. Harlow (England) [etc.]: Prentice Hall
27. Shanks, G., Seddon, P. B. and Willcocks, L. (2003). Second-wave enterprise resource planning systems: implementing for effectiveness. Cambridge (U.K.) [etc.]: Cambridge University Press.
28. Verdin, P. J. (1993). From barriers to entry to barriers to survival. Fontainebleau: INSEAD
29. Wheelen, T. L. and Hunger, J. D. (2006). Strategic management and business policy: concepts and cases. Upper Saddle River (NJ): Pearson Prentice Hall.
30. World Trade Organization, Council for Trade in Service (1998, September 23). Education service. Background Note by Secretariat. Retrieved on June 15, 2008, from http://www.wto.org/english/tratop_e/serv_e/w49.doc.
31. http://ec.europa.eu Retrieved between June to August 2008
32. http://education.nic.in Retrieved between May to August 2008
33. http://en.wikipedia.org Retrieved between May to July 2008
34. http://pewebdic2.cw.idm.fr/display/wapopup.html?unfolded=13872&ids=13872 Retrieved on 27.8.2008
35. http://prayatna.typepad.com Retrieved on 23.7.2008
36. http://www.academics-india.com Retrieved on 16.7.2008
37. http://www.adb.org Retrieved on 29.8.2008
38. http://www.aicte.ernet.in Retrieved on 18.7.2008
39. http://www.aiuweb.org Retrieved on 29.7.2008
40. http://www.britishcouncil.org/eumd-information-background-india.htm Retrieved between July to August 2008
41. http://www.education.nic.in Retrieved between July to August 2008
42. http://www.icpe.si/content.asp?k=about Retrieved on 29.7.2008
43. http://www.icrier.org/pdf/ICRIER_WP180__Higher_Education_in_India_.pdf. Retrieved on 23.6.2008
44. http://www.iemi.be/iemi_mba/iemi_en/pedagogical_methods_en.html Retrieved between July to August 2008
45. http://www.iimahd.ernet.in Retrieved on 29.7.2008
46. http://www.iimcal.ac.in Retrieved on 29.7.2008
47. http://www.indiastudycenter.com Retrieved between July to August 2008
48. http://www.ipeindia.org Retrieved between July to August 2008
49. http://www.naacindia.org Retrieved between July to August 2008
50. http://www.nba-aicte.ernet.in Retrieved between July to August 2008
51. http://www.ncaer.org Retrieved on 30.8.2008
52. http://www.researchandmarkets.com/research/1a14f0/higher_education_i Retrieved on August 30, 2008
53. http://www.thehindu.com Retrieved on 20.7.2008
54. http://www.ugc.ac.in Retrieved between July to August 2008
55. http://www.wto.org/english Retrieved between July to August 2008

LIST OF ANNEXURES

8.1 *Annexure A: List of Unapproved Institutions Running Technical Programme with Foreign Collaboration without AICTE Approval*

S.No.	Name & Address of the Institution & Collaborated Name	Unapproved Programme
1.	Empire Institute of Learning 414 Senapati Bapat Marg,Lower Parel (West),Mumbai-400013. Foreign Collaboration: University of Huddesfield and Carleton University, DAnada Twining Arrangement	BA (Hons) Fashion Design with Manufacture, Marketing & Promotion (3yrs), BA (Hons) Fashion Design (1 year top up), BA (Hons) Graphic Design (3 years), BA (Hons) Graphic Design (1 year top up), BA (Hons) Graphic Design (Packaging) (3 years), BA (Hons) Graphic Design (Advertising) (3 years)
2.	M. S. Ramaiah School of Advanced Studies Gnangangothri Campus,New BEL Road,Bangalore-560054. Foreign Collaboration: Coventry University Twining Arrangement, Foreign Degree	MSc (Engg) in Competitive Manufacturing, Manufacturing Magt, Automotive Engg, Communication Manufacturing, Digital Signal and Image Processing, Micro Electromechanical Systems, Smart system Design, VLSI System Design, New Product Design Rotating Machinery Design and Real Time Embedded Systems
3.	Academy Instt of Maritime Education & Training 5107, H2, II Avenue, Anna Nagar Chennai - 600 040, Tamil Nadu 044 26161438, 26161180, 044 26162827F www.ametindia.com [1] MoU with South Tyneside College, UK	[1] MBA [2] Engg & Tech
4.	Academy of Culinary Education, Cidade De Goa Beach Resort, Vainguinim Beach, Goa - 403 004. FORG. COLLAB :AHLA, USA and Culinary Shitzerland Joint Degree and input through representative	3 Yrs. BA and 1 year Diploma in Hotel and Restaurant Management

5.	Ansal Institute of technology Sector - 55 Gurgaon - 122003 Foreign Partners: North Dakota State university	MBA, B.TECH
6.	Arun Muchhala College of Hotel Management & Catering, Sai Baba Vihar Complex, Anand Nagar, Thane Ghodbandar Road, Kaveshar, Thane-400 601 FORG. COLLAB : AHLA, USA Joint Degree and input through representative	3 Yrs. BA and 1 year Diploma in Hotel and Restaurant Management
7.	Audyogik Shishan Mandal, Pimpri Chichwad Mahratta Chamber of Commerece Indust. & Agriculture, Pune MIDC, C Block, Chinchwad, Pune - 411 019 FORG. COLLAB :Leed Metropolitan University Twining Arrangement and Foreign Degree in India	Master Prog. In Business Administration (International Business)
8.	Canadian Institute for International Studs., Main Campus: Village Jalvehra, GT Road NH-1, Distt.Fatehgarh-Sahib City Campus : C-2, Phaes – 1, Industrial Area, Mohali Punjab – COLLABORATED WITH - CIIS in India is an extension Campus of Georgian College, Fanshawe College, Thompson Rivers Univ., Canada & UCOL, New Zealand	For 10 plus 2 pass outs, FT 3 yrs diploma / 4 yr degree in Mech. Engg., Automobile Mfg., B.Tech.- Applied Computing Sc., Business Admn. Automotive Mktg., Fashion Design Computer Graphic Design, PG Level- PG Dip / Master in Computer Graphic design , Pre – MBA
9.	Canan School of Catering & Hotel Mgmt. 1/75 Poonamallee High Road Nerkundrum, Chennai - 600 107Tel - 044 - 24872689, 24770104 [1] http://www.cananschool.org/, [2] http://www.collegesintamilnadu.com/Catering/canan_catering .htm [1] AHLA, USA	[1] BA ,[2] Dip in Hotel and Restaurant Management
10.	College of Hosipality and Tourism - Gurgaon 486-487 Udyog Vihar, Phase III gurgaon - 122016 Foreign Partners : ALHA, USA	BSc (Hons) Degree in hotel and restaurant Management
11.	College of Hospitality & Tourism Studies, 3/311, Vishal Khan (Opp. CMS) Gomti Nagar, Lucknow-226 010. Collaborated With *AHLA, USA*	Three year BA and one yr Diploma in Hotel and Restaurant Management.
12.	Confideration of Indian Industry, Naoroji Godrej Centre of Excellence, Godrej Station Side Colony, Pirojshanagar, Vikhroli least, Mumbai - 400 079. FORG. COLLAB :University of Warwick, UK Twining Arrangement	ACE Prog. Leading to MSC in Engg. Business Mngt.
13.	Dina Inst. Of Hotel & Business Management, No.3, Timanna Niwas, 940/2, Chaturshringi Road, Model Colony, Pune-411 016. FORG. COLLAB :AHLA, USA and Middlesex Univ., London, UK. Joint Degree & Input through representative.	3 Years BA & 1 Year Diploma in Hotel and Restaurant Management

14.	Dr. Jessy Geroge Memorial Institute of Mgt. Modern Group, 4th floor, Corporation Building Chinnakkada, Kollam - 6910001, Tel# 04724-2741633, 1743690, Mr. James George, Principal - MD Foreign Partners: AHLA, USA.	Three year BA and one year Diploma in Hotel Restarant Management
15.	Eastern Institute for Integrated Learning in Management, 6 Water loo Street, 2nd fllor, Calcutta-700 069. Collaborated With University of Bradford, Richmond Road, Bradford	MBA
16.	Gandhigram Rural Institute, Gandhigram, Ahmedabad. FORG. COLLAB :Grambling State University & Clark Univ. Twining Arrangement	Bachelor and Master Level Diploma
17.	Global Institute of Management science(GIMS), C/2, Shelter Bungalow, Kalina Kurla Road, Near Air India Colony, Santacruz(E), Mumbai-29 COLLABORATION WITH ASSO. WITH LONDON COLL. OF MGMT., WCCREDIATED BY BRITISH COUNCIL, GOVT. OF U.K.	Degree and Dip. In Hotel managemen
18.	Golden Regency, Golden Retreat Center Director of Studies, City Center, Debhog, Haldia, East Midnapur Collaborated With Regency Institute of Tafe under University of South Australia Adelaide	International center for hospitality Management 3 years Advance Diploma in Hospitality Management
19.	Good Shepherd Institute of Hospitality Mgmt. Kunjaban, East Main Road, Kalimpong, D.G.A.H.C. West Bengal – 734 301 Collaborated With *AHLA, USA*	Three year BA and one yr Diploma in Hotel and Restaurant Management
20.	Great Lakes Institute of Management Siddhartha Circle Opp. Mogal Rajapuram Caves, Chennai, Tamil Nadu 91-44-42255855, 42168228, 91-44-42049920F www.glakes.org [1] Stuart Graduate School of Mgt, [2] Illinois Institute of Tech, Chicago, [3] Research Collaboration with Yale University, and [4] MoU with Nanyang Tech Univ	[1] Exe MBA, [2] MDP, [3] FT PG Mgt Programmes
21.	Gujarat Institute of Hotel Mgmt., Vaid House, Opp. Homeopathy College, Near R.C. Patel Esdtate, Akota Padra Road, Vadodara, Gujarat-390 020 FORG. COLLAB :AHLA, USA Joint Degree and input through representative	3 Years BA and 1 Year Diploma in Hotel and Restaurant Management

22.	ICAII Institute of Mgt. & Tech., Mohali Campus : 2265A, Phase 7, (on phase 7 and Sec. 70 dividing road) Chandigarh : SCO 22, Sector 33-D, Near Terrance Garden, Chandigarh COLLABORATED WITH - Hardware & Software Courses with International Certificates	MBA, MCA, BBA, BCA, B.Sc., M.Com., B.Com., MA/ BA
23.	IIPM, IIPM Tower, Junction of 32nd Road & S.V. Road, Bandra (W), Mumbai-50 COLLABORATION WITH INTERMNATIONAL MANAGEMENT INSTITUTE (IMI), EUROPE	MBA & BBA
24.	Indian Institute of Planning and Management Tower, B- 27 Quatb Institutional Area, New Delhi - 110016 Foreign Partners: Intrrnational Management Institute IMI. Europe	BBA, MBA
25.	Indian Institute of Planning & Management, IIPM Tower, B- 27, Qutab Institutional Area, New Delhi – 110016 COLLABORATED WITH - IIPMs Entrepreneurship programme receive an additional International MBA/BBA Degree from International Mgt. Inst. (IMI) Europe	MBA & MBE
26.	Indo-American Tourism Ltd. Door # 47-9-14, Dwarka Nagar, Visakhapatnam -530016, A.P. 891-2543732 2531046 http://www.ei-ahla.org/search_schools_view.asp?id=614 [1] AHLA, USA	[1] 3 Yr B.A. Dip in Hotel & Restorant Mgt.
27.	Institute of International Management and Technology, 336, Udyog Vihar, Phase VT, Gurgaon Haryana, 211001 Foreign Partners: Oxford Brokkes Univeristy	BSc (Hons) Degree in hotel and restaurant Management
28.	Institute for Interelated Learning in Management Lodhi institutional Area, Lodhi Road, New Delhi Foreign Partners: University of Bradford, Uk	Bachelores in Business and Mgt. Studies foreigh degress
29.	Institute of Advanced Management AE 486 Salt Lake City , Kolkatta – 700 064 Collaborated With Queen Margaret University College Ediburg.	B.A. in International Hospitality Management (3yrs)
30.	Institute of Advanced Management, the Hotel school, Kolkota and Goa Ph-Banerjee-09831483682- COLLABORATION WITH THE QUEEN MARGARET UNIVERSITY COLLEGE, UNITED KINGDOM	HMCT programmes
31.	Institute of Finance and International Management # 2461, 24th Cross, BSIC II Stage, Bangalroe - 560070 Foreign Partners: Liverpool John Moores University	Master in Business Studies

32.	Institute of Hotel Mngt & Culinary Arts, 105, Lillier, 1st Floor, Opp. R.C. Patel Estate, Akota Padra Road, Vadodara- 390 020. FORG. COLLAB :AHLA, USA Joint Degree and input through representative	3 Years BA and 1 Year Diploma in Hotel and Restaurant Management
33.	International Institute of Business & Manement Pvt Ltd. No. 1, 4th floor sindur Pantheon Plaza 346 Pantheon Road Egmore, Chennai 600 008, Tamil Nadu 44826 5727/826 5728 91-448265728 website could not be found [1] Heriot-Watt university, Edinburg	[1]BBA, [2] MBA
34.	International Institute of Hotel Management, International Tower X-I, 8/3 Block EP, Salt Lake, Electronic Complex, Sector V, Kolkata – 700 091. Collaborated With Queen Margaret University College at Ledinbu8rgh, UK	Degree in International Hospitality Management
35.	International Institute of Hotel Mgmt. EC 37 Salt Lake, Calcutta – 700 064. Collaborated With Queen Margaret University College Corstorphine Campus, Edinburgh.	Diploma in Hotel Management BA in International Hospitality Management
36.	ITM Institute of Financial Markets, 701, BSEL Tech Park, Vashi, Navi Mumbai – 400 705- COLLABORATION WITH OPTION OF TRANSFER TO SNHU & GRADUATING IN USA, MEBER OF AACSB INTERNATIONAL	MBA-FM,PGP-FM, Masters and Executive Masters in Insurance and Risk Management, Personal Financial Planning , Acturial science
37.	Kohinoor College of Mngt & College of Hospitality Mngt & Catering Operations, Senapati Bapat Marg, Dadar (W), Mumbai-400 028. FORG. COLLAB :Carleton University, Canada, International Hotel Management Institute, Switzerland. Twining Arrangement and Complete Foreign Degree in India.	Higher Diploma in Hospitality Management, BA Degree in International Hotel & Tourism Management and BA (H) in International Business
38.	Lady Doak/ American College Tallakulam, Madurai - 625002, Tamil Nadu 091 - 452 - 2530527, 2524575; infor@ladydoak.org 091 - 452 - 2530293F, 2523585F, http://www.ladydoak.org/courses.htm [1] International Christian University (ICU), Tokyo, Japan	[1] PGDCA, [2] P.G. Dip in Personnel Management & Public Relations (PGDPM&PR)
39.	LBIIHM B-98, Pushpanjali Enclave, Outer ring road Pitampura, Delhi - 110088 Foreign partners: ALHA, USA	BSc (Hons) degree in Hotel and restaurant Managent
40.	MATS School of Business MATS Tower, 319, 17th Cross, 25th Main, J.P. Nagar, 6th Phase, Bangalore –560 078 COLLABORATED WITH - ESCPAU Finance	Post Graduate Program in Business Management (PGPBM) PGDBM – (International Business)
41.	MERIT Swiss Asian School of Hotel Management 22, Havelock Road, Ooty – 643 001, Tamil Nadu 0091-423-2443601-6, 2442486 / 0091-423-2441098,2440202 F http://www.meritworldwide.com/merit.html [1] American Hotel & Lodging Association's Educational Institute, Washington, USA	[1] MBA (HM&CS), [2] MBA, [3] PGDBM, [4] PGDACM, [5] B.S., [6] M.S., [7] AH&LA, [8] DHM

42.	MP Pillai Institute of Management Bharitya Vidaya Bhavan, No. 43, Race Course Road, Bangalore - Foreign Partners : Marshal University, USA	MBA
43.	Mumbai College of Hotel Management, Satellite Park, GCC, Mira Rd., Dist: Thane COLLABORATION WITH UNIVERSITY- USA	Degree/ Dip/PG Dip.HMCT, MBA
44.	Nageshkar Memorial Hospitality Academy Pvt. Ltd., 1330, 18/19, Chatarpati Colony, Shastrinagar, Kolhapur-416 008. FORG. COLLAB :AHLA, USA. Joint Degree and input through representative	3 Yrs. BA & 1 Yr. Diploma in Hotel & Restaurant Mngt.
45.	Navi Mumbai Hospitality Eduactional Trust (Regent Academy of Culinary Eduation), The Institution of Engg. Campus, Plot No.106, Sec-15, Belapur CBD, Navi Mumbai - 400 614. FORG. COLLAB :AHLA, USA. Joint Degree and input through representative	3 Yrs. BA & 1 Yr. Diploma in Hotel & Restaurant Mngt.
46.	Niraj International College 44-Umanagar, R.J. Rd, Begumpet, Hyderabad - 500016, A.P. [1] http://www.nchmct.ac.in/index.html, [2] http://www.indiaedu.com/career-courses/hotel-management-courses/andhrapradesh.html [1] Waltham Forest College	[1] Edexel's H.N.D. in Hospital Mgt.
47.	Nittle Institue of Catering Studies & Hotel Admn. Pumpwell Circle, Kankanady Managalore - 575002	BSc (Hons) Degree in Hotel and Restaurant Management
48.	North India Institute of Hotel Mgt. Gulmohar Complex, Zirakpur - Shimla Highway Near Railway Crossing, Zirapur P.o Dhakoli - 140201 Chandigarh Foreigh Partners : ALHA, USA	Three year BA and one years diploma in hotel and restaraurant managent
49.	Pearl Academy of fashion C-56/2 Okhla Industrial Area Phase-II new delhi - 110020 Foreign partners : Nottingham Trent university NTU	PG diploma in Fashion Technology other diploma in fashion tech.
50.	Presidency College of Hoterl Mgt. C/o Royal Orchid Park plaza # 1, Golf Avenue, Adjoining KGA Golf Course Behind Diamond District, Airport Road Bangalore - 560008 Tel: 918025202764-95 Fax: 2522794 Foreing Partners: AHLA, USA	BSc (Hons) Degree in Hotel and Restaurant Management
51.	R.M. Institute N-13 south of sainik Farms, Khasra no. 18/54 Village - Deovli, Distt. Mehrauli, new delhi - 110062 Foreigh partners: thames Valley University	BA (Hons) Hospitality Management BA Hons International hotel Management
52.	Ritnand Balved Amity Education Foundation amity Centre, Defence Colony, New Delhi - 110024 Foreign partners : UEL Business school London , University of West England, Briston, Purdue University, Calumet, USA	2 years in international mgt. 2-1and 1/2 years courses each MSC in international tech. And software engg. 3 years BSC(EC) 4Yyeas BSC(cse)
53.	Skyline Business School Hauz Khas Enclave, new delhi - 110016 Foreign partners : National American University USA,	BBA and BA in mass comm.

54.	SMI of Hotel Mgnt. & Cat. Technology, Indraprastha, Near Akashwani Manjiri Phata, Hadapsar, Pune-411 028 FORG. COLLAB :AHLA, USA Joint Degree & Input through representative.	3 Years BA & 1 Year Diploma in Hotel and Restaurant Management
55.	South Indian Education Society College of Management Studies, Plot 1-E, Sector-V, Nerul, Navi Mumbai - 400 706. FORG. COLLAB :University of London, External Prog. Twining Arrangement	BBA & MBA
56.	Stansfield School of Business Spencer Plaza, Mount Road, Chennai, Tamil Nadu 044 - 5523 0000 www.stansfieldchennai.com/about_sc.html [1] University of London, [2] Northumria University, [3] Charls Sturt University	[1] MBA(IB), [2] PGD(IB), [3] Certificate Course in Mgt, [4] Executive Programmes
57.	TASMAC Institute of Management and Eduation, TASMAC House, Plot No.14, TASMAC Road, Viman Nagar, Pune - 411 003 FORG. COLLAB :University of Wlaes and University of South Florida, Tampa, USA. Twining Arrangement and Foreign Degree in India	BA (Hons) in Business Administration, MBA, MSc in Information Technology
58.	TASMAC Training and Advanced Studies in Management and Education, TASMAC House, 7/6 Bull Temple Road, Basavanagudi, Bangalore - 560019 Foreign Partners: University of Wales	BA (Hons) in Business Administration, MBA, MSc in Information Technology
59.	TECHNA Institute, SDF Building, 5th floor, Electronics Complex, Salt Lake, Calcutta-700 091. Collaborated With University of London (External), University of Oxford, University, University of Cambridge.	Diploma in Economics , Bsc in Mgt., Bsc in Information Systems & Mgt.
60.	The Daly College, Indore-452 001 FORG. COLLAB :De Montfort University E-mail- dalian@bom4.vsnl.net.in	3 Yrs. Bachlor Degree in Business Management
61.	The Hotel School of K.K.Retreat Pvt. Ltd. K.K. House, Bharat Mata Path, Jamnalal Bajaj Marg, C-Scheme, Jaipur - 320001, India Tel: 911412371128, 2371236 Fax: 911412371186 Foreign Partners: AHLA, USA	Three year BA and one Year diploma in Hotel and Restaurant Managemnt
62.	The Indian School of Business ISB Campus, Gachibohli, Hyderabad-500 019, A.P. Not Available www.isb.edu [1] Kellogg School of Management, [2] The Wharton School, [3] London Business School, [4] Southern New Hampshire University (SNHU), USA	[1] 1 Yr PG Programme, [2] PD Research Fellowship Programme, [3] Short-Term Open & Customised Exe Programmes

63.	THINC (Champlain College, Vermont, USA), at St. Xavier's Technical Institute, Off. Mahim Causeway, (Opp. Raheja Hospital), Mahim(w), Mumbai-400016 COLLABORATION WITH UNIVERSITY OF WALES UK.	MBA, HMCT
64.	Training & Advanced Studies in Management and Communications (TASMAC) Ltd. TASMAC House, 7/6, Bull Temple Road, Basavangudi, Banagalore-560 004 COLLABORATED WITH - University of Wales, UK	MBA-Full Time (one year)
65.	Training & Advanced Studies in Management and Communications Ltd.(TASMAC), 2/22, Tardeo A.C. Market, Tardeo, Mumbai-34- COLLABORATION WITH UNIVERSITY OF WALES UK.	MBA programmes-2 yr-PT AND FOREIGN COLLABORATION PROGRAMMES
66.	Vivekanand Institute of Hotel Management Alampur Hauz, Agra Road, Etawah(UP)-206 001 Collaborated With *IOU The Netherlands*	BHMCT
67.	Welingkar Inst. Of Mngt Development & Res., L. Napoo Road, Matunga (CR), Mumbai - 400 019. FORG. COLLAB :Twining Arrangement www.welinkar.org	MBA
68.	Western International university 24 A, Lajpat Nagar, new delhi Foreign Partners : Western International University	Bachelores and Master in Business Studies
69.	Wigan & Leigh ollege (I) Ltd., Modern Mills Compound, 101 Keshavrao Khade Road, Jacob Circle, Mahalaxmi, Mumbai - 400 011. FORG. COLLAB :Wigan & Leigh College, UK Franchise	BBA, MBA & Diploma
70.	The CFA Institute of Charlottesville, 560, Ray C. Hunt Dr. Charlottesville VA, 22903-2981 United States of America	CFA Programme

8.2

8.3 *Annexure B: List of Unapproved Institutions Running Technical Programmes without AICTE Approval*

S.No.	Name of Colleges	Programmes
1	Bangalore Institute of Aeronautical Engg. & Information Technology, No. 5 SRS Complex, NGEF layout, 80 feet road, Nagarbhavi, 4 Bangalore – 72	Aeronautical Engg. Information Technology Mechanical Engg. Electronics & Telecommunication, Chemical Engg. Computer Science, Electrical, Engg. Marine Engg.
2	Indian Institute of Aeronautical and Marine Engineering #15/4, Opp. Ganapathi & Venkateshwara Temple, 80Ft. Road, Padmanabhanagar,	Aeronautical Engg. Information Technology Computer Science &

		Technology Electronics & Telecommunication Electrical Engg.
	Bangalore – 560 070	
3	Maharashtra Academy Of Naval Education & Training, Gat No.140, Loni-Kalbhor, Rajbaugh, Pune-Solapur Highway, Pune-412201	B. Tech Marine Engineering
4	National Institute Of Aeronautical Engineering And Information Technology, Tapasvi Plaza, First Floor, Opp.Cotton Greaves,Mumbai-Pune Road, Akurdi Chowk, Chinchwad, Pune-19	B.E./B.Tech In Engg. Courses
5	P.K. Institute of Technology Pushp Vihar, Masani Road, Mathura	B.Tech. & Polytechnic
6	Singhania Institute Of Law Management Science & Technology, Campus**:** Pacheribari, Narnaul - Singhania Road, Dist. Jhunjhunu Road, Dist. Jhunjhunu - 333515 Ph : 01593-271299/300/005,09812450552/3/4/31 Web site :www. singhaniainstitutes.com (Campus of Singhania University under incorporation under Rajasthan Pvt. Universities Act. No. 10 of 2005)	**B.Tech** in Civil Mechanical, Automobile, Communication, Electronics & Instrumentation, Information Technology, Computer Sc. Electrical Petroleum & Hydrocarbon and Minning Engg. , MCA Polytechnic Diploma in Automobile, Civil Computer Science Electronics & Comm, Electronics & Instrumentation Information, Technology, Electrical, Mechanical Petroleum & Hydrocarbon, Web Designing, Fashion Designing, HMCT.
7	The ICFAI Institute of Science & Tech., CPAD, Unit No.107 A, Ist Floor, MBC Cimplex, 134, Infantry Road Bangalore	B.Tech. Prorgamme in Bio – Technology Computer Science & Engg. Electrical & Electronics Engg. Electronics & Comm. Engg.
8	The Institute of Engineering Science & Technology CTS No. 8760 Sector No. 3, I Floor, Prahalad Complex, Near State Bank of India, M.M.extension, Shivabasavanagar, Belgaum	Degree Courses in Aeronautical Mechanical, Computer Science, Electronics & Communication Information Technology
9	Abhinav College of Engineering & Polytechnic, H.O: 601, Paradise Tower, Gokhale Road, Naupada, Thane(w)	MBA,,Deg/ Dip. Engg. courses
10	Academy of Business Management, Tourism & Research, Opp. HTMT, Garvcbhavipalaya, Hosur Road, Bangalore – 560068	MBA/Doctorate Degree (Full time & Part Time)
11	ACTH Management,, Chandigarh SCO 139-140, 1st floor, Sector-9, Madhya Marg, Chandigarh	
12	ADVISOR THE Educational Academy FF07m Giek Oakacem Bear Kejgrah Nazarm Fauzaad Road, Lucknow. (U.P.)	MBA
13	Advisor the Educational Academy FF-7, Goel Palace, Near Lekhraj MazarFaizabad Road, Lucknow	B.Tech., B.Pharma, MBA, MCA, Bio-Technology
14	AEGIS School of Telecommunication Mahesh, Block B, Plot No. 37, Sec-15, CBD Belapur – 400614, Navi Mumbai – 400 709	
15	Agra Institute of Engineering & Tech.Lakhanpur, Site-C,	B.Tech. &

	Industrial Area Sikandara, Agra – 7	PolytechnicDiploma, MBA, MCA.
16	Akruti Institute of Real Estate Management and Research, Akruti Trade Centre, 6th floor, Road No.7, Marol MIDC, Andheri(E), Mumbai –93	PGD:REDM
17	Amity School of Distance Learning, PO Box. 503, Sector-44, Noida	PGDBM
18	Amity School of Distance Learning, Defence Colony, ASODL – E- 25 Defence Colony, New Delhi	Distance Learning, PGDBM-2 Yrs.
19	Annie Besant College of Engineering & Management, Vinay Khand-I, Gomti Nagar, Lucknow(U.P.)	MBA
20	Apex Institute of Management, Palace Orchad, Undri, Pune-28	MBA, PGDBM
21	Bells Education & Research Society, The Mall, Below Tribune Office, Shimla Chandigarh : SCO 2, Sector -34-C, Chandigarh	MBA, BBA, MCA, PGDCA, M.Sc.,, Distance Learning Programmes
22	Brother Hood Education Trust's, Hindustan Institute of Technology, Dhanraj Shopping, 1st Floor, Main Kasturba Road, Borivalli (East), Mumbai – 400 066	
23	Cosmic Business School, Campus B-1-E-11, MCIE (near Shamken House, NTPC, Badarpur, Mathura Road, New Delhi - 110044)	PGDM-FT, MBA-FT
24	D.B. Jain Institute of Business Management & Research No.8, Lynwood lane (Post Office Bldg) Madhavan Nair Colony, Mahalingapuram, Chennai-600 034, Tamil Nadu (044) 5206 8980 / 2817 4877, (O) 94443 34755, 93828 87574 / (044) 2817 0512F www.ibmrindia.org [1] SMU(SIKKIM MANIPAL UNIVERSITY)	[1] MBA - 2 Yrs in 8 Specialisation, [2] International Programme, [3] Executive MBA - 1 Yr, [4] MBA - 2 Yr
25	Deen Dayal Upadhayaya Institute of Management & Higher Studies, Swaroop Nagar, Knapur(U.P.)	MBA
26	Devi Mahalaxmi College, Narat hi Municipal School Premises, Tank Road, Bhandup(w), Mumbai-78	PGDMLT, Pharm,. Business Mgmt.
27	Elphinstone College, 156, M.G. Road, Fort, Mumbai-32	Dip, P.G.Dip in HMCT, MBA (Hospitality Management)
28	Excel Institute, Vashi , Navi Mumbai-400705	MBA, HMCT, ENGG
29	F.D.L's Institute of Information Technology & Management Research, Ahemadnagar	
30	FHRAI Institute of Hospitality Management, Plot No. 45, Knowledge Park-III, Greater Noida-201 306(U.P.)	4-Year International Hospitality Administration
31	GCS Computer - SCO 162-163, Sec-9-C, Chandigarh	MBA, MCA, PGDCA, PGDBM BBA BCA, Distance Education Programme of Punjab Tech. University Jalandhar
32	Globsyn Business School Plot-XI-11 & 12, Block-EP, Sector-V, Salt Lake Electronics Complex, Salt Lake Kolkata-700 091	PGDBM
33	GSC - SCF 34, Dukhniwaran Sahib Market, Patiala	MBA, MCA
34	GSC - SCO 162-163, Madhya Marg, Sec.9-C, Chandigarh COLLABORATED WITH - As per advertisement on 28.9.06 in The Tribune , Under Sikkim Manipal Univ.,	MBA, MCA
35	Hindustan Institute of Technology & Management, Sai Leela,2nd floor, S.V. Road, Borivali(w), Mumbai-92	MBA, MCA
36	Hospitality Training Institute, Matunga, Mumbai	Advanced Dip, Diploma & P.G.Dip.in Hotel Management
37	ICE College, Dadar, Mumbai	MBA, MCA, PGDCA, Hotel Management

38	ICEI - SCO 198-200, Sec. 34-A, Chandigar	MBA, MCA
39	ICFAI [1] 6E, 6th Floor, 112, Eldorado Bldg., Nungambakkam High Road, Chennai[3] http://www.icfai.org/icpe/main/icfai_centers.htmICFAI	[1] MBA
40	ICFAI Shanmugam Road, Shanmuga, West Tambaram, Chennai – 45	
41	ICFAI New No.51, 3rd Floor, First Main Road, Gandhinagar, Adyar, Chennai -20, Tamil Nadu, 055-52171816, 26205139	
42	ICFAI INC (RO), Block-CJ 151, Sector-II, Salt Lake City, Karunamayee	MBA
43	ICFAI Business School, Bulding No. 71-C, Nirlon Complex, Off Western Express Highway, Goregaon (East), Mumbai –400063	
44	ICFAI Business School, CPAD 504 5th Floor Indra Prakasn Building 21 Barakamba Road, New Delhi	Conducting unapproved courses without obtaining prior approval from AICTE
45	ICFAI Business School, Gurgaon & Chandigarh	MBA-FT
46	ICFAI Distance Education Office: No. 2, 1st Floor, Neelatharva, Above Mayur Electronics, Plot No. 239(2) Telephone Exchange Road, Old Panvel Navi Mumbai	
47	ICFAI National College, 308, Qutub Plaza, Phase – I, Gurgaon	
48	ICFAI National College,ICFAI National College (Regional Office),2/12C, Vijay Khand, Gomti Nagar, Lucknow. (U.P.)	MBA
49	IILM for Higher Education, Plot 69, Sector – 53, Gurgaon ,	PGDM-FT
50	IMET A&B 1064, 2nd floor, Chincholi Bunder, Malad Link Road,(w), Mumbai-64 (Mumbai and Goa)	MBA/ Hotel Management
51	Indian Business Academy, Bangalore, Lakshmipura, Thataguni Post, Kanakapra Main Road, Bangalore – 560 062	PGPM
52	Indian Institute of Management Training (IIMT) Block No.EL-39/5, MIDC Bhosari, Near Indrayani Nagar, Pune-411026	Various MBA degree COURSES
53	Indian Institute of Pharmaceutical Marketing ,5/28, Vikas Nagar, Lucknow –22. (U.P.)	MBA (Pharma Marketing, Hospital Management, Finance, Human Resource Development, Insurance)
54	IIPM, Indian Institute of Planning and Management Tower, B-27 Quatb Institutional Area, New Delhi - 110016	BBA, MBA
55	Indian Institute of Professional Studies, 2/268, Viswas Khand,Gomti Nagar, Luknow-10	MBA
56	Indo German Training Centre, 2-B, Vulcan Insurance Bldg., 2nd floor, V.N.Road, Churchgate, Mumbai-20	PGDBA
57	Industrial Research Institute, Pune – 411 004	
58	Institute of Business Management & Research, #44 IBMR House, Wilson Garden, 6th Cross, Hosur Main Road, Bangalore- 27	Executive – MBA (one Year)
59	Institute of Business Studies & Research (IBSAR), CBD, Belapur, Navi Mumbai – 400 614.	PGD in International Business (FT) , PGD in Management (FT)
60	Institute of Management &Technology, # 298, 100Ft. Road, 4th Phase, 7th Block Banashankari 3rd Stage, Bangalore – 560 085	MBA, MBM-Tech., PGDBM, PGDM, MPIB, BCA, BBA, B.Com, B.Sc (Comp. Sc.)
61	Institute of Management R.C.S. C/o, KKWCampus, Pimpalgaon Bawanti, Nasik	
62	Institute of Rural Studies & Admn Institutional Area 1, Chowdavaram, Guntur - 522019, A. P.	[1] PG Programme in Rural Mgt – Running under MOU

	0863-2288354, 2288454, 2288353F, irsain@sancharnet.in http://www.indianmba.com/andhrapradesh/ANP125/anp125.html MGCGV Chitrakoot	with MGCGV Chitrakoot, [2] Fellowship Programme in Rural Mgt Running under MOU with MGCGV Chitrakoot [3] PG Programme in Disaster Mgt, Conflict Mgt & Family Mgt, [4] Fellowship Programme in Disaster Mgt, Conflict Mgt & Family Mgt
63	International Business School, 12/1 Mathura Road, (Delhi – Faridabad Border) – Delhi	MBA-FT
64	International College of Financial Planning, C/o. Bajaj Capital Ltd., 003, Ground floor, Peninsular Tower, Peninsular Corporate Park, Lower Parel, Mumbai-13.	PG DIP. In Financial Planning
65	International Council for Management Studies 55,Lazarus Church Road, Chennai – 28, Tamil Nadu Not Available www.iimat.com or www.aicomas.org Not Available Not Available	[1] 6 Month Dip & 18 Months PG courses by Correspondence (Distance education)
66	International Institute of Hotel Management , Institutional Area, Plot No. 38, Sector 32, Gurgaon-122 002	
67	International Institute of Information Technology and Management, Park Centre, Technopark Campus, Kerala	
68	International Institute of Information Technology, , P-14, Rajiv Gandhi Infotech Park, Hinjawadi, Pune-411057	MBA programs, MS programs in Automotive Engg., Computational Fluid Dynamics, Oil and Gas Engg., Embedded System Design
69	International School of Business & Media– S.No.32/2, Ashoka Plaza, Near Weikfield Co., Nagar Road, Pune – 411014	PG programmes in Management
70	International School of Business & Media, 7the Floor, Aggarwal Millennium Tower Pitampura, Wazirpur Dost. Centre, Delhi – 110034	PG Prog. In Business Mgt. , PG Prog. In Human Resource Mgt., PG Prog. In Supply Chain & Operations Mgt (Only for Engineering Graduates),
71	International School of Business & Media, S.No. 124, Yamalur Main Road, Off HAL Airport Road, Maratha Halli Colony, Post Office, Bangalore 560 037	
72	International School of Business & MediaI B, Block 163, Sector III, Salt Lake City,Kolkata 700 091.	PGDBM
73	Ismail Yusuf College of Arts, Science & Commerce, Opp. Rly. Station, Jogeshwari(E), Mumbai-60	PG Dip./Degree In Hotel Management courses, MBA (Hospitality Management)
74	ITM business school 2-1-569/109, Raja Pannalal Pitti Block B, University Road, Nallakunta, Hyderabad-500 044, A.P. (040) 27608187, (040) 27676787F hyderabad @itm.edu http://www.itm.edu/EEC/hyderabad/index.php Not Available Not Available	[1] Masters in Pharma & HealthCare Mgt, [2] MS (IT) Telecom & Networking, [3] Exe Masters in program for Pharma Industry
75	Jai Hind Institute of Computer Studies & Research, Pimpri, Pune – 400018	
76	JSP's CISBMR, Bhosari, , Pune – 411037	
77	MAII (K.K. Modi Group) 24 A, Lajpat Nagar IV, Ring Road, New Delhi – 110 024	

78	Marathwada Institute of Mert,, Pune – 411 004	
79	N.S. Dixit Institute of Management & Technology, Hinjwadi,, Pune – 411027	
80	National Institute of Business Management A.G. Anandraj Villa, (CT), 7, Second Canal cross road, Gandhi Nagar, Adyar, Chennai - 600 020, Tamil Nadu +91-44-2440 1521, +91-44-2440 1521F http://www.indiastudycenter.com/univ/states/tn/chn/National-Institute-of-Business-Management.asp Not Available Not Available	[1] MBA in Various Functional Field in DISTANCE MODE, [2] Exe MBA (1 Yr)
81	National Institute of Construction Management and Research (NICMAR) Hyderabad, A. P. hyd2_nicmarhb@sancharnet.in http://www.nicmar.org/institute/cisc.htm Not Available Not Available	[1] PGD in Advance Construction Mgt (PGD ACM) - 2 yrs, [2] Graduate Dip in Construction Safety Mgt (GD CSM) - 1 Yr FT, [3] Graduate Dip in Bldg Services & Facilities Mgt (GD BSFM) - 1 Yr FT.
82	National Institute of Human Resourse Development 151,Santhome High Road, Chennai-600004, Tamil Nadu 044–4950137, 4934501, 4982837, 9849183551 Not Available Not Available Not Available	[1] PGDHRD (PT)
83	Nexgen School of Management & Technology Lords 511, 7/1 Lord Sinha Road, Kolkata-71	MBA
84	NIFT-TEA Knitwear Fashion Institute 163,TEKIC, Tea Nagar, Mudalipalayam, Tirupur- 641 606, Tamil Nadu Not Available Not Available Not Available Not Available	[1] Applied Arts & Crafts
85	Oxford Business College 505/506, Prakashdeep Building Tolstoy Marg, New Delhi	MBA
86	Ozar Vikas Sanstha's Institute of Management & Research Center , Nasik - 422 206.	Conducting unapproved courses without obtaining prior approval from AICTE
87	Parle Tilak Vidyalaya Association's Institute of Management & Professional Studies, Mulund College of Commerce Campus,S.N. Road, Mumbai – 80.	Various diploma in mgmt courses
88	Peoples Empowerment Group, International School of Business and Media, Pune-411 014	PGDM (Marketing), PGDBM (Insurance and Risk Management), PGDBM (Finance), PGDBM (HR), PGDBM (SCM & OM)
89	Prajnanannanda Institute of Technology 142/4, A.P.C.Bose Road, Kolkata-14	MBA
90	Prestige College of Management and Technology, under Tilak Maharashtra Vidyapeeth, Pune (Deemed University) S.NO.140/6, Near Warje Chowk, N.D.A Road, Warje Malwadi, Pune –58	MBA, MPM, PGDBM, MMM
91	Raffles Design International, Raheja Centre, Linking Road & Main Avenue, Santacruz(W), Mumbai-54	Interior Design

92	Rai Business School, Plot No. 20, Sector – 11, Foundation Towers, Belapur CBD,Navi Mumbai – 400 614	
93	Rajmata Jijau Shikshan Prasarak Mandal's Institute of Computer & Management Research, Near Datta Mandir, Landewadi, Bhosari, Pune-411039	MCM, PGDBM
94	Regional Study Centre - Directorate of Distance EducationSCO 155 FF Sec. 37-C, Chandigarh	MBA, MCA, PGDCA, PGDBM BBA BCA Distance Education Programme of Madurai Kamaraj University Jalandhar
95	RSP, Management Institute, Kothrud, Pune – 411 038	
96	Ryan College of Engg. & anagement, St. Joseph High School, Sector-5, Kallamboli, Navi Mumbai	
97	S.M. Institute of Management, Aranyeshwar, , Pune-411009	
98	S.P. Institute of Higher Studies, Dadar and VT, Mumbai (9833516828)	MCA, MBA, Diploma Engg
99	Sadhana Centre for Management & Leadership Development, SCMLD, 392A Mahale Plot, Deep Banglow, Vetal Chowk Road, Model Colony, P.O.,Pune – 411 016	
100	Saha Institute of Management & Advanced Technology 320, Garia Main Road, Mahamayatala, Kolkata-84	MBA
101	Sai College, 46, Mithi Manzil, Near navrang Cinema, Next to Anmol collection, J.P. Road, Andheri	MBA, MCA
102	Sai College, Raj Darshan basement, B-7/1, Opp.Rly. PlatformNo.1, Dada Patil Wadi, Thane(w)	
103	Sandip Academy of Engineering, Koteshwat Plaza, J.N. Road, Mulund(w), Mumbai-80	MBA, MCA
104	Sanjna Institute of Management Studies, D-14/196, Sector – 7, 2nd Floor Rohini, New Delhi-110085	MBA-FT
105	SELTEL Institute of Management, Study centre of Tilak Maharashtra Vidyapeeth (Deemed University), T-431, 3RD FLOOR, Tower No.4, International Infotech Park, Vashi Railway station complex, Vashi, Navi Mumbai-400705	MBA
106	Shree Balaji Institute of Computer Sc., SCO 212, 2nd Floor, Sector – 14, Panchkkula	BBA, BCA, MBA, MCA, M.Sc., PGDCA, M.Phil., Dip. In Art & Craft - Courses offered at Study Centre of Guru Jambeshwar Unviersity Hisar and Ch. Devi Lal Univ Sirsa
107	Shri Ram Institute of Management (SRIM), SRCIR & HR, 4 Safdar Hashmi Marg, Mandi House, New Delhi	MBA-FT
108	Shri Saptshrungi Management Institute, Nasik	
109	Sikkim Manipal University , No.1, Golf Avenue Adjoining Golf Course, Airport Road, Bangalore – 560 008	MBA, MCA , PGDCA - Post Graduate Diploma in Computer Application (one Year), MBAIT – Master of Business Administration – Information Technology
110	Smt.P.D. Hinduja Trust's Institute of Management Studies, 315, New Charni Road, Mumbai-400004	P.G.dip. in Management science (PGDMS)
111	Srusti Info System, Vijayanagar, Bangalore	Diploma in Computer Application
112	Sun HI-Tech Institute, Bhosari, Pune – 411028	
113	Swastik College, Dadar, Mumbai	MBA, MCA
114	The Indian Institute of Planning & Management, IIPM Tower, Junction of 32nd Road & S.V. Road, Bandra (West), Mumbai – 400050	MBA, BBA

115	Trinity Institute, 510, Pararampuria Chamber, Opp. Rly Stn., Malad(w), Mumbai – 64	MBA,MCA, Degree/Diploma Engg.
116	Vasantdada patil Pratishthan's Institute of Management Studies,Vasantdada Patil Education Complex, Eastern Express Highway, Near Everard Nagar, Sion-Chunabhatti, Mumbai-22	MFM,MMM,MHRDM (PART TIME COURSES)
117	Venkat Educational Academy 2nd Floor, Adam Arcade, 40- 5- 19/20, Near Siddhartha Circle Opp. Mogal Rajapuram Caves, A. P. Not Available Not Available [1] Study Centre Karnataka State Open University	[1] MBA, [2] MCA, [3] B. Tech & [4] M. Tech.
118	Vishwa College of Engineering and Technology and Management, BEST Commercial Complex, 'A' Wing, 4th floor, S.V. Road, Andheri(w)	MBA /MCA Degree, Diploma & Masters in Engg. Programs
119	Vishwa College of Engineering and Technology and Management, 104, Thacker Tower, Sect-17, Vashi, Navi Mumbai	
120	VVTS - SCO 829, NCA, Manimajra, Chandigarh COLLABORATED WITH - As per advertisement on 28.9.06 in The Tribune , Under Sikkim Manipal Univ.,	MBA, MCA
121	WLC College of India, WLC campus, D-wing, Central Bombay Infotec Park, 101, Sane Guruji Marg, Jacob Circle, Mahalaxmi, Mumbai – 11.	Various PG programs
122	J K Business School, SCO – 25, Sector 14, Gurgaon – 122 001	PGDBM, MBA
123	Kirloskar Institute of Advanced Management Studies, Harihar – 577 602 Karnataka	PGDBM, PGPEB, PGDBM (Retail), PGPMS, PGPRM (Pantaloon), PGPDB
124	Praxis Business School, Origen Test, Research & Implementation Bureau Pvt. Ltd., Dani Corporate Park, Vidyanagari Marg, Kalinga, Santa Cruz East Mumbai – 400 098	Programmes in Management
125	FOSTIIMA Business School 75-76, Amrit Nagar, South Extension, Part – I, New Delhi – 110 003	MBA with specialization in Marketing, Finance, International Business, Retail, Services, Human Resources, Financial Services, Export, Investment Management
126	Indian Business Academy Lakshmipura, Thataguni Post Kanakapura Main Road, Bangalore – 560 062	Post Graduate Programme in Management (PGPM) Post Graduate Programme in Retail Management (PGPRM)
127	Indian Business Academy Plot No. 44, Knowledge Park III, Greater Noida – 201 308 Uttar Pradesh	Post Graduate Programme in Management (PGPM) Post Graduate Programme in Retail Management (PGPRM)

8.4 *Annexure C: Personal document e-mail*

Ram Kumar Mishra to me
show details Jun 20 Reply

Dear Satnam,

I am delighted to receive your mail and note that you and Eva have made substantial progress and are closing the project.

The UGC pay revision committee has been set up and is likely to submit its report by October 2008. However, the basic salaries expected would be Rs.30,000/- for Lecturer, Rs.45,000/- for Reader, Rs.58,000/- for Professor and Rs.75,000/- for VCs and Directors. The scales are likely to be applicable from 01.01.2007. The allowances to be added to the basic would be Rs.20,000/- for Lecturer, Rs.30,000/- for Reader, Rs.35,000/- for Professor and Rs.40,000/- for VCs and Directors

Best regards to you, Eva, other colleagues in the course, Mr Aswin Shreshta and Dr Andrej Kumar,

Mishra

8.5 *Annexure D: State-wise Universities Accredited by NAAC (as on March 31, 2007)*

9 State/Union Territory Nos.		State/Union Territory Nos.	
⇒ Andhra Pradesh	12	⇒ Madhya Pradesh	07
⇒ Arunachal Pradesh	01	⇒ Manipur	01
⇒ Assam	03	⇒ Meghalaya	01
⇒ Bihar	03	⇒ Nagaland	01
⇒ Chhattisgarh	02	⇒ New Delhi	04
⇒ Goa	01	⇒ Orissa	03
⇒ Gujarat	06	⇒ Pondicherry	01
⇒ Haryana	03	⇒ Punjab	04
⇒ Himachal Pradesh	01	⇒ Rajasthan	08
⇒ Jammu and Kashmir	02	⇒ Tamil Nadu	19
⇒ Jharkhand	01	⇒ Tripura	01

⇒ Karnataka	08	⇒ Uttaranchal	04
⇒ Kerala	04	⇒ Uttar Pradesh	15
⇒ Maharashtra	17	⇒ West Bengal	07
9.1.1.1.1.1.1 **Total number of** **Universities** **140**			

(Central Universities – 8; State Universities – 100; Universities under section 3 of UGC – 32)

[Accredited Universities includes: Health Science (Medical, Dental, Nursing, Homoeopathic,
Physiotherapy & Pharmacy) – 02; Technical (Engineering & Technology) – 14; Social Work – 01; Management – 01; Total – 18]

9.2

9.3 *Annexure E: State-wise Colleges Accredited by NAAC (as on March 31, 2007)*

10 State/Union Territory Nos.		State/Union Territory	Nos.
⇒ Andhra Pradesh	222	⇒ Manipur	07
⇒ Arunachal Pradesh	05	⇒ Meghalaya	08
⇒ Assam	192	⇒ Mizoram	09
⇒ Bihar	36	⇒ Nagaland	02
⇒ Chhattisgarh	33	⇒ New Delhi	01
⇒ Goa	15	⇒ Orissa	149
⇒ Gujarat	126	⇒ Pondicherry	06
⇒ Haryana	150	⇒ Punjab	109
⇒ Himachal Pradesh	19	⇒ Rajasthan	98

⇒	Jammu and Kashmir	24	⇒	Tamil Nadu	241
⇒	Jharkhand	19	⇒	Tripura	04
⇒	Karnataka	468	⇒	Uttar Pradesh	97
⇒	Kerala	150	⇒	Uttaranchal	27
⇒	Madhya Pradesh	120	⇒	West Bengal	210
⇒	Maharashtra	945			
10.1.1.1.1.1 Total number of Colleges					**3492**

10.1.1.1.1.2 (Affiliated/Constituent Colleges – 3101; Autonomous Colleges – 107,
10.1.1.1.1.3 Teacher Education & Physical Education – 284)

[Accredited Colleges includes: Health Science (Medical, Dental, Nursing, Homoeopathic, Physiotherapy & Pharmacy) – 17; Technical (Engineering & Technology) – 15; Social Work – 21; Law – 46; Management (includes Hotel Management) – 25; Total – 124]

10.1.1.1.1.4 Total Number of Accredited Higher Education Institutions:

10.1.1.1.1.5 Universities -140 & Colleges – 3492 = 3 6 3 2 *

10.1.1.1.1.6
* - Includes 21 Re-assessed and 121 Re-accredited Higher Education Institutions