

Recent Trends in Managing Private Technical and Management Institutions in Uttar Pradesh

Dr. Nidhi Agrawal

(Assistant Professor, Institute of Technology & Science, Mohan Nagar, Ghaziabad, India)

Abstract

There is a mushrooming growth of private institutions in India. For the sake of high profiteering capacity private individuals are opening a large number of institutions in technical, medical, management and also in other areas. The Government allowed these kind of institutions to fulfill certain objectives based on quality of education, research, promotion of technological advancement, reducing gap between industry and education, achieving widespread private ownerships in the society and reduce the burden of Government, providing education in remote areas, small urban areas and also generating highly skilled personnel for development of the society. But in practice, as the system has evolved over time, there are many qualitative and procedural gaps in the achievement of said objectives. To have a better academic culture in India private management and technical institutions should not be given too much liberty and flexibility for raising their own financial resources. Keeping in mind "education reaching to all equally", regulatory bodies should decide the fee structure as per Government norms and check the salaries, designation and other perks given to the teaching staff for the removal of their exploitation. All faculty must be updated in their own area of expertise with required qualifications. Only quality institutions must be given a scope for their long term survival. Conductance of value ethics based workshops and FDPs from time to time must be arranged to develop a healthy, friendly and developing work culture for academics as well as for research in these institutions.

Keywords: Government, Higher Education, Private Institutions, Research, MHRD

1. Introduction

Education is the most important and powerful tool invented by mankind as an important source of employment, income and standard of living. In modern times everyone gives importance to higher education. Consequently demand for higher education has been increased. To meet this increased demand in India, there is establishment of private colleges, autonomous colleges, deemed universities and private universities. Even the number of self-financed colleges of engineering and medical stream have been increased. It has led to an increased gap between demand and supply of higher education. In this scenario, privatization of education has been realized the need of the hour to achieve multiple targets including providing quality education, promotion of technological advancement, reducing gap between industry and education, achieving widespread private ownerships in the society, reduce the burden of Government, providing education in rural and urban areas and also generating highly skill personnel for development.^[1] It is widely recognized that higher education promotes social and economic development by enhancing human and technical capabilities of society. Technical change and

institutional change are key components of development wherein higher education plays an important role by incorporating all of the various demographics of the population. Higher education has been found to be significantly related to the human development index and the disadvantaged groups.^[2] The greater the level of higher education in a society, the greater the level of human development can be, through its influence on life expectancy, and GDP per capita.^[3] In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States.^[4] India has the second largest base of population worldwide with a literacy rate of around 74 per cent registering 9.2 per cent of decadal growth.^[5] Realizing in the potential in the larger base seeking education in the country, there is an enhanced focus on management and development of education system in India. Today, Indian higher education is comprised of 33,657 institutions, made up of 634 universities and 33,023 colleges. It is the largest higher education system in the world in terms of number of institutions.^[6] With the changing demographics, political, philanthropic and economic environment, the objective of higher education has now a more focused attention on access and equity.

1.1 Privatization in Indian Higher Education

Kapur and Mehta^[7] described the evolution of privatization in Indian higher education using a phrase, “from half-baked socialism to half-baked capitalism.” They argued that much of the massive privatization has not resulted from ideological commitments of key factors but is instead a result of collapse of the state system resulting in weak institutional foundations. Trends show that of the various forms of institutes of higher education that exists, the number supported by public funding have stagnated by growth (like the central and state universities, aided colleges, etc.) and rather the numbers with private funding have witnessed a speedily rising growth (like the private universities, deemed universities, unaided colleges, etc.).^[8] Within a small duration of five years from 2001–2006 the unaided private higher education accounted for 63 per cent (from 43 per cent in 2001) of the total higher education institutes and 52 per cent (from 33 per cent in 2001) of the total higher education enrolments. Since 2005–2011, the State Private Universities have witnessed a fifteen-fold rise in the number of institutes from 6 to 94. Of the 130 Deemed Universities, 73 are in the private sector. About one per cent of colleges have been granted an autonomous status.^[9] From 2011-12 to 2017-18, there is a continuous increase in the number of universities, colleges and standalone institutions. But from 2016-17 to 2017-18 number of colleges has reduced due to deletion of all such colleges that have not registered even after getting AISHE Code. From 2014-15 to 2017-18 there is a continuous fall in the number of standalone institutions.

Table 1 Trends in Number of Universities, Colleges and Standalone Institutions from 2011-12 to 2017-18 in India

Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
No. of Universities	642	667	723	760	799	864	903
No. of Colleges	34,852	35,525	36,634	38,498	39,071	40,026	39,050
No. of Standalone Institutions	11,157	11,565	11,664	12,276	11,923	11,669	10,011

Source: All India Statistics on Higher Education, MHRD, 2018

Private institutions are growing in India day by day through opening new campuses and distance learning education centers. In 2011-12, 63.9 per cent of the total number of colleges and institutes were in the private sector and 58.9 per cent of the total number of students was enrolled in private colleges and institutes. State institutes accounted for 35.6 per cent and Central institutes for 0.5 per cent of the total number of colleges and

institutes.^[10]The institutions of higher learning in India consist of Central Universities; State Universities, Deemed Universities, Private Universities; and Institutes of National Importance declared as such by the Government of India by an Act of Parliament. In 2017-18, out of total 903 universities in India, 343 were privately managed including Private Deemed Universities (80), State Private Universities (262) and State Private Open University (only 1).In Uttar Pradesh, there were 27 State Private Universities and 4 Private Deemed Universities of the total 76 Universities.All these universities are empowered to award degrees in general as well as in professional courses.^[11]

Table 2 Type of Universities in India during 2017-18

Type of University	Uttar Pradesh	India
Central Open University	0	1
Central University	4	45
Deemed University – Government	2	33
Institution under State Legislature Act	1	5
Institution of National Importance	7	101
Deemed University – Private	4	80
State Private University	27	262
State Open University	1	14
State Public University	27	351
State Private Open University	0	1
Deemed University – Government Aided	3	10
Total	76	903

Source: All India Survey on Higher Education, MHRD, 2018

In 2017-18, as data reveal it is clear that maximum universities not only in India (500 out of 882)but also in Uttar Pradeshstate (44 out of 74)are offering general courses and after that technical courses (126 in India and 10 in Uttar Pradesh).

Table 3 Specialization-wise Universities in Uttar Pradesh and India in 2017-18

Specialization	Uttar Pradesh	India
General	44	500
Agriculture	5	52
Fine Arts	3	10
Language	2	10
Law	1	22
Oriental Learning	1	3
Medical	2	58
Sanskrit	0	13
Veterinary	2	14
Technical	10	126
Other	4	74
Total	74	882

Source: All India Survey on Higher Education, MHRD, 2018

In terms of highest number of colleges in India,top 8 States are UttarPradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana,Tamil Nadu and Madhya Pradesh.In Uttar Pradesh, there are 6922colleges and for every one lakh population there are28 Colleges.

Table 4 Colleges per Lakh Population (18-23 Years) and Average Enrolment per College in 2017-18 in Uttar Pradesh and India

Particulars	Uttar Pradesh	All India
Number of Colleges	6922	39050
Colleges per Lakh Population	28	28
Average Enrolment per College	816	698

Source: All India Survey on Higher Education, MHRD, 2018

The data from 2010-11 to 2016-17 indicate that total number of colleges is increased not only in Uttar Pradesh but also in India. But in 2017-18 number of colleges is reduced in Uttar Pradesh and in India. This increasing number is showing increased privatization of higher education in India.

Table 5 Trends in Various College Indicators from 2010-11 to 2017-18

Indicators Years	No. of Colleges		College per Lakh Population	
	U.P.	India	U.P.	India
2010-11	4049	32974	17	23
2011-12	4828	34852	20	25
2012-13	5048	35525	21	25
2013-14	5445	36634	23	26
2014-15	6026	38498	25	27
2015-16	6491	39071	26	28
2016-17	7073	40026	29	28
2017-18	6922	39050	28	28

Source: All India Survey on Higher Education, MHRD, 2018

According to All India Survey on Higher Education conducted by Ministry of Human Resource Development (MHRD) in 2018, there were total 5810 private colleges in Uttar Pradesh out of which 5160 were private un-aided colleges and remaining 650 were private aided colleges. Similarly in India there were 29703 private colleges in totality having 24620 private un-aided and 5083 private aided colleges. (Table 6)

Table 6 Type of Private Colleges in 2017-18 in Uttar Pradesh and India

Category of Private College	Uttar Pradesh	All India
Private Un-Aided	5160	24620
Private Aided	650	5083
Total Private	5810	29703

Source: All India Survey on Higher Education, MHRD, 2018

In case of technical and management institutions in Uttar Pradesh, there were 7 institutions in the area of Computer Applications, 114 in Engineering & Technology, 6 in Hotel & Tourism Management and 77 in General Management. Out of these four specializations, it can be observed that maximum institutions had been established for Engineering & Technology (114) and General Management (77) as a result of increasing demand of these specializations in the market.

Table 7 Private Management and Technical Institutions in 2017-18 in Uttar Pradesh and India

Category of Institution	Specialization	Uttar Pradesh	India
Technical	Computer Application	7	250
	Engineering & Technology	114	2228
Management	Hotel & Tourism Management	6	81
	General Management	77	667
Total		204	3226

Source: All India Survey on Higher Education, MHRD, 2018

1.2 High Potential Demand for Higher Education and Enrolment

India has the largest target market in the world, with an increasing population. As data exhibits the population of young generation in the age group of 18-23 years has been continuously increasing since 2011.

Table 8 Trends in the Population (in the Age Group of 18-23 Years) from 2011 to 2017

Years	Uttar Pradesh	India
2011	2,37,18,331	14,03,17,069
2012	2,39,15,128	14,05,58,699
2013	2,41,11,792	14,08,01,526
2014	2,43,08,393	14,10,45,558
2015	2,45,05,255	14,12,90,793
2016	2,47,02,585	14,15,37,252
2017	2,48,98,805	14,18,29,528

Source: All India Survey on Higher Education, MHRD, 2018

On account of this continuous rise in population, there is also an increase in the enrolment of students in higher education from 2.91 crores to 3.66 crores from 2011-12 to 2017-18 representing a high potential demand in higher education.

Table 9 Trends in Total Enrolment and Gross Enrolment Ratio in Higher Education in India from 2011-12 to 2017-18

Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrolment	2,91,84,331	3,01,52,417	3,23,36,234	3,42,11,637	3,45,84,781	3,57,05,905	3,66,42,378
Gross Enrolment Ratio	20.8	21.5	23	24.3	24.5	25.2	25.8

Source: All India Survey on Higher Education, MHRD, 2018

Table 10 also depicts that total enrolment in private colleges was 4775447 in the year 2017-18 in Uttar Pradesh out of which private un-aided colleges had 3919062 and private aided colleges had 856385 enrolment of students.

Table 10 Total Enrolment in Un-Aided and Aided Private Colleges in 2017-18

Category	U.P.	India
Private Un-Aided	3919062	12392090
Private Aided	856385	5475679
Total Private	4775447	17867769

Source: All India Survey on Higher Education, MHRD, 2018

The Table 11 given below indicates that average enrolment per college has been decreased from 2010-11 to 2012-13 and again from 2014-15 to 2016-17 after a very small improvement in 2013-14 in Uttar Pradesh. From 2013-14 in India average enrolment is decreased continuously up to 2016-17 and later on increased to some extent in 2017-18. A significant fall in average enrolment is due to a rise in number of private college establishments from time to time and vice versa.

Table 11 Trends in Average Enrolment per College from 2010-11 to 2015-16

Years	Uttar Pradesh	India
2010-11	1351	700
2011-12	1029	703
2012-13	1119	715
2013-14	1143	742
2014-15	1011	731
2015-16	920	721

2016-17	776	659
2017-18	816	698

Source: All India Survey on Higher Education, MHRD, 2018

1.3 Foreign Collaborations

Some of the private management and technical institutions have foreign collaboration to strengthen mutual understanding and cooperation, particularly in the knowledge and innovation intensive sectors and many are trying to have collaborations with foreign universities. Foreign Universities aims to allow entry of foreign universities to set up their campuses in India and seeks to expand options for the students seeking higher education in India. Foreign players are considering an entry in India, to introduce best practices with enhanced partnership as well as competition with the Indian counterparts through collaborations. Apart from the direct entry of foreign players, Indian universities are competing globally with their expansion in other geographies.^[12] Private institutions are indulged in establishing foreign collaborations and also in marketing and brand building of their own. University of Leicester, U.K., Teesside University, U.K., Barmingham City University, U.K., Management Development Institute of Singapore, STI Education, Myanmar, Asian University, Thailand, University of LYON, France, Chaoyang University of Technology (CYUT), Taiwan, Girme American University, U.K., KUSOM, Nepal, University of La Rioja, Spain, George Mason University, Eastern Mennonite University, Shizuoka University, Japan, Flinders University, Australia etc. are the examples of some foreign universities and institutions which have come forward and tied up with some private institutions in Uttar Pradesh.

1.4 Professional Councils or Regulatory Bodies

Higher education and research institutions in India have evolved in divergent specialized streams, with each stream being monitored by an apex body. The National Board of Accreditation (NBA) and the All India Council of Technical Education (AICTE) are autonomous bodies, which recognize and accredit programmes offered by professional and technical institutions in the disciplines of engineering and technology, management, architecture, pharmacy and hospitality. AICTE does not have the numbers and quality of human resources to supervise so many institutions under their purview. Thus, the approval of curriculum and other related clearances from AICTE is a matter of great uncertainty, time consuming and unduly tedious task. This has led to widespread malpractices. With regard to admission of students, particularly to technical courses it is noticed that in general, demand far exceeds the supply of seats, particularly in technical and medical institutions. Most states, based on their board examinations or on a special examination conducted for the purpose, prepare seniority lists for sponsoring students to the 'state quota' – especially in engineering and medical colleges. This quota ranges from 50 per cent in many states up to 80 per cent in others – the remaining seats are left to the college management to fill up under their own discretionary quota. When the demand for engineering seats was extremely high, the capitation fee for a management quota of a middle quality institution could be as high, in some cases going as high as Rs. 5 lakh.^[13]

The present system encourages non-transparent financial management of the private institutions. There is hardly any check or control on academic matters; nor any support or guidance in upgrading standards. The Central level regulatory institutions have failed to control the situation; the state is generally not interested in anything more than sponsoring the admission quota or in fixing the college fees. The system has no built-in levers to upgrade quality, provide guidance and support – while keeping a check on the sub-standard institutions.

Widespread corruption prevails in the functioning of regulators like AICTE. The purpose of assessment and accreditation was for enhancement of quality, recognition of excellence, fostering accountability, providing information and to facilitate benchmarking of institutions. But in practice, as the system has evolved over time, there are many qualitative and procedural gaps in the implementation process.^[14] In Uttar Pradesh many private institutions are running PGDM course which is approved by Ministry of HRD. MBA/ MCA courses are being run by Dr. A.P.J. Abdul Kalam Technical University, Lucknow. Out of total 858 private technical and management institutions, there are more than 75 institutions in District Ghaziabad of Uttar Pradesh which are affiliated to Dr. A.P.J. Abdul Kalam Technical University, Lucknow. As of 2018-19 there are total 626 institutions in the area of Engineering and Technology, 13 in Hotel Management & Catering, 425 in General Management and 92 in Computer Applications approved by AICTE as per the data given on its website.^[15]

1.5 Excellence in Education

In the changing scenario of globalization the focus is to shape up the existing system to resolve the issue of getting trained manpower in the field of education for sustainable growth and development of the nation. The rapid expansion of excellence in education is evident as special grants are being provided to various universities and academic institutions to recognize excellence. The government has also provided financial incentives such as capital subsidy, tax relaxations and easy lending from banks etc. Many more private players are now coming forward to invest in this sector.^[16]

1.6 Enhanced Content Availability through Multimedia and ICT

The Government is digitizing content to create online libraries, developing, supporting and promoting Free and Open Source Software, installing multimedia devices in college campuses, other systems like Learner Response System, Classroom Sound Systems and newer ICT enabled assessment tools and also promoting usage of PCs, internet, telecom network etc. in private institutions in the country. Colleges are adopting ERP based solutions to manage students' attendance, marks, library records, tuition and other fees etc. Institutions higher on IT maturity are adopting specific solutions for improving course administration, admission management, enhancing collaboration capabilities with other institutions etc. Mobile based e-learning, cloud based computing and storage infrastructure are being adopted to handle large amount of data.

1.7 Private Investment in Education Sector

India provides a big market and playing field for private initiatives at both the national and international levels and also has very rich human resources in terms of quantity and quality. About 55 per cent of India's population is below the age of 30, and has a burgeoning middle class comprised of about 350 million people willing to invest in quality higher education.^[17] In India, private investment in higher education already amounted to 15.1 per cent, in comparison to 6.8 per cent public investment, during the period 1995-2000. In 2003, private higher education enterprises were worth Rs. 1,00,000 crore whereas public higher education accounted for only Rs. 35,000 crore. Approximately 90 percent or more of the colleges in IT, engineering, and management sectors were private.^[18] The table given below shows that total expenditure on technical education by MHRD has been increased from 2013-14 (Rs. 9232.89 crores) to 2015-16 (Rs. 10000.98 crores). It indicates the interest of the Government in promoting technical education in India.

Table 12: Budgeted Expenditure on Education by MHRD of Central Government (Rs. in Crores)

Sectors	Actual Estimates (2013-14)			Revised Estimates (2014-15)			Budget Estimates (2015-16)		
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total
University Education	5396.49	7387.81	12784.3	4338.49	7360.35	11698.84	5655.00	7397.59	13052.59
Technical Education	6578.06	2654.83	9232.89	6281.82	3067.63	9349.45	6705.00	3295.98	10000.98
Distance Learning	205.55	6.49	212.04	275.86	7.26	283.12	700.00	8.00	708.00
Others	2064.35	224.92	2289.27	2103.83	264.76	2368.59	2795.26	298.43	3093.69
Total Higher Education	14244.45	10274.05	24518.50	13000.00	10700.00	23700.00	15855.26	11000.00	26855.26

Source: Analysis of Budgeted Expenditure on Education, MHRD, 2013-14 to 2015-16

Patrinios^[19] estimates that three-fourth of higher education institutions in India are under private management. It is difficult to get reliable information on private higher education in developing countries as many of them are not always registered. These institutions in developing countries do not consider themselves bound to provide data and statistics for official surveys and analysis.

1.8 Advertising Campaigns

No wonder, the private education industry has emerged as one of the biggest ad-spender. Their campaigns every year turnout to be the biggest attractions for students. In this brand-building exercise all sorts of exaggerated claims are advanced, naturally to attract as many admissions as possible. The students seek 'more and better' information on B-schools in order to short-list their choice of destination. Almost all B-schools have information on their websites but it is, at times, not considered reliable. Initially they quote some sought of attractions in the form of institutional admission policy like free laptops, fee concessions on merit basis, foreign tours, value added programmes, industry exposure through industrial visits, no extra charges for outside participation, book bank facility, 100% placement etc. but later on after admissions these attractions fall on the ground, only very few are met out.

1.9 Faculty and Staff

As of 2011, there were 1522 degree-granting engineering colleges in India with an annual student intake of 582,000.^[20] However, these institutions face shortage of faculty and concerns have been raised over the quality of education.^[21] As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide were vacant, and 57 per cent of college professors did not have either a master's or doctorate degree.^[22] In comparison to total enrolment in private institutions, total number of teachers is not sufficient. Uttar Pradesh has the highest Pupil Teacher Ratio. In 2011-12 it was 30. Since then it has been continuously increasing and has reached up to the level of 58 in 2017-18. As private institutions are profit oriented. They generally compromise with the quality of education by appointing less educated and less experienced teaching staff. Teachers generally do not enjoy the benefits of other perks recommended for teachers as per their designation and experience. They also get lesser remuneration. Only very few teachers have handsome salary. There is an atmosphere which is not conducive for the progress of teaching staff. More administrative responsibilities they have to perform as compared to teaching and research work. Such kind of scenario is there in most of the private institutions. In comparison to total

enrolment there is a lack of teaching staff in many institutions. Institutions do not generally appoint required number of teachers. They appoint less teachers in numbers and exploit them by imposing too much workload on their shoulders, giving less salary increments, by unnecessary salary deductions, by creating problem in sanctioning leave if required etc. Table 13 also indicates a sudden fall in the number of teaching staff in India after the year 2015-16. Similarly in Uttar Pradesh as Table 14 depicts the total number of teachers is decreasing after 2015-16.

Table 13 Trends in Number of Teachers in India

Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Professor & Equivalent	1,02,738	1,20,156	1,25,338	1,36,966	1,46,021	1,25,154	1,14,170
Reader & Assoc. Professor	1,74,265	1,76,402	1,82,681	1,77,599	1,74,657	1,47,629	1,39,443
Lecturer/ Asst. Professor	8,52,894	8,77,556	9,12,178	9,85,085	10,09,196	9,45,558	8,88,427
Demonstrator/ Tutor	49,164	54,608	58,546	71,657	76,933	68,477	64,266
Temporary Teachers etc.	68,392	79,849	88,792	1,01,948	1,12,006	66,895	66,858
Total Teachers	12,47,453	13,08,571	13,67,535	14,73,255	15,18,813	13,65,786	12,84,755

Source: All India Survey on Higher Education, MHRD, 2018

Table 14 Trends in Number of Teachers in Uttar Pradesh

Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Professor & Equivalent	7,500	13,478	12,581	15,312	17,596	14,664	10,071
Reader & Assoc. Professor	18,492	16,176	19,491	17,619	19,531	15,569	11,866
Lecturer/ Asst. Professor	96,779	86,134	89,362	1,08,501	1,20,945	1,05,337	74,665
Demonstrator/ Tutor	2,145	2,938	3,330	6,258	6,702	6,053	5,772
Temporary Teachers etc.	5,051	7,039	7,832	9,640	10,944	6,035	4,537
Total Teachers	1,29,967	1,25,765	1,32,596	1,57,330	1,75,718	1,48,218	1,07,425

Source: All India Survey on Higher Education, MHRD, 2018

1.10 Education, Research and Innovation

Private institutions rarely focus on education and research.^[23] There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships which directly or indirectly affects their research. Moreover, institutions are poorly connected to research centers.^[24] While all institutions are not expected to engage in academic research as for the overall engagement and accomplishments in the field of research, leave much is to be desired.^[25] Many institutions are even considering giving up the Ph.D. requirement for faculty positions; this shortage extends to every institution of higher learning and research.^[26] The management institutions do not have a research culture that requires faculty with interest in research, a good library support system, a research community and a research agenda. Such a culture will be created only when it becomes an organizational priority and there is a commitment for building that. If the targets of institutions are predominantly monetary, a research culture will not be conducive.

1.11 Internal Management System of Educational Institutions

Management of the Indian education faces lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions has significantly increased and the core focus on academics and research is diluted.^[27]

1.12 Political Machinery

The states' political leaders pay less significance in terms of political attention to the education sector, compared to the issues relating to law and order, development, administration or farming issues etc.^[28] Consequently there is a huge gap between the policies formulated and their implementation.

1.13 Industry-Academia Relationship

India needs closer partnership between academia and industry. There is an urgent need for more contribution from industry in research. The industry should engage itself more in terms of not only funding but also in skill development, innovation and entrepreneurship. The gap between the academia and industry has to be bridged to enhance employability of the passed out students.^[29] The corporate sector can collaborate with the academia with varying funding commitments - ranging from direct ownership and management of institutions to collaborating with research institutions, faculty development, infrastructure creation, student scholarships and governance. The current education system develops the student's analytical, reasoning and logical skills, but is unable to develop employability skills so as to develop him to get a meaningful employment. Fowler^[30] has identified fifteen impediments to university-industry relationships. At least two of these pose problems in establishing a practical working relationship. Firstly, academics have a desire to publish the results of their research as early as possible. On the other hand industry zealously guards its proprietary information. Secondly, academics tend to concentrate on basic research that establishes new concepts or hypotheses. Industry's primary concern is applied research that leads to product-improvement and hence to short-term profits.

The faculty, in general, have no industrial experience or exposure. There is not much provision for continuing education in the universities and institutions for practicing engineers to update their technology competence. Indian Industry is keen to work with academia for its own benefit as the quality of manpower in industry cannot be improved without focusing to quality in academia.^[31]

2. Review of Literature

India as a developing nation is contentiously progressing in the education field. Although there have been a lot of challenges to the higher education system of India but equally have a lot of opportunities to overcome these challenges and to make the higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost importance. Sheikh^[32] focused that India needs well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. Privatization of education in India introduced new policies and programs to increase employment, outcome and income opportunities and achieve economic development at National and International level. It has brought about a rapid change in the educational scenario of India. Abrol^[33] told that privatization encourages the individual and society to establish colleges and private universities to meet the growing demand for education. As a result, private educational institutions are growing day by day throughout the country. According to Raju^[34] it is necessary to enhance the spending on Research and Development (R & D). India spends less than one per cent of its Gross Domestic Product (GDP) on R & D. Komakula^[35] pointed out that promotion of the Industry-Academic Collaboration is definitely the need of the hour to enhance and up-grade the employability skills of the students in long run. Linkage of the Technical Educational Institutions with the Industry tycoons, will give exposure to the students

to get proper practical knowledge and training skills for gainful employment. According to Naik^[36] the Research Park, Council of Industry-Academia Partnership are most needed. Bhartiya^[37] observed that only class room teaching although good is not enough to enlarge imagination and creativity of students. Industry all alone cannot achieve peak performance without the support of institutes and vice versa. Academic Institutes have brains, laboratories, and library to do research. But inputs from industry are needed. Joshi & Ahir^[38] highlighted that if regulatory framework is not changed from its current form to such a framework so as to suit the objectives of the private sector, especially those related to privatization, commercialization, autonomy regarding fees, students admissions, reservations, faculty appointments, qualifications and salaries, allowing to earn profit, etc. right from specifying their definitions to setting specifically their limits, one cannot expect private sector to participate in an encouraging way. According to Swaminadhan,^[39] the institutes can encourage, enhance, create avenues and environment for greater involvement of faculty with industry, encourage, enhance and create avenues and environment for staff exchange between industry and institutions, for greater involvement of staff in R & D and consultancy, increase in compulsions and provide greater incentives for faculty to collaborate with industry, arrange Workshops and Training programmes for Industries to adopt modern/ latest technology in industry and provide training programmes for technicians, scientists and engineers, develop specialized continuing education programmes for updating skills and knowledge, inviting representatives from Industries on Board of Studies, Academic Councils, provide testing and certification facilities, provide consultancy services of a viable nature, conduct of surveys, solving problems and undertake research projects.

3. Objectives of the Study

The main objectives of the study are:

1. To understand the emergence and need of privatization in higher education in India.
2. To throw a light on present trends in Indian private higher education system especially technical and management education in Uttar Pradesh.
3. To examine the efficiency and quality concerns of private technical and management education in Uttar Pradesh.
4. To give suggestions for further improvements in the standards of private technical and management education system in Uttar Pradesh.

4. Research Methodology

The present study is exploratory in nature. During this study an effort has been made to analyze recent trends in managing private technical and management institutions in Uttar Pradesh as the area of study. The study is based on secondary data that has been compiled from various secondary sources such as books, magazines, journals, websites, Newspapers, reports and documents of Ministry of Human Resource Development, AICTE, AKTU etc. On the basis of the study of various reports and literature, suggestions have been recommended for managing these institutions in a better way.

5. Conclusion

The role of privatization is important to expand education qualitatively as well as quantitatively. State and Central Government encourage the privatization of education to achieve economic development. But the lack of quality education affects the educated masses. In fact, privatization increases the number of degree holders on one hand and unemployment on the other hand which has posed a danger before the Government in the coming

years. As youth is the strength of a nation, it must be taken care of very seriously through generating a variety of employment opportunities on one hand and also by regulating and controlling the administration of private technical and management institutions in Uttar Pradesh so that they can be bound to provide qualitative education to the upcoming generation.

6. Suggestions

After studying the situation of private management and technical educational institutions in India it can be suggested that:

- Private institutions should not be given too much liberty and flexibility for raising their own financial resources. Keeping in mind “education reaching to all equally” and also to maintain quality and standards of technical and management education, regulatory bodies should decide the fee structure as per Government norms. It should check the salaries, designation and other perks given to the teaching staff to safeguard them from mental and physical exploitation.
- Private technical and management institutions are becoming the center for selling degrees. The Government should impose a check on such institutions and only quality institutions must be given a scope for survival.
- There is a need to focus on such courses in which students can achieve excellence and gain deeper knowledge of subject so that they can get better jobs after recruitment in the companies.
- All faculty must possess adequate qualifications and also be acquainted with the newer studies and technologies so that they can keep themselves up-to-date and deliver their content accordingly to their students.
- At private institutions there is always a conflict between the managers (Directors, Vice Principals, Course Chairpersons, Programme Coordinators) and higher authority of the institutions (the owners) which ultimately create an unfavorable working environment for the faculties and consequently quality of education deteriorates. Some value ethics based workshops and development programmes are needed in such kind of working environments to make the atmosphere favorable for everyone.
- Keeping in view stiff competition in the market, these institutions more focus on non-academic activities to maintain their brand image and goodwill, consequently less focus on the quality of education that they are providing to the students. Due to this students are having very low success rate in getting placement in the companies during placement drives at the campus or the companies show their disinterest in hiring such kind of chunk of management and technical institutes.

References

- [1] M. Abrol, *Emerging Trends of Privatization of Education in India*, *International Journal of Educational Administration*, Volume 8, Number 1, 2016, 1-2.
- [2] K.M. Joshi, *Human Capital and the Economic Benefits of Education: Understanding the Investment Arguments*, Working Paper No. 1/06, 2006, OSED.
- [3] J.B.G. Tilak, *Education for Development in Asia* (New Delhi: Sage Publications, 1994).
- [4] P. Agarwal, *Higher Education in India: The Need for Change*, ICRIER Working Paper No. 180, 2006, Indian Council for Research on International Economic Relations.

- [5] *GOI, Census of India, 2001, New Delhi.*
- [6] *UGC, Higher Education in India at a Glance, New Delhi, February, 2012.*
- [7] *D. Kapur, &P.B. Mehta, Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism, CID Working Paper No. 108, September, 2004, Harvard University.*
- [8] *P. Agarwal, Higher Education in India: The Need for Change, ICRIER Working Paper No. 180, 2006, Indian Council for Research on International Economic Relations.*
- [9] *FICCI, Private Sector Participation in Indian Higher Education, FICCI Higher Education Summit 2011, 2011, 33-34.*
- [10] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 30.*
- [11] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 29.*
- [12] <http://www.ibef.org>
- [13] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 130.*
- [14] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 139.*
- [15] <http://www.aktu.ac.in>
- [16] <http://www.ibef.org>
- [17] *V.N.R. Pillai, Center, States Must Help to Promote Higher Education, The Hindu, November 21, 2003.*
- [18] *The Economic Times, May 5, 2003, 5.*
- [19] *H. A. Patrinos, The Role of the Private Sector in the Global Market for Education, Presented at Shifting Roles, Changing Rules: The Global Higher Education Market, The Hague, March 19, 2002.*
- [20] *Science and Technology Education, Press Information Bureau, Retrieved on August 8, 2009.*
- [21] *S. Mitra, How to Save the World's Back Office of Forbes?, March 14, 2008.*
- [22] *Newsweek, Special Report: The Education Race, August 18–25, 2011.*
- [23] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 123.*
- [24] *Y.A. Sheikh, Higher Education in India: Challenges and Opportunities, Journal of Education and Practice, Vol.8, No.1, 2017, 41.*
- [25] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 35.*
- [26] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 136.*
- [27] *A. Kumar, &Amrisha, Higher Education: Growth, Challenges and Opportunities, International Journal of Arts, Humanities and Management Studies, Volume 1, No.2, February, 2015.*
- [28] *MHRD, National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, GOI, April 30, 2016, 37.*

- [29] M.M.P. Raju, *Extracts from his Address in the 'International Workshop on Industry-Academia Collaboration for Greater National Productivity' organized by Confederation of Indian Industries (CII), New Delhi, April 15, 2013.*
- [30] D.R. Fowler, *University-Industry Research Relationships, Research Management, Vol. 21, 1984, 35-41.*
- [31] N. Forbes, *International Workshop on Industry-Academia Collaboration for Greater National Productivity, Confederation of Indian Industries, Published in The Times of India, April 15, 2013, New Delhi, 1.*
- [32] Y.A. Sheikh, *Higher Education in India: Challenges and Opportunities, Journal of Education and Practice, Vol.8, No.1, 2017, 41.*
- [33] M. Abrol, *Emerging Trends of Privatization of Education in India, International Journal of Educational Administration, Volume 8, Number 1, 2016, 1-2.*
- [34] M.M.P. Raju, *Extracts from his Address in the 'International Workshop on Industry-Academia Collaboration for Greater National Productivity' organized by Confederation of Indian Industries, New Delhi, April 15, 2013.*
- [35] S. Komakula, *Times of India, April 15, 2013, Retrieved from: -http://articles.timesofindia.indiatimes.com/2013-04-15/news/38554849_1_academiaraju-skill-development.*
- [36] B.M. Naik, *Times of India, April 15, 2013, Retrieved from: -http://articles.timesofindia.indiatimes.com/2013-04-15/news/38554849_1_academiaraju-skill-development.*
- [37] Bhartiya, *Times of India, April 15, 2013, Retrieved from [http:// articles.timesofindia.indiatimes.com/2013-04-15/news/38554849_1_academia-raju-skill](http://articles.timesofindia.indiatimes.com/2013-04-15/news/38554849_1_academia-raju-skill).*
- [38] K.M. Joshi, &K. Ahir, *Economics of Privatization - An Introspection of Indian Higher Education, Indian Development Review: An International Journal of Development Economics, Serials Publication, Vol. 5, No. 2, December, 2007, 317-340.*
- [39] D. Swaminadhan, *A Model for University Industry Symbiosis, University News, Vol. XXVIII (20), May 14, 1990, AIU Publication, New Delhi.*