Important Higher Education Body in India | Short Notes 2020

Short Notes on Important Higher Education Body in India

Short notes on Important higher education body topics for various competitive examination such as NET, IAS, SSC etc exam included details of higher education apex body their brief into and functioning. It includes important details around the functioning, moto, vision and other key staff at a single page. This information has been collected from various statutory organization website and documents available in the public domain.

Apex Educational Bodies in India

1 National Assessment and Accreditation Council (NAAC)

The National Policy on Education in 1986 initiated the idea of quality assurance in higher education in India. It was after this that the National Board of Accreditation (NBA) was formed under the All India Council for Technical Education (AICTE) and the National Assessment and Accreditation Council (NAAC) under the UGC.

The NAAC was established as an independent body under the UGC in 1994 with the objective of maintaining quality higher education in India. Specifically, the NAAC

accredits central, state, private, and Deemed-to-be-Universities, institutions of national importance, and affiliated and autonomous colleges. Higher education institutions are eligible for accreditation only after they have had two rounds of graduates, or have been in existence for six years; whichever comes first.

The University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations 2012 mandates that all universities, institutions, and colleges be accredited by an accreditation agency.

Evaluation by the NAAC has based on seven criteria:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Consultancy, and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership, and Management
- Innovations and Best Practices

Accreditation grades are A, B, C, or D and based on the cumulative grade point average (CGPA) of the scores received on the criteria listed above and sub-sections known as Key Aspects. The CGPA is derived by taking into account a weighted score of the key aspects and criteria, and a weighted average of the criteria points. A grade of A, B, or C, means that the institution has been accredited.

They stand for 'very good', 'good', and 'satisfactory', respectively. A grade of D is unsatisfactory and is not accredited by the NAAC. The points for each of the criteria are allotted differently for universities, autonomous colleges, and affiliated colleges accounting for the difference in the way each functions. More points are allotted to the Teaching, Learning and Evaluation criterion for autonomous and affiliated colleges, than for universities, whereas universities are allotted more points for the Research, Consultancy, and Extension criterion.

2 NATIONAL BOARD OF ACCREDITATION (NBA)

The NBA was established by the AICTE in 1994 with the purpose of evaluating technical programs. It
became an autonomous accreditation body in January 2010, with a mission to ensure that technical and
professional institutions, including those in the engineering, technology, architecture, pharmacy, and
hospitality fields are providing relevant and quality education.

The accreditation process starts with a Self-Assessment Report (SAR) which is to be filled out by the
institution for the programs that are applying for accreditation.

The SAR covers the following criteria:
1) Vision, Mission, and Program Educational Objectives
2) Program Outcomes
3) Program Curriculum
4) Students' Performance
5) Faculty Contributions
6) Facilities and Technical Support
7) Academic Support Units and Teaching-Learning Process
8) Governance, Institutional Support and Financial Resources
9) Continuous Improvement

Once the SAR is completed, the NBA constructs a team of one chairperson and two evaluators to evaluate the program. The team prepares a pre-visit report based on their observations of the SAR. A three-day visit to the program is set-up for the evaluators to note the strengths, weaknesses, concerns, and deficiencies of the program based off of the criteria.

The NBA assigns the institution one of three possible statuses for accreditation:
Accredited,
Provisionally Accredited, or Not Accredited. The institute receives a status of Accredited for five years if
it gets a minimum of 750 points and a minimum of 60 per cent in each of the nine criteria.

3 University Grants Commission(UGC)

The **University Grants Commission(UGC)** is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination, and maintenance of standards of university education. Apart from providing grants to eligible universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of Higher Education.

It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata, and Pune.

More details about UGC and functioning is covered in Higher Education Framework

4 National Council of Educational Research and Training(NCERT)

The National Council of Educational Research and Training is an autonomous organisation of the Government of India that was established on 1 September 1961 as a literary, scientific and charitable Society under the Societies' Registration Act. Its headquarters are located at Sri Aurobindo Marg in New Delhi.

NCERT is the apex body for curriculum related matters for school education in India. It

assists and advises the Central and State Governments on academic matters related to school education. It also provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies.

The major objectives of NCERT and its constituent units are to: undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia digital materials, etc. organise pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices;collaborate and network with state educational departments, universities, NGOs and other educational institutions; act as a clearinghouse for ideas and information in matters related to school education; and act as a nodal agency for achieving the goals of Universalisation of Elementary Education.

In addition to research, development, training, extension, publication and dissemination activities, NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education.

The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries.

The major constituent units of NCERT which are located in different regions of the country are:

National Institute of Education (NIE), New Delhi
Central Institute of Educational Technology (CIET), New Delhi
Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
Regional Institute of Education (RIE), Ajmer
Regional Institute of Education (RIE), Bhopal
Regional Institute of Education (RIE), Bhubaneswar
Regional Institute of Education (RIE), Mysore
North-East Regional Institute of Education (NERIE), Shillong

5 Central Board of Secondary Education(CBSE)

CBSE is another main governing body of the education system in India. It comes under the purview of the Central Government. It is a Board of Education for public and private schools. The board conducts final examinations every spring for All India Senior School Certificate Examination (AISSCE) for Class 10 and 12. The board also annually conducts the AIEEE exam for admission to undergraduate courses in engineering and architecture in numerous colleges of India.

- To define appropriate approaches of academic activities to provide stress-free, child centred and holistic education to all children without compromising on quality

- To analyse and monitor the quality of academic activities by collecting the feedback from different stakeholders
- To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programmes of the Board; to organize academic activities and to supervise other agencies involved in the process
- To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles.
- To encourage schools to document the progress of students in a teacher and student friendly way
- To propose plans to achieve quality benchmarks in school education consistent with the National goals
- To organize various capacity building and empowerment programmes to update the professional competency of teachers

It also conducts AIPMT – All India Pre Medical Test for admission to major medical colleges in India.

Read more details here – <u>cbseacademic website</u>

6 Council of Indian School Certificate Examination (CISCE)

CISCE is a private, non-governmental board of school education in India. It conducts two examinations 'Indian Certificate of Secondary Education (ICSE) ' and 'Indian School Certificate (ISC)'. ICSE is an examination meant for those Indian students who have just completed their 10th class. ISC is a public examination conducted for those studying in 12th class.

In 1952, an All India Certificate Examinations Conference was held under the Chairmanship of Maulana Abul Kalam Azad, Minister for Education. The main purpose of the Conference was to consider the replacement of the overseas Cambridge School Certificate Examination by an All India Examination.

- The inaugural meeting of the Council was held on 3rd November 1958.
- In December 1967, the Council was registered as a Society under the Societies Registration Act, 1860.
- In 1973, the Council was listed in the Delhi School Education Act 1973, as a body conducting "public" examinations.

The Council for the Indian School Certificate Examinations conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE –Class X); The Indian School Certificate (ISC – ClassXII) and the Certificate in Vocational Education (CVE – Year 12). The subject choices and syllabuses prescribed for these examinations are varied and aimed at nurturing the unique gifts of individual pupils

7 National Institute of Open Schooling (NIOS)

NIOS – It is an educational board of national level established by the Government of India and the Ministry for Human Resource Development. This board meets the educational needs of students who cannot attend regular schools.

The National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November 1989 as an autonomous organisation in pursuance of National Policy on Education 1986 by the Ministry of Human Resource Development (MHRD), Government of India.

NIOS is providing a number of Vocational, Life Enrichment and community oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE).

The government of India through a gazette notification vested NIOS with the authority to examine and certify learners registered with it upto pre degree level courses whether Academic, Technical or Vocational.

It is also known as National Institute of Open Schooling or NIOS. Though anybody can appear for the board examinations, it is most suitable for sportspersons, physically handicapped, candidates suffering from chronic medical illness and those with learning disorders or other psychiatric conditions. It also caters to rural populace in an inexpensive manner.

Website – https://www.nios.ac.in/

8 National Council for Teacher Education (NCTE)

The National Council for Teacher Education is a statutory body set up under the National Council for Teacher Education Act, 1993 to facilitate planned and coordinated development of the teacher education system in the country, and for regulation and proper maintenance of norms and standards in the teacher education system. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programs including research and training of persons to equip them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. The Council, under Section 12 is responsible for the following activities and functions:

- to coordinate and monitor teacher education and its development in the country;
- lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher;
- lay down norms for any specified category of courses or trainings in teacher education;
- lay down guidelines for compliance by recognised institutions for starting new courses or training;

- lay down stadards in respect of examiniations, leading to teacher education qualifications;and
- examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council.

The Council is empowered to grant recognition of institutions offering courses or training in teacher education.

NCTE is a national-level statutory body of the Government of India, established in 1995. Its objective is to plan co-ordinated development of the teacher education system, regulate, maintain and monitor norms and standards in teacher education.

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT).

It lays down norms for teacher education courses, accredits institutions, frames recruitment norms, carries out surveys, research and innovations.

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

The NCTE has four Regional Offices at Jaipur, Bangalore, Bhubaneswar, and Bhopal respectively.

These four Regional Committees at Jaipur, Bengaluru, Bhubaneswar and Bhopal covering the territorial jurisdiction of the Northern, Southern, Eastern (and North-Eastern) and Western Regions of the Country respectively. The Regional Committees came into existence on 06.01.1996.

What is available in NCTE Website?

NCTE website provides details of institutions recognized by NCTE including courses recognized by it. There is a summary Fact Sheet about the institution with some details of the Courses. The site also includes a interesting section on Teacher as a Transformer. In this section, students can contribute and recall teachers who transformed them.

Website – http://ncte-india.org/ncte_new/

9 All India Council of Technical Education (AICTE)

All India Council for Technical Education has been established under the AICTE Act, 1987. The council is authorized to take all steps that are considered appropriate for ensuring coordinated and integrated development of technical education and for maintenance of standards. The Council may, amongst other things:

- coordinate the development of technical education in the country at all levels;
- evolve suitable performance appraisal system for technical institutions and universities imparting technical education, incorporating norms and mechanisms for enforcing accountability;
- lay down norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, quality instruction, assessment and examinations;
- grant approval for starting new technical institutions and for the introduction of a new course or programmes in consultation with the agencies concerned.

What is available in AICTE Website?

The website provides a list of approved institutes – state-wise for Degree and Diploma Programs in Engineering and Technology, MCA & MBA, Pharmacy, Architecture & Applied Arts, Hotel Management & Catering Technology and M.E./M.Tech. / M.Pharm. /M.Arch.). The site also provides the list of programs accredited by National Board of Accreditation (NBA) under the AICTE. The website also provides model curriculum for UG Programs and the list of books recommended for management education.

It was established by an Act of Parliament to develop, promote and co-ordinate technical education in the country. Technical Education broadly covers the field of engineering & technology, architecture & town planning, management, pharmacy and applied arts & crafts. The council grants approval for starting new technical institutions and introduction of new programs in consultation with the agencies concerned.

All India Council for Technical Education (**AICTE**), a national-level council for technical education. It governs the Boards of Architecture, Hotel Management and Catering Technology, Information Technology, Post Graduate Education and Research in Engineering and Technology, Undergraduate Studies in Engineering etc.

Recently it has also created a separate body-National Body of Accreditation (NBA) that gives accreditation to institutions and grades the courses offered by them.

Read more details at – **Kick-Start Notes On AICTE For Higher Education System**

10 Council for Agriculture Research (ICAR)

The Indian Council of Agricultural Research (ICAR) is an autonomous organisation under the Department of Agricultural Research and Education (DARE), Ministry of

Agriculture and Farmers Welfare, Government of India. Formerly known as Imperial Council of Agricultural Research, it was **established on 16 July 1929** as a registered society under the Societies Registration Act, 1860 in pursuance of the report of the Royal Commission on Agriculture.

ICAR has established various research centres in order to meet the agricultural research and education needs of the country.It is actively pursuing human resource development in the field of agricultural sciences by setting up numerous agricultural universities spanning the entire country. It provides funding to nearly 30(Thirty) State Agricultural Universities, one Central University and several Deemed Universities. These universities employ about 26,000 scientists for teaching, research and extension education; of these over 6000 scientists are employed in the ICAR supported coordinated projects.

It keeps the information and provides consultancy on agriculture, horticulture, resource management, animal sciences, agricultural engineering, fisheries, agricultural extension, agricultural education, home science, and agricultural communication.

It has the mandates to coordinate agricultural research and development programmes.

Further, the DARE/ICAR has got a good number of new initiatives such as Farmer FIRST, Student READY,
ARYA, Consortia Research Platforms, etc. to facilitate agricultural research through innovation and integration

Read more at – https://www.icar.org.in/

11 All India Management Association(AIMA)

The All India Management Association (AIMA) is the national apex body of the management profession in India. AIMA was created with the active support of the Government of India and Industry in 1957.

- The All India Management Association (AIMA) in India with over 30,000 members through 67 Local Management Associations affiliated to it.
- AIMA has formed over 60 years ago and is a non-lobbying, not for profit organization, working closely with industry, Government, academia and students, to further the cause of the management profession in India
- AIMA carries out a range of management related activities and initiatives such as Distance Management Education, Management Development Programs, Research and Publications, Testing Services, and National events and competitions.

The association is represented on a number of policy-making bodies of the Government of India and national associations including All India Council for Technical Education (AICTE), which is the apex regulatory body for professional education in the country under the Ministry of Human Resource Development; National Board of Accreditation (NBA); Association of Indian Management Schools, Hyderabad; National Productivity

Council, New Delhi.

Read more-[aima overview](#)

12 Bar Council of India(BCI)

The Bar Council of India is a statutory body created by Parliament to regulate and represent the Indian bar. We perform the regulatory function by prescribing standards of professional conduct and etiquette and by exercising disciplinary jurisdiction over the bar.

The Bar Council of India was established by Parliament under the Advocates Act, 1961. The following statutory functions under Section 7 cover the Bar Council's regulatory and representative mandate for the legal profession and legal education in India.

- BCI also sets standards for legal education and grants recognition to Universities whose degree in law will serve as qualification for enrolment as an advocate.
- On April 10, 2010, the Bar Council of India resolved to conduct an All India Bar Examination that tests an advocate's ability to practice law. It is required for an advocate to pass this examination to practice law.
- This examination is held biannually and tests advocates on the substantive and procedural law.
- BCI founded the National Law School of India University for research and instruction of law.

Read more at – [barcouncilofindia website](#)

13 Centre for Development of Advanced Computing(C-DAC)

Centre for Development of Advanced Computing (C-DAC) is the premier R&D organization of the Ministry of Electronics and Information Technology (MeitY) for carrying out R&D in IT, Electronics and associated areas.

The setting up of C-DAC in 1988 itself was to built Supercomputers in context of denial of import of Supercomputers by the USA. Since then C-DAC has been undertaking the building of multiple generations of Supercomputer starting from PARAM with 1 GF in 1988.

C-DAC has been at the forefront of the Information Technology (IT) revolution, constantly building capacities in emerging/enabling technologies and innovating and leveraging its expertise, caliber, skill sets to develop and deploy IT products and solutions for different sectors of the economy, as per the mandate of its parent, the Ministry of Electronics and Information Technology, Ministry of Communications and Information Technology, Government of India and other stakeholders including funding agencies, collaborators, users and the market-place.

Such as –

- PARAM series of supercomputers
- Anvaya Workflows, a workflow environment for automated genome analysis.
- Namescape, the search engine for the Aadhaar unique-ID project.
- GARUDA, India's National Grid Computing Initiative
- Bharat Operating System Solutions, a Linux-based general purpose operating system
- TaxoGrid, a grid-based molecular phylogenetics and drug discovery system
- GIST, Graphics and Intelligence based Script Technology
- DARPAN, a real-time network monitoring, visualization and Service Level Agreement monitoring tool developed by C-DAC Thiruvananthapuram.
- Punarjjani, a web-based integrated assessment tool for mentally challenged children developed by C-DAC Thiruvananthapuram

CDAC carries out R & D work in the design, development, and deployment of advanced information technology-based solution.

It offers advanced computing and software development courses in Software technologies, VLSI designs, Digital Multimedia, etc.

Read more at –cdac website

14 Central Hindi Directorate(CHD)

The Central Hindi Directorate was established on March 1, 1960, by Government of India under the then Ministry of Education (now Ministry of Human Resource Development), Department of Higher Education to promote and propagate Hindi as well as to develop it as a link language throughout India in pursuance of Article 351 of the Constitution of India.

The Headquarters of the Central Hindi Directorate is located at New Delhi. Its regional offices are located at Chennai, Kolkata, Hyderabad and Guwahati. Since its inception, the Directorate has been implementing a number of schemes for the promotion and development of Hindi.

CHD conducts correspondence courses for teaching the Hindi language to non – Hindi speaking Indians and foreigners. CHD also prepares dictionaries and conversational books that are Bi-lingual, Trilingual and Multi-lingual.

The Directorate has been implementing a number of schemes as follows:

- Hindi for Government Servants – Central Hindi Directorate has been conducting a number of courses such as Certificate Course in Hindi, Diploma Course in Hindi, Advance Diploma Course and Course Prabodh, Praveen and Pragya for Govt. Servants.
- Scheme of publication of monolingual/bilingual, trilingual and multilingual dictionaries.

- Correspondence courses/Awards to Hindi writers
- Extension services and programmes,
- Hindi teaching and Promotion through Audio cassettes.
- Grants to voluntary organisations for the propagation of Hindi including the scheme of assistance for publication/purchase of books.
- Purchase of Hindi books for free distribution.

*For more details, click here: **www.hindinideshalaya.nic.in***

15 Central Institute of Educational Technology(CIET)

Central Institute of Educational Technology(CIET), a constituent unit of NCERT, came into existence in the year 1984 with the merger of the Center for Educational Technology and Department of Teaching Aids.

Its major aim is to promote utilization of educational technologies viz., radio, TV, satellite communications and cyber media either separately or in combinations and its appropriate use to enhance learning and improve productivity in classrooms and schools.

To advise and coordinate (a) academic and technical programmes of the five State Institutes of Educational Technology (SIETs) (b) implementation of the National Policy of ICT for School Education, ICT@Schools Scheme.

The Institute undertakes various activities to widen educational opportunities promote equity and improve the quality of educational processes at the school level.

- Developed ICT curriculum for students and teachers
- Developed National Repository of Open Educational Resources (NROER)
- Organized training programmes for teachers and teacher educators of 15 States/UTs through face to face and distance mode
- Organized All India Children's Educational Audio Video Programmes, Contests and National ICT Award for school teachers
- Disseminate e-contents through telecast/broadcast on DD -1, Gyan Vani, Gyan Darshan channels and sales mechanism

CIET provides and promotes educational technology especially at the school level. It publicizes alternative learning systems. Directs and coordinates the academic and technical programmes of SIET.

16 Central Institute of English and Foreign Languages(CIEFL)

The Central Institute of English and Foreign Languages – CIEFL is a National Institute for providing higher education in English and other Foreign Languages in India. The EMRC functions under the control of CIEFL.

In fact, Educational Media Research Centre, CIEFL, Hyderabad came into being in

1985. The institute serves the purpose to tap the potential of television as an educational tool and to make quality higher education accessible to students of small and remote places utilizing the rapidly expanding television network in the country.

The English and Foreign Languages University, Hyderabad, was founded in 1958 as the Central Institute of English (CIE).

Gradually the Institute extended the scope of its goals, viz. to improve the standard of teaching of English; to undertake relevant research; and, to introduce foreign languages. It was therefore renamed the Central Institute of English and Foreign Languages (CIEFL) in 1972 with the addition of three major foreign languages – German, Russian and French.

The CIEFL is the only university in India of its kind exclusively devoted to learning and teaching of English and other Foreign languages in demand.

As of Now, CIEFL offers language programmes in English, Arabic, French, German, Japanese, Russian and Spanish.

Presently, the CIEFL has three campuses – Hyderabad, Lucknow and Shillong.

The Hyderabad campus of CIEFL has five different schools, namely- School of Critical Humanities, School of Distance Education, School of English Language Education, School of Foreign Languages and School of Language Sciences. The Lucknow campus runs MA English and M.Phil. in Linguistics and Phonetics. The Shillong campus also offers programs in English, French and German.

[Source – http://www.indiaeducation.net/apexbodies/ciefl/]

17 Central Institute of Indian Languages(CILL)

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office of the Ministry of Human Resource Development, was set up in 1969 to help in evolving and implementing the language policy of Government of India and to coordinate the development of Indian Languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in the society. The Institute promotes Indian languages through several comprehensive schemes.

For the promotion of its objectives, CIIL organizes a number of programmes, some of which are:

Development of Indian Languages

The Scheme seeks to develop Indian languages through research, development of human resource and the production of materials in modern Indian languages, including tribal/ minor/ minority languages.

Regional Language Centers (RLCs)

There are seven Regional Language Centers located at Bhubaneswar, Pune, Mysore, Patiala, Guwahati, Solan and Lucknow. The centers work for the implementation of the three language formula of the Government and preparation of instructional materials. The RLCs conduct teacher-training programmes wherein the secondary school teachers deputed by States and Union Territories are trained in languages other than their mother tongue.

For more details, **click** *here:* **www.ciil.org**

18 Commission of Scientific and Technical Terminology(CSTT)

The Commission for Scientific & Technical Terminology (CSTT) was set up on December 21, 1960 by a resolution of Government of India under the proviso to Clause (4) of Article 344 of the Constitution with the objective to evolve and define scientific and technical terms in Hindi and all Indian languages; publish glossaries, definitional dictionaries, encyclopedia.; to see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc., to ensure proper usage/ necessary updating/ correction/ improvement on the work done (through workshops/ seminars/ orientation programmes) by obtaining useful feedback; to coordinate with all States to ensure uniformity of terminology in Hindi and other Indian languages.

The Commission carries out the following functions: –

- Preparation and Publication of Bilingual and Trilingual Glossaries involving English/Hindi and other Indian Languages.
- Preparation and Publication of National terminology.
- Identification and Publication of School Level Terminology and Departmental Glossaries.
- Identification of Pan Indian Terms.
- Preparation of Definitional Dictionaries and Encyclopaedias.
- Preparation of University level textbooks, monographs and journals
- Grant-in-Aid to Granth Academies, Textbook Boards and University Cells for University level books in regional languages.
- Propagation, expansion and critical review of terms coined and defined through training/orientation programmes, workshops, seminars etc.
- Free distribution of Publications.
- Providing necessary terminology to the National Translation Mission.

CSST works for the development of uniform technology for Hindi and other modern Indian languages. It is involved in the development of language technology for books and periodicals at all the educational levels – primary and Higher education besides University level.

For more details, click here: **www.cstt.nic.in**

19 Council of Architecture(COA)

The Council of Architecture (COA) was constituted under the provisions of the Architects Act, 1972, enacted by the Parliament of India.The Act provides for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is responsible to regulate the education and practice of profession throughout India besides maintaining the register of architects. Any person desirous of carrying on the profession of "Architect" must register himself with Council of Architecture.

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on September 1, 1972. The Act provides for registration of Architects and matters connected therewith.

The COA, besides maintaining a Register of Architects, oversees the maintenance of standards, periodically of recognized qualifications under the Act by way of conducting inspection through Committees of Experts. Based on the inspections, the COA can make representation to appropriate Governments with regard to the inadequacy of standards maintained by the institutions.

COA is responsible for regulating the education and practice of profession throughout India besides maintaining the register of Architects. Any person willing to pursue 'Architecture' as a profession will have to register with the Council of Architecture.

There are about 423 institutions, which impart architectural education in India leading to recognized qualifications. The standards of education being imparted in these institutions (constituent colleges/departments of universities, deemed universities, affiliated colleges/schools, IITs, NITs and autonomous institutions) is governed by Council of Architecture (Minimum Standards of Architectural Education) Regulations, 1983, which set forth the requirement of eligibility for admission, course duration, standards of staff & accommodation, course content, examination etc.

The registration with Council of Architecture entitles a person to practice the profession of architecture, provided he holds a Certificate of Registration with up-to-date renewals. The registration also entitles a person to use the title and style of Architect.

The Council prescribes qualifications and standards of education being imparted in institutions imparting architecture education. It set forth the requirement of eligibility for admission, course duration, standards of staff & accommodation, course content, examination, etc. These standards as provided in the said Regulations are required to be maintained by the institutions. The COA oversees the maintenance of the standards periodically by way of conducting inspections through Committees of Experts. The COA is required to keep the Central Government informed of the standards being maintained by the institutions and is empowered to make recommendations to the Government of India with regard to recognition and de-recognition of a qualification.

What is available in COA Website?

The web site provides act, rules and regulation of the Council of Architecture (COA). The site lists all institutions, colleges and universities that offer courses in architecture in India. The site provides detailed information on various aspects of architecture designs and practices. It also provides important legal judgements relating to registration as architect. The site also provides other rules, regulations and Government notifications. Under its events and activities section, the site provides ongoing competitions, other events and activities in the field.

For more info, Visit https://www.coa.gov.in/

20 Council of Scientific and Industrial Research(CSIR)

The Council of Scientific and Industrial Research abbreviated as CSIR was established by the Government of India in September of 1942 as an autonomous body that has emerged as the largest research and development organization in India.

CSIR'S objective is to develop new tools and applications for the industrial segment of the country and to accelerate the scientific and technological progress of the country.

Recently, CSIR has undertaken several initiatives to translate laboratory leads to marketable/value-added technologies/products and thereby enhance interactions and connect to stakeholders for enabling ease of doing technology licensing.

One of the initiatives is a "Thematic approach" to harness multidisciplinary talent and infrastructure for solving specific challenges in identified sectors.

Theme Directorates have been formed and cover following specific sectors:

- **Aerospace, Electronics, and Instrumentation & Strategic Sectors;**
- **Civil Infrastructure & Engineering;**
- **Ecology, Environment, Earth & Ocean Sciences and Water;**
- **Mining, Minerals, Metals and Materials;**
- **Chemicals (including leather) and Petrochemicals;**
- **Energy (conventional and non-conventional) and Energy devices;**
- **Agri, Nutrition & Biotech; and**
- **Healthcare.**

Council of Scientific & Industrial Research (CSIR), India, a premier national R&D organisation, is among the world's largest publicly funded R&D organisation. Human Resource Development Group (HRDG), a division of CSIR realises this objective through various grants, fellowship schemes etc.

Also responsible for conducting CSIR-UGC (NET) EXAM FOR AWARD OF JUNIOR RESEARCH FELLOWSHIP AND ELIGIBILITY FOR LECTURERSHIP

The Traditional Knowledge Digital Library (TKDL) is a collaborative project between CSIR & the Department of AYUSH, Ministry of Health and Family Welfare, Government of India. The main objective of this network project is to prevent misappropriation of India's rich heritage of traditional knowledge.

For more details, click here: http://www.csir.res.in/r-d-activities

21 Dental Council of India(DCI)

Dental Council of India is a Statutory Body incorporated under an Act of Parliament viz. The Dentists Act, 1948 (XVI of 1948) to regulate the Dental Education and the profession of Dentistry throughout India and it is financed by the Govt. of India in the Ministry of Health & Family Welfare (Department of Health) through Grant-in-aid.

DCI, a statutory body has representatives of the Central Government, State Government, Universities, Dental Colleges, Medical Council of India and the Private Practitioners of Dentistry. It was constituted with a view to regulating the dental education, dental profession and dental ethics.

- Maintenance of uniform standards of Dental Education – both at Undergraduate and Postgraduate levels. (a) It envisages inspections/visitations of Dental Colleges for permission to start Dental colleges, an increase of seats, starting of new P.G. courses etc.
- To prescribe the standard curricula for the training of dentists, dental hygienists, dental mechanics and the conditions for such training;
- To prescribe the standards of examinations and other requirements to be satisfied to secure for qualifications recognition under the Act

For more details, click here: http://www.dciindia.org.in/Home.aspx

22 Medical Council of India (MCI)

The Medcial Council of India (MCI) was set up by the Indian Medical Council Act, 1956, amended in 1993. The council is empowered to prescribe minimum standards for medical education required for granting recognized medical qualifications by universities or medical institutions in India. The Council is empowered to make regulations relating to:

1. the course and period of study, including duration of practical training to be undertaken, the subjects of examination, and the standards of proficiency therein to be obtained in universities or medical institutions for grant of recognized medical qualifications;
2. the standard of staff, equipment, accommodation, training and other facilities for medical education; and
3. the conduction of professional examinations, qualifications of examiners, and the conditions of admissions to such examinations.

The Council is also responsible to give its recommendations to the Central Government for establishing new medical colleges, opening of new or higher courses of study and increase in admission capacity in any courses of study or training.

What is available in MCI Website ?

MCI website provides for a list of courses and colleges recognized by MCI in searchable interface. Search can be university, state or course wise.Site also provides status of application of medical professionals who apply for registration of the MCI.

For more info,Visit https://www.mciindia.org/

23 Pharmacy Council of India (PCI)

The Pharmacy Council of India (PCI), also known as Central council, was constituted under section 3 of the Pharmacy Act, 1948. The PCI controls pharmacy education and profession in India up to graduate level. The Council prescribes the minimum standard of education for qualification as pharmacist.The Council prescribes:

- The nature and period of study of practical training to be undertaken before admission to an examiniation;
- the equipment and facilities to be provided for students undergoing approved courses of study;
- the subject of examination and the standards therein to be attained;and
- any other conditions of admission to examinations.

What is available in PCI Website ?

PCI site provides a list of institutions that are approved by the Council for Degree and Diploma Programs approved along with approved intake and year up to which approval is granted. This list is state-wise. Registration of pharmacists is done by State Pharmacy Councils.

For more info,Visit http://www.pci.nic.in/

24 Indian Nursing Council (INC)

The Indian Nursing Council is a statutory body constituted under the Indian Nursing Council Act, 1947. The Council is responsible for regulation and maintenance of a uniform standard of training for Nurses, Midwives, Auxilliary Nurse-Midwives and Health Visitors. Amongst other things, the Council is empowered to make regulations for:

- prescribes the standard curricula for the training of nurses, midwives and health visitors; and for trining courses for teachers of nurses, midwives and health visitors, and for training in nursing administration;
- prescribes conditions for admission to above courses; and

- prescribes standard of examination and other requirements to be satisfied for securing recognization.

For more info,Visit http://www.indiannursingcouncil.org/

25 Central Council of Homeopathy (CCH)

The Central Council of Homoeopathy was establishedunder the Homoeopathy Central Council Act, 1973. The Council prescribes and recognizes all homeopathic medicine qualifications. Any university or medical institutions that desires to grant a medical qualification in homeopathy is required to apply to the Council. The Council is responsible for constitution and maintenance of a Central Register of Homoeopathy and for matters connected therewith. All universities and Board of medical institutions in India are required to furnish all information regarding courses of study and examination. The Council is empowered to appoint inspectors at examinations and visitors to examine facilities.

For more info,Visit http://www.cchindia.com

26 Central Council for Indian Medicine (CCIM)

The Central Council of Indian Medicine is the statutory body constituted under the Indian Medicine Central Council Act, 1970. This Council prescribes minimum standards of education in Indian Systems of Medicine viz. Ayurved, Siddha, Unani Tibb. The Council is responsible to maintain a Central Register on Indian Medicine and prescribes Standards of Professional Conduct, Etiquette and Code of Ethics to be observed by the practitioners. The Council is empowered to appoint medical inspectors to observe the conduct of examinations, and visitors to inspect facilities in colleges, hospitals and other institutions imparting instruction in Indian medicine. The Council is responsible to frame regulations with respect to:

- the courses and period of study, including practical training to be undertaken, the subject of examinations, and the standards of proficiency therein to be obtained in any university, board or medical institution for grant of recognized medical qualifications;
- the standard of staff, equipment, accommodation, training and other facilities for education in Indian medicine; and
- the conduct of professional examinations, etc.

What is available in CCIM Website ?

The website provides for list of colleges recognized by the Council for education in Indian Systems of Medicine viz. Ayurved, Siddha, Unani Tibb.

For more info,Visit https://www.ccimindia.org

27 Rehabilitation Council(RC)

The Rehabilitation Council of India was set up as a registered society in 1986. However, it was soon found that a Society could not ensure proper standardization and acceptance of the standards by other Organizations. The Parliament enacted Rehabilitation Council of India Act in 1992. The Rehabilitation Council of India become Statutory Body on 22nd June 1993. The RCI Act was amended by the Parliament in 2000 to work it more broad based. The Act casts onerous responsibility on the Council. It also prescribes that any one delivering services to people with disability, who does not possess qualifications recognised by RCI, could be prosecuted. Thus the Council has the twin responsibility of standardizing and regulating the training of personnel and professional in the field of Rehabilitation and Special Education.

For more info, Visit http://rehabcouncil.nic.in/

28 National Council for Rural Institutes(NCRI)

National Council of Rural Institutes is an autonomous society fully funded by the Ministry of HRD, Govt. of India. Registered on 19th October, 1995 with its Headquarter at Hyderabad, It was established with a main objective of promoting Rural Higher Education for advancing rural livelihoods with the instrument of education on the lines of Mahatma Gandhiji's revolutionary concept of Nai Talim, a functional education based on the values proposed by Gandhiji. Other objectives of the council include teachers training, extension and research by networking with policy making bodies such as UGC, AICTE and research organizations like CSIR, AICTE etc., in addition to encouraging other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of education.

For more info, Visit http://www.ncri.in/

29 State Councils of Higher Education(SCHE)

Following the National Policy on Education, respective state governments have established State Councils of Higher Education (SCHE). These councils prepare coordinated programmes of development of higher education in each state. Thus they seek to consolidate the efforts and investments of institutions of higher education with the state.

30 Few other Important Higher Education Body in India

DOEACC – Department of Electronics Accreditation of Computer Courses

The courses of DOEACC commence from Certificate Level and goes up to Masters level. The society also offers horizontal level entry at a higher level. In the scheme, not only can students enrol but working too.

FTTI – Film and Television Institute of India

Film and Television Institute of India (FTTI), National School of Drama (NSD), Satyajit Ray Film and Television Institute (SRFTI), and Shri Ram Centre for Performing Arts (SRCPA)are the apex institutes under films and dramatics.

ICPR – Indian Council of Philosophical Research

The main objectives of ICPR are to establish, administer and manage the Indian Council of Philosophical Research. The Governing Body (GB) and the Research Project Committee (RPC) are the main authorities of the Council.

IIAS – Indian Institute of Advanced Study

IIAS is a residential centre for research and encourages the promotion of creative thought in areas which have deep human significance, and provides an environment suitable for academic research.

IIFT – Indian Institute of Foreign Trade

IIFT has evolved itself into a complete business school, offering Management Programmes in various streams of International Business. Besides, offering full-time programmes in Management, it also offers part-time programmes for working professionals.

IISc – Indian Institute of Science

IISc is a leading institution of research and advanced instruction. Besides offering formal education the institute also offers short-term programmes for engineers and scientists. The Continuing Education Programme of the institute covers a wide range of topics.

ISRO – Indian Space Research Organisation

The objective of ISRO is to develop space technology and its application to various national activities. ISRO has operationalized two major satellite systems namely Indian National Satellites (INSAT) and Indian Remote Sensing.

ISI – Indian Statistical Institute

ISI is well equipped for imparting teaching and training of mathematics, statistics and allied disciplines. The institute now comprises over 250 faculty members and over 1,000 supporting staff and several modern-day gadgets.

ICAI – Institute of Chartered Accountants of India

ICAI is contributing to education, professional development, and maintenance of high accounting, auditing, and ethical standards.

ICSI – Institute of Company Secretaries of India

ICSI develops and regulates the profession of company secretaries. It is the ONLY institute which offers this course and awards the certificate bestowing the designation of company secretary to qualifying members of the institute.

IEG – Institute of Economic Growth

IEG is recognized as one of the leading research institutes in the areas of economics and social development. It broadly focuses on Agriculture and rural development, Environment and resource economics, Labour and welfare, etc.

IMS – Institute of Mathematical Sciences

IMSc carries out research in frontier areas of mathematics, physics and computer sciences. Research at IMSc is well supported by Department of Atomic Energy Government of India and Government of Tamil Nadu.

IOP – Institute of Physics

IOP carries out research tasks in theoretical and experimental areas of High Energy, Nuclear, Atomic, Molecular and Condensed Matter Physics, etc.

JNV – Jawahar Navodaya Vidyalayas

JNV's are fully residential and co-educational schools covering classes VI to XII. Education in these Vidyalayas is free for all enrolled students including lodging, boarding, textbooks, uniforms etc.

MCI – Medical Council of India

MCI sets the standard of higher qualifications in medicine and recognition of medical qualifications in India and abroad. It deals with medical colleges and hospitals and medical professionals of the country.

NAAC – National Assessment and Accreditation Council

NAAC certifies institutions of higher learning (Colleges, Universities, Institutes, etc.) in the country but, it does not include the institutes providing technical education.

NLM – National Literacy Mission

NLM was established to make everyone self-reliant in reading, writing, and arithmetic, and to make them aware of the development issues affecting the society.

NUEPA – National University of Education Planning and Administration

NUEPA focuses on planning, management and capacity building in educational policy, through research, training, consultancy, and dissemination. It has nine academic and one administrative unit.

RCI – Rehabilitation Council of India

RCI maintains and standardizes the standard of training professionals. It has a National Program Policy in the form of Primary Health Center and Bridge Courses.

31 Disclaimer-

The information provided on this page ***Important Higher Education Body*** *of* ***ugcnetpaper1.com*** *is gathered from various official/unofficial online and offline resources. Although we take every possible precaution to ensure that the content on our website is as authentic and accurate as possible followed by the manual check, there still might have some human mistakes. And we certainly are not responsible for any losses caused because of the inefficient information on the website.*

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