INTRODUCTION

We know that present day economic are governed by market forces. After globalization, liberalization and privatization, the market has become very demanding; suddenly we are pushed into a situation where there is no excuse for incompetence. Technical Education system is dynamic in nature. It faces many challenges in environment; it is widely recognized as an important part of the total education and training system. The real challenges are how to reposition it in response to the global forces driving change in a knowledge based economy. Technical Education is one of the most significant components of human resources development spectrum in improving the quality of life of the people. In recognition of the importance of this sector, the planners have accorded priority to this sector. There has been phenomenal growth in the field of technical education during the previous plan periods. Since Independence, the Technical Education System has grown into a fairly large-sized system, offering opportunities for education and training in a wide variety of trades in institutions located throughout the country. Even through the system boats of institutions comparable to the best in the work, quality pf education offered in majority of institutions leaves much to be desired. The entire education sector is expectedly buzzing with activity.

The world’s largest democracy, India, has shown a tremendous growth of its techno-economic prowess, over the last 62 years of post-independence era, sustaining an economic growth of 7 to 8% during the last 10 years, attaining self-reliance in strategic sectors and in key areas including food security, making Indian economy the third largest economies of the world and above all making India proud by meeting the requirement of S&T manpower of the advanced nations of the world for their outsourced qualified and skilled brainpower to manage the businesses, knowledge industries and research centers, both in India and abroad. All this could be possible primarily because of a formidable support offered by India’s ever growing technical education sector. “Imagine a workforce able to meet the entire world’s shortage of technical and professional graduates. Imagine companies and universities from around the world gravitating to India as the premier scientific and technological research and development environment. Imagine an India in which cities are far cleaner and more modern, citizens more enlightened and responsible, entrepreneurs more dynamic and sophisticated, and institutions far more effective and responsive.”
However, the modern cult of technical education began in India with the establishment of “Survey School” at Madras (Now Chennai) by the English traders in 1794. Besides assisting the British surveyors, the School provided training to Indian personal in modern land survey. Later on, technical education spread to other parts of the country and was transferred from generation to generation.

In the beginning, engineering education was confined to the two branches namely civil engineering and mechanical engineering while electrical engineering was started from 1882 only.

The expansion of technical education in the 19th century had witnessed the birth of many branches like mining, shipping, textile, printing etc. Since, then, engineering profession is constantly changing as well as developing at a rapid rate. Its growth is never ending and becoming more and more complex.

1.2 All India Council for Technical Education (AICTE):

**Apex Advisory Body Of Technical Education In India**

The beginning of formal technical education in India dated back to the mid-19th century. The major policy initiatives in the pre-independence period included: appointment of the Indian University 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 IISc in Bangalore, Institute for Sugar, Textile and Leather Technology in Kanpur, National Council for Education (N.C.E.) in Bengal in 1905 and Industrial schools in several provinces. Significant development included:

- Constitution of the Technical Education Committee of the Central Advisory Board of Education (CABE) of 1943
- Preparation of the Sergeant Report of 1944; and
- Formation of the All India Council for Technical Education (AICTE) in 1945 by the Government of India (GOI)

In our country, the technical education system is a complex one. It governed by the Central Government through MHRD and its bodies like AICTE, UGC etc. The
importance of the education sector, particularly a professional discipline like engineering studies, is increasing day by day in our country.

Higher education in India is coordinated by several agencies. While the university system falls within the jurisdiction of UGC, different bodies coordinate professional institutions. The All India Council for Technical education (AICTE) is responsible for coordination of technical and management education institutions.

All India Council for Technical education (AICTE) was set-up in November 1945 as an apex body at the national level supported by its Regional Committees, Boards of Studies, has been entrusted with the responsibility of coordinated development of technical education and maintenance of prescribed standards. The role played by the council during all these years has been significant, but for some time past, the council has not been as effective in fulfilling its role as it should have been because of number of factors, including unregulated expansion of technical education in some cases without reference to the overall needs of the economy. It was established by the Ministry of Human Resource Development (MHRD), under the G.O.I.

The Government of India (MHRD) 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 group recommended that AICTE be vested with the necessary statutory authority for making it more effective and strengthening with necessary infrastructure and operating mechanisms under the GOI, it has categorized the following subject areas as technical education:

- Engineering
- Technology
- Management
- Architecture
- Pharmacy

1.3 PRESENT SYSTEM OF TECHNICAL EDUCATION
Since Independence in 1947, the Technical Education System has grown into a fairly large-sized system, offering opportunities for education and training in a wide variety of trades and disciplines at certificate, diploma, degree, postgraduate degree and doctoral levels in institutions located throughout the country. Even though the system boasts of institutions comparable to the best in the world, quality of education offered in majority of institutions leaves much to be desired.

There was rapid expansion of the system in the next 20 years. By 1967-68, the number of degree level institutions had increased to 137 with intake capacity of 25,000; and for diploma to 284 institutions with intake capacity of 47,000.

In the next 10 years (in 1977), the system capacity increased only marginally to admit 30,000 students for degree courses, 60,000 for diploma courses and 6,000 for postgraduate courses.

The system capacity increased very rapidly in the next 20 years, with the major role being played by the private sector. The system by 1997 had 547-degree institutions with admission capacity of about 131,000 and 1100 diploma institutions with admission capacity of about 184,000. Admission capacity for postgraduate courses had been increased to 16,900. Out turn of PhDs were about 370 annually. 1.6 In the year 2000, the total size of the system had increased to 4146 institutions with approved intake capacity of 544,660. These include 838 engineering degree institutions with admission capacity of 232,000 students; and 1224 engineering diploma institutions with admission capacity of 188,000.

Approximately, two-thirds of these institutions were in the private sector. Postgraduate education was being offered in 246 institutions with admission capacity

The Indian Institutes of Management (IIMs) located in six cities (Ahmedabad, Bangalore, Calicut, Kolkata, Indore and Lucknow) are institutions of excellence established with the objective of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy.