

# Academic Excellence and Private Universities in India – A Review Paper

---

-  
- Naveen Sharma  
- Trilok Kumar Jain<sup>1</sup>

## ABSTRACT

*A large number of research scholars are now researching academic excellence in private universities in India. This is now an important topic for study considering the growing numbers and reach of private universities in India. There is a need to undertake an objective study on this subject. The researcher has presented here review of important research studies on this subject. The review will help researchers in identifying and focusing on important issues relating to present day higher educational institutions from private sector. This paper presents review of important papers on the subject under study. The author has categorized the research papers relating to Private Universities in India into seven categories, which are as mentioned: - 1. Governance 2. Quality 3. Finance 4. Faculty 5. Research 6. Technology 7. Challenge and opportunities for Private Universities in India. This review paper will help researchers in taking up studies on the overall academic excellence in private universities in India.*

---

Keywords : Higher education, Private Universities in India, HEI

---

<sup>1</sup> This paper is based on research conducted as part of doctoral research study. Mr. Naveen Sharma is the research scholar and Trilok Kumar Jain is the research supervisor. Mr. Naveen Sharma is also the controller of examination.

## **BACKGROUND**

"Private university" in India means a university duly established through a state/central act by a sponsoring body eg; a society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a state or a public trust or a company registered under Section 25 of the Companies Act, 1956.

According to Section 2 (f) of the UGC Act, 1956, University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes any such institution, as may, in consultation with the University concerned, be recognized by the Commission (UGC) in accordance with the regulations made in this behalf under this Act (e.g., deemed universities under Section 3, UGC Act) (UGC 2002: 6). This means that, other than the deemed university route; universities need to be legislated into existence, by parliament or state legislature.

### **Objectives of Private Universities**

Establishment of Private Universities has been a major milestone in field of higher education in India. Private Universities is a concept where self financed private universities can be established by private players without financial assistance from the State. A number of private universities have been established in various States as also Central Government of India has granted Deemed University status to a number of educational institutions.

In this era of liberalization and global education, it is germane to attract, encourage and promote the private sector investment in the realm of Higher Education and lay the legislative pathway to establish and incorporate private self-financing Universities in India so as to contribute towards the expansion of higher education and research.

In this age of specialization and super-specialization, a Private University may be allowed to offer a range of domains right from a single domain/specialization University to a multi domain, multi specialization and multi disciplinary University. This may lead to be more innovative and encouraging domain specific growth in education.

Around the world higher education is under pressure to change. It is growing fast and its contribution to economic success is seen as vital. The universities and other institutions are expected to create knowledge; to improve equity; and to respond to student needs – and to do so more efficiently. The role of private universities has been gradually acquiring more significance with rising GER targets. The government had both economic and social objectives.

### **Growth of Private Universities in India**

Higher education in India has largely been the domain of the government till recently in terms of both funding and provision of education. In

the year 2000 the government of India realized the need for setting up private universities as it was clear that the public universities in India would not be able to meet the increasing demand for higher education. It was a milestone in the history of higher education. Private universities are established by philanthropic, religious, and private organizations and foundations, and by not-for-profit organizations. During the last 10 years, India has registered high growth rate of establishment of Private Universities.

According to the UGC as on May 2015 presently 130 deemed universities and 209 Private Universities are serving the country. These universities are providing Diploma, undergraduate, post graduate and Ph. D courses on universities campus level. They are not eligible to affiliate any college or institution. Their approval and working depends on different regulatory bodies of our country. The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education.

Apart from the UGC, there are various professional councils that are responsible for

recognizing courses, promoting professional institutes and providing grants to undergraduate programmes. They are All India Council for Technical Education (AICTE), Distance Education Bureau (DEB), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH) and the Central Council of Indian Medicine (CCIM) are the statutory professional councils of India.

According to UGC these 209 Universities are competent to award degrees as specified by UGC under Section 22 of the UGC Act 1956, with the approval of the statutory councils, wherever required through their main campus.

Wherever the approval of the statutory council is not a pre-requisite to start a programme, the Universities are required to maintain the minimum standards regarding academic and physical infrastructure as laid down by the concerned statutory council.

State-wise distribution of private universities is given in Table 1

**Table 1. State wise distribution of Private Universities**

S.No.	Name of State	No. of Universities
1	Arunachal Pradesh	7
2	Assam	4

3	Chhattisgarh	8
4	Gujarat	18
5	Haryana	17
6	Haryana	17
7	Jharkhand	3
8	Karnataka	10
9	Madhya Pradesh	14
10	Maharashtra	2
11	Meghalaya	8
12	Mizoram	1
13	Nagaland	2
14	Orissa	3
15	Punjab	11
16	Rajasthan	40
17	Sikkim	5
18	Tripura	1
19	Uttar Pradesh	23
20	Uttarakhand	10
21	West Bengal	5
	<b>Total</b>	<b>209</b>

Rajasthan is having the highest number of Private Universities which is 40. Other states like UP, Gujrat, Haryana, MP and Punjab also promoting private universities but still many states like Andhra Pradesh, Bihar, Goa, Kerala, Tamil Nadu and Telangana has not approved a single Private University in their state.

It is estimated that over Rs. 50,000 crore has been invested to establish these 209 private universities, which qualifying for industry status.

### **Challenges faced by private universities**

According to Maheshwari R (2012), at present, India's private education market worth \$68 billion. Now with the sudden spurt in the number of private colleges/institutes/universities providing professional education in the recent past has resulted in the increased demand of highly qualified professionals in the market. Thereby, a large number of faculties are required by these institutes for their curriculum development and academic deliverance. Again the lucrative opportunities available in the corporate sector exert a pull on the existing

faculty towards the corporate career from academic profession. This creates a void at various levels in the existing institutes to be filled in. The occupational migration of faculty from academics to the core industry, the additional faculty requirement of the existing institute for newly introduced courses and the faculty required for the newly established college's altogether creates an immense demand for faculty. This high demand and low supply is resulting in faculty crisis in the country, especially in self financed professional institutions. In this context faculty turnover has a serious impact on the institute and its reputation thereby resulting in the increased costs both direct and indirect. A high rate of employee turnover in an organization means increasing recruiting, selection and training costs. Moreover, lack of employee's continuity involves high costs in the induction and training of new staff. Organizational productivity is also one of the challenges that arise as a consequence of turnover (Siong et al, 2006). In case of higher educational institutions, the cost of employees' turnover is higher as human resources with knowledge and competences are the key assets and it affects the academic and research activities of the college. Quitting in the mid of semester, the affect is very high as it is difficult for both the college to arrange the substitute and student to adjust/accept new faculty in the mid of course.

Tilak, J B G (2014), We need to expand our higher education system, as countries with small higher education systems – public and private – cannot progress at all. The best examples are countries where enrolment ratios are between 10% and 15%; most of these countries are economically underdeveloped, with high levels of poverty and inequality. A look at advanced countries shows that the minimum desirable enrolment ratio appears to be around 30-40%. India has set a target of reaching 30% gross enrolment ratio in higher education by 2020. At the same time, however, it should be noted that the increase is to be achieved mainly through the expansion of the public higher education system, and not through the private education system.

Puttaswamaiah S (2010), Higher education creates and supplies knowledge, which is driving modern economic growth. Hence, development of qualitative higher education system becomes crucial, which could provide access to all those who want to pursue higher studies. Access to higher education should not be limited to few sections of the society which creates inequity. As observed earlier, enrolment to higher education has increased significantly in the country, showing rising demand for higher education. Introduction of economic reforms has reduced government spending on higher education and new sources of financing are being explored.

### **Performance of Private Universities**

Private universities are different in size, enrolment, courses offered, funding authority, financial and managerial capacity. Private universities have emerged as an alternative to cope up with the increasing demand of higher education. Various researchers have commented that Higher Education provided by Private Universities in our country is passing through uncertainties and incongruities of various kinds.

### **Prospects for Private Universities in India**

Youth (less than 20 years age) contributes more than 50% of India's population of 125 crore. With growing prosperity, the demand for higher education has been increasing and the public universities are not able to meet the demand. The demand for new courses and specializations has been growing as a consequence of globalization.

The growing share of service sector in the Indian economy the government's vision of making India a global manufacturing hub, ogling population of Europe full the demand for qualified and well trained Indian workforce within the country and overseas. India has already been a destination for cost effective and quality higher education. The private universities with good infrastructure have been attracting foreign students from SAARC countries (excepting Pakistan), Africa and Middle East countries.

The Indian economy is expected to emerge as the second/third largest economy of the world in another 15 to 20 years. Research shows that there is positive correlation between economic growth and expenditures on higher education.

Currently the private universities in India are in growing stage. Prima facie, it appears that despite facing many challenges, the private universities that offers quality higher education will survive and a few of these private universities may emerge to become leading universities of Asia and the world.

Based on review of important research papers on the subject, the researcher has classified the research papers on seven themes:

- a. Governance - both intrinsic and extrinsic
- b. Quality
- c. Finance
- d. Faculty
- e. Research
- f. Technology
- g. Challenge and opportunities for Private Universities in India

The review of important research findings and insights are presented below on these seven broad categories:

#### **Governance**

Governance is a very important aspect of management/administration of Higher Education and Private Universities. The quality of governance will determine the credibility and accountability of private universities

Governance means the way of Administration in any organization, further we may include the process of decision making. Governance can be discussed in other contexts as global, national, local and corporate level. Many plethora of actors who can play role in governance they are Financial Institutions, Government, Accreditation Agencies, quality Control agencies and non Government Organizations.

**Extrinsic Governance:** Central Government/State Government, Different Accreditation Agencies like NAAC and NBA, different Statutory bodies i.e. AICTE, MHRD, UGC, MCI, DCI, PCI, NCTE, NCI prescribed norms for the effective functioning of Higher Education Institutions and a university in particular.

**Intrinsic Governance:** Following hierarchy in any university system will be Intrinsic Governance –academic, VC, Pro VC, Deans, HOD's  
Administrative: VC, Pro. VC, Registrar, Finance Officer, Controller of Examination, Chief Librarian, Dean Student Welfare, Chief Proctor, Chief Warden with their respective subordinate staff.

There are many aspects of governance that could be canvassed here, but the focus is on the size, composition and the roles and responsibilities of university governing bodies, University

Councils or Senates, referred to throughout as governing bodies or Councils. Some general governance concepts of relevance to universities, and then maps what we currently know has been happening in university governance before and after the Hoare Report. Will stimulate a fruitful dialogue about what would be appropriate governance arrangements in universities in their changed environment and in the interests of more effectively fulfilling their missions.

Edwards's (2000) paper is on the size, composition, complex and changing environment and roles and responsibilities of councils. A gap, however, between what commentators say should happen to the governing bodies of universities and what has actually happened. The study has examined the tension between the role of council members as custodians of the university or as representatives of particular interests; and the tension between the various elements of good governance. In the end, study emphasises that Governance is about relationships which result best when there is trust and harmony amongst the co workers in order to achieve common objectives.

The report of OECD (2003) based on the Higher education in OECD countries. Reports in OECD countries, it is viewed primarily as a part of the public sector. Their Governments have a predominant role just like in France, it is directly provided by the Government and in Sweden it is

like purchasing or ordering services. In United States, universities have different entrepreneurial and funds system. In some countries (e.g. the United Kingdom), this has happened predominantly through competition among public institutions; in others (such as Hungary), through competition between public and private institutions which has become an international issue. In this context, higher education is moving towards a new system of governance, where the power of markets and the power of the State together plays an important role. Government is changing its role by withdrawing from direct management and introducing new forms of control and influence. Now institutions are accountable for performance via powerful enforcement mechanisms including funding and quality recognition.

Hogan (2006) studied the Shared Governance Model. In this system of governance whereby the decision-making capacity of the institution is shared by those affected by the decisions. The boards, administrators, faculty, staff and students are part of this. The study focuses on four models of governance: uni-cameral, bi-cameral, tri-cameral and hybrid. The decision-making are performed by one (unicameral), two (bicameral), three (tri-cameral) or a blend of governing bodies (hybrid). The bicameral governance is the most commonly used. Two legislative bodies i.e. governing board that usually appoints the president and is responsible for the administrative and financial elements of

the university, and an academic senate or a university/education council with responsibility for academic matters of an educational/academic nature that affects the university or college as a whole. Shared governance also has few challenges with it such as for different parties to identify specific areas of responsibility before decisions are made and actions taken (Alfred, 1998). For effective governance, collaboratively working between the administrators and faculty, staff, senates, and unions are necessary to get desired results. A suitable environment is to be developed wherein the authority and responsibility of each constituent group is defined clearly.

Neema S (2012) studied owing to the popularity of the public-private partnerships in provision of public goods, the author in this paper have tried to analyze whether public-private partnerships could work in higher education and if yes, than what should be the proper model which should be followed. Secondly, the author has made an attempt to analyze whether the problems which public-private partnerships deem to solve could be solved in a better manner by de-licensing the establishment of educational institution and by allowing education to be a for-profit activity. The author concluded that public-private partnerships are not that much effective in the higher education sector and that the benefits they seek to bring in the higher education system could easily be achieved by de-licensing and



having amore market friendly approach towards higher education in India.

Akhtar and Kalsoom (2012) had studied to analyze the condition of universities governance in Pakistan. Education Policy governance, participation of stakeholders and current practices in the country were discussed in the paper. The study outlined some common themes and directions in the education system of Pakistan. The study sugessted (a) the universities should have independence and self-reliance from all extraneous influences, such as recruitment assessment, faculty development; and selecting, training, (b) Standards and Measures should be set up for fair review of performance (c) Alignment of role, responsibility and authority should be well defined, (d) Clear relationship should be drawn between universities and society, market and industry. (e) Accountability & authority should be drafted to take decisions within his power without outside interference.

Wilson and Chapman (2013) using their vast experiences in the field of education, argued for a particular set of principles that support good academic governance.

George and Devan (2014) have advolated Total Quality Management enveniated by Edward Deming. Joshi (2011) worked on the different directions of Governance and Regulation in Higher Education and its policy framework. Kumar (2014) described the meaning of

Governance with special reference to university system. He mentioned the different level of governance in university. The study of Lombardi et.al (2002) described that the system for public research universities and independently administered university campuses are almost same.

The study of Varghese and Martin (2014) conducted on Governance reforms in higher education in Asian countries. Different institutional autonomy in Asian countries like Japan, Indonesia, China, Vietnam etc were studies, the introduction of autonomy should be in keeping with the national context (including administrative capacities) and should be well aligned with a policy context. There is, thus, no one model for ideal governance reform in higher education; instead, autonomy reforms need to be considered as a means within a broader reform agenda.

Visalsok et.al (2014) had studies of institutional autonomies in Cambodia. In this country, HEIs has brought about major changes in governance structure, financial management, academic freedom, and especially student uptake. Nizam and Nurdin (2014) study which is conducted in Indonesia says that the reform scenario of giving wider autonomy to the universities combined with more direct accountability could not be fully implemented in the country.

Chandha (2014) indicated the depressing legacy of Third World Education. Adults illiteracy rate of the South Asian region including India is still very depressing. In India despite the impressive extension in the number of Educational institutions including Universities and Colleges, faculty & students, access to higher education, measuring in terms of gross enrolment ratio is not at the level of developed countries. In terms of Quality progress of Indian is diapering stage. Mostly institutes are not accredited with NAAC and the institutes which are have the accreditation with NAAC their grading is not good and hardly 16% having the A grade in 2006. For preparing the 21<sup>st</sup> Century challenges we have to expend the University Education and apply the fair & Equitable Access. Indian Universities needed cradles for new ideas and develop the social concerns.

Sethi (2015) presented the various steps of Regulatory Reforms to achieve the Excellence in HE for which she focused initially to define the goals & the purpose of the Regulation, according to her alignment of Regulatory Framework to Excellence is required

### **Quality**

Quality of Higher Education imparted in India has assumed critical dimensions in the recent years with mushrooming of Private Universities. Doubt has been raised over the quality of education imparted by these upcoming institutions/universities.

The demands for quality standards in higher education are increasing due to competition as a result of massification and internalization process of universities. The expectation for better performance in quality of teaching, academic research and other related educational activities are forcing universities leadership management to rethink their strategies. Approaching the philosophy of Total Quality Management (TQM) can lead leadership management of universities to desirable results regarding continues quality improvement in higher education. In the centre of TQM philosophy in higher education is student satisfaction. Understanding and satisfying student's needs are the cause of existence for all higher education institutions. Therefore reaching quality standards in higher education is significant regard meeting the expectations of students, especially for newly established private higher education institutions. The main purpose of this study is to examine the role of student satisfaction regarding quality assurance in Albanian private higher education institutions.

Today's students have more opportunities regarding selecting an appropriate university for their academic and professional development and they have the tendency to search for universities that provide a high quality of teaching, and the best student services along with affordable costs. They want to be sure when making important investment on their life

such as choosing the right university for undergraduate studies. Therefore many HEI's are developing different management strategies in order to increase their organizational performance and quality in education .

Brucaj S (2011) To be successful in this competitive environment universities are changing the traditional way of dealing with students to more students' centred strategy with main focus on student satisfaction.

Bora (2014) has put light on different challenges of HES (Higher education system), in the research few loopholes of the system have been discussed. It says that the time has changed and current time is better for introspection. A SWOT analysis is needed to understand the situation. He says that there are many factors affecting the HES, geographical distribution and population increment are the major of them due to these, growth are not being able to keep pace with the present demand. The study held that in present situation demands a serious debate on quality and convenient delivery of educational services, inclusiveness of all the communities and geographical areas. The achievement lies in creating quality human resources capable of leading us in the coming future of higher education sector globally and locally.

Kumar and Faridi (2014) studied that the Higher Education System is backbone of every Nation.

Providing Quality Education with utility and value is the call of the present.

Ranjan (2014) reviews the size, enrolment, course offered, funding authority, financial and managerial capacity of different private universities. He says that the Public universities are still better options of the students for higher education although private universities represent the fastest growing sector in higher education.. Even after the competitive marketing and continuous effort of private educational institutions, quality has not yet achieved at the desired level. There are many factors which are effecting the system such as the cost, skilled manpower, research, infrastructure etc. The job market is also puts challenges by not providings ample opportunities to the students having degree.

Tareen (2014) studied on the parameters for the Universities ranking which is required for the quality improvement of Higher Education and Universities.

- Academic reputation (40%)
- Faculty visibility through citations (20%)
- Faculty and Students ratio (20%)
- Faculty & student's quantum from overseas Universities (10%)

Tareen had identified are eight characteristics for the world class universities is i.e. Certain critical mass of faculty and Students, Demographic Diversity, International Student

and Faculty body, Multi Disciplinary Campus, Continuity and Integration of the campus programmes, Different Institutional Collaborations, Huge Fund Flow for research and Teaching and the Governance and Leadership. Government and UGC have to incorporate these eight characteristics in their future plans and have to ensure the implementation of above for quality improvement of higher education and private universities in India.

Bruçaj (2014) concluded that to be successful in this competitive environment universities are changing the traditional way of dealing with students to more students' centered strategy with main focus on student satisfaction.

Kumar (2015) reviewed the situation of Excellence, Equity, Poor Faculty Position, Selection process of Faculty for Teaching, Poor Quality Research Papers, Current Status of Syllabus and the Expenditures for Education He recommended that though government is spending more money but we should use this money in proper manner. Involvement of Private sector should be increase through PPP Model. As per article there is need of Better Budget and better infrastructure and we have to make the regulatory frame work more simplified of Higher Education for betterment.

## **Finance**

Funding or Finance is very important aspect in any organization. Initial funding is a big issue in Higher Education. Education is the sector which is having a social cause of produced a highly educated and trained youth for the development of the society and nation with non-profit taking conditions. This is the responsibility of Government and private both sectors to develops a better platform for Education in the country. Requirement of Finance may be on initial stage or some times for running purpose needs in the Education sector. Use of Finance in the Higher Education is also needs proper planning and attention in quality management.

Joshi K M (2002) An insight into the negative features of private higher education system throws light on quality disparity, inequality, overloaded faculties, lack of research etc. But this system has its own very strong successes. The private education institutions have been able to fulfil the private demand for higher education, in the absence of the capacity of the state to do so. It is these institutions that have made higher education accessible. The existence of a high number of private institutions and high enrolment in private sector has been able to save public resources. On the other hand, the Indian higher education is facing a financial crisis. The government is not in a position to even sustain the present system, although expansion remains a dream. Because of growing private demand and in the absence of sufficient resources, the role of the private sector has to be recognised by

the government while including profit as an objective of their entrance and existence. It is here where many positive features of the private higher education of the Philippines can be replicated owing to its long experience.

Chattopadhyay (2007) takes a critical look at some of the sources being proposed and implemented to raise funding for higher education. The paper argued that the government has to play an important role in the higher education system in view of India's growing need for skilled manpower, to consolidate India's competitive edge in knowledge generation in a global economy and above all to achieve social cohesion. Since technology is the prime mover of growth, strengthening the higher education system is of utmost importance today. Raising expenditure on higher education to 1 per cent of GDP would prove to be insufficient. However, in view of this need for expansion in higher education, the government has to explore perforce the feasibility of trying different sources of financing higher education.

Prakash (2007) throws light upon the trends in Growth and Financing of Higher Education in India. The trends show a reasonable growth in the expansion of higher education, the study examines variations in participation across states, gender and social groups, the trends in the financing of higher education. The suggestion derived from the study is that to attain the desired target of 6 percent of the GDP to

education, appropriate policy to intervene the education should be addressed especially for girls and SCST students.

Prakash P and Agarwal S (2010), advantages. Despite economic constraints, India has built world standard IITs. in terms of labour force and its consumption market. The government plans to transform its big population into huge human capital. This can be only achieved through continued investment in education in general and higher and professional education in particular. Indeed, this investment is also necessary to sustain India's current level of growth. India is conscious that barriers must be overcome to meet these goals. They include a shortfall in professional and technological personnel, a misalignment between the content and emphasis in current higher education and the needs of the economy, as well as diminishing quality due to rapid expansion in institutions of higher and professional education.

Mahajan & Bali (2012) in their paper "PROBLEMS OF HIGHER EDUCATION IN INDIA" have thrown light upon the commissions and committees appointed by the government for suggesting educational reforms in India. They also raised the point funding issues in higher education.

Muzammil (2014) studied the data till session 2012-13 and the annual budget was 2300 crores of the 13 State Universities, 4 Central

Universities, 18 Pvt. Universities and 3800 colleges of Higher Education which is numerically very big. Management of Universities is not efficient and effective. Mostly problems are related with the compliances of the rules and regulations and the prescribed norms. Good quality leadership and proper governance structure will improve the administrative efficiency.

Singh and Purohit (2015) reached on the conclusion that Private universities in India are urging University Grants Commission (UGC) to treat it at similar levels with government universities in terms of grants for research work and academic activities. Unlike government universities, grants provided to students of private universities are very few. The demand appears virtuous, logical and robust. PWC (2012) described the problems for private funding in Higher Education/Private Universities i.e. “Not-for-Profit” entry barrier for private capital. • Regulatory framework is a major barrier. Multiple approvals are required. Policies are also inconsistent. For instance, though the FDI Policy permits 100 % FDI through automatic approval route in the education sector, AICTE prohibits foreign participation - direct and indirect in JVs in Indian institutions • UGC not open to recognizing Foreign Universities • Limitations on intake of students (quotas, foreign students, mode of admission etc.) • Limited choice of entity – Trust, Society or Section 25 company •

Lack of availability of trained faculty • Course content not in line with the expectations of the industry leading to poor employability • Low industry interface • Excessive and multiple regulators and regulations • High capital expenditure requirements for setting up Higher Education institution with quality infrastructure. By Tax and Regularity restructuring these problems may be sort out and we can attract the public funding in Private Universities.

Gupte M (2015) highlighted that apart from government sources finance, Indian higher education is supplemented by the accelerated growth of the Private sector and introduction of self-financing courses programs in public institutions. Liberalization, Privatization and Globalization on one hand and Information Technology on the other has led to commodification of education. All institutions both domestic and foreign are vying with each other to catch the best talent. In fact India cannot be left behind. She is being looked at as a lucrative market by the multinational education providers and she has to work on her quality if she has to make a name in the international area.

### **Faculty**

Faculty is an important recourse for a knowledge based organization. A university’s reputation is largely dependent on the quality of faculty. Attracting good faculty and their retention has become a key challenge for the private universities. Faculty/teacher is a guide and

philosopher for the student who takes the responsibility of the entire personality development of the student. Faculty expected to be an ideal man imbued with a high moral character. Quality Education can't be assumed without a dedicated and committed faculty. A committed faculty who can inculcate values, nurture values and help the students to internalize values. A committed and dedicated faculty member with the high academic knowledge is required for development of Higher Education in nation.

Khan et.al (2010) had worked upon the mobility of the faculties within the private universities of various developing countries like Bangladesh. They tried to identify the factors affecting high rate of faculty mobility since the basic objectives of the private universities were to create opportunities for higher education in the country and to stop outflow towards abroad. The study was conducted among 30 faculties of different universities that revealed that there is a requirement to retain the faculties by solving the dilemmas in their universities.

Bhatt & Kavidayal (2014) had done a comparative study of faculty retention in universities and intitutes, they have worked in Uttarakhand. Since employee retention is an important factor in the educational system, it affects not only the organizational balance but also puts serious on the pace of the study of students. The study had pointed out difference

between private and government universities as fas as faculty retainment is concerned.

Bora (2014) mentioned about Disparities in faculty availability. At a time when the need of the country is availability of adequate number of quality human resources as faculty members for various upcoming institutions and universities, the same presents a sorry state of affairs to say the least. It is an established fact that that on an average our HEIs including universities, IITs, IIMs etc. have been facing faculty shortage at all levels of about 35-40% on an average cutting across any discipline. This is providing to be a discouraging factor in any plan for expansion of Higher Education with an inclusive target. The shortage happen for two major causes. One-many faculty members keep moving from one to another institution for better prospects. Secondly, in some disciplines there is a genuine shortage of quality human resources who would like to take up teaching and research as a full time profession.

Gupta & Gupta (2014) has undergone the study on Structure, Statistics and Challenges of Indian Higher education system. According to study a recent report of HRD Ministry premier educational institutes like the Indian Institute of Technology (IITs) and the Indian Institute of Management (IIMs) are facing a faculty crunch with nearly one-third of the posts vacant. According to a report published in IANS around 35 percent posts are vacant in the central

universities, 25 percent in the IIMs, 33.33 percent in the National Institute of Technology (NITs) and 35.1 percent in other central education institutions coming up under the Human Resource Development (HRD) Ministry. However in order to overcome this, government is planning to have short-term measures like raising the retirement age in teaching posts from 62 to 65 years and enhancement in salaries and other benefits for teachers. Also some long-term measures have also been initiated for attracting young people to opt for this (teaching) career. These include enhancement in fellowships and attractive start-up grants in various disciplines.

Sundaranjan and Gopal (2015) stated that in present educational system professional development of the faculty members is the prime need to deliver the quality education. Competency based faculty training programmes is required and pre service training should be given to prospective faculty members in HEIs.

### **Research**

Research is the key function of any Universities. Research makes the difference between College and University. Generally high ranking Universities are known for their research work productivity. Quality research work is the prime need of hour. If any private Universities wanted to establish a big name in the field of Higher Education then they have to more aware about research work.

SMEs (2002) report says that Relation of Universities and Industries are strongly bounded with nation IP Policy frame-work and on the behalf of individual institutional Policy. Many Institutes have some issues related to Potential Conflict of Interest, Financial issues, Culture Gap and other and institutions wanted to consider these issues by TLOs, an IP policy should be formulated to encourage commercialization and technology transfer of University research results. Closer with patent system will motivate the researchers, patent literature could be initial step in this process and parallel Disclosure Function of the patent system will be more useful for the whole research world.

According to Rao (2013) "Research is most important part of Universities in Higher Education System." Many persons think that research means presentation of papers and tried to increase the articles and research papers. But the Research is not just papers this thought is meaningless we have to focus on the research quality. There are some parameters on which someone can assess the research work. Quantity numbers of research papers is just a part of research. Quality educational system may reset the vision of research peoples.

The study of Krishnamurthy and Awari ((2013) bring out the reasons for low contribution to the INDCAT from the majority Universities/Institutions may be due to low



research productivity and even lack of ICT infrastructure and qualified staff in the universities libraries also.

Kulwant and Anuradha (2014) studied some grey areas of Ph. D Research Work they indicated the problems of students during Ph. D work and suggest some solutions to resolve these issues. Fee structure of Ph. D course is very high in autonomous and Private Universities. Now Course work is compulsory for Ph. D course but few universities are taking this just as formality which is not good for the course. Some University providing Ph. D Degrees in back date without original research work with a heavy fess which is very serious issue. There are some doubts in UGC guideline related to Research Paper Publication like no. of papers and the Journal in which they should published. More than 90% students are not aware with the Ph. D procedure that what they should do and they are completely dependent on their Guide. One more serious issue is loophole in evaluation pattern. Guide is also a serious issue in Ph. D Research work. According the paper the suggestions is - government should control the fee structure of Ph. D course, supervisor should not involved in selection of Examiner panel, Examiner names should be confidential, PDF file of thesis should be post on concern university website and on UGC site also, High class facilities should be provided for the research work and maintain the quality of supervisors of Ph. D Research.

## **Technology**

Technology has changed our communication, knowledge acquisition, information gathering, and classroom study and sitting also. Technology is now required for effective classroom teaching, research work, seminars and other academic activities. Through Technology we can reduced the required timing for research and teaching practices. Technology is rapidly changing the terrain of Education today.

Krishnaveni Rand Meenakumari J (2010), This study has identified a comprehensive set of functional areas of Information administration. It was found that current level of usage indicates a clear integration of ICT for managerial or information-based administration in higher education institutions. This study reveals that demographic factors do not have major impact on Information administration in higher education institutions.

Khther and Othman (2013) discussed various aspects of necessity of IT governance in organizations and Higher Education. The study of Francis Sathian (2014) calls for development and Management of Library should be improve and digitalization is the most important factor because use of internet is required for latest research work and implementation also. Hardly 2 to 3 Institutions are from India get ranked in top 500 Universities in World and in this there is no rank in initial 200 this is because of poor research work, duplication of Research work,

time delay in programmes are the main factors which are related to library system. It is the urgent requirement of development and managing the Library with the digitalization and latest technique. A good scientific & professional mgmt. System should be planned and established for the Libraries in our Education System.

Deniel (2014) discussed the different tools of Information Technology affecting Higher Education on different levels. IT giving its contribution by used at various functions may be as hybrid Learning & Flipped Classrooms, Lesson @ Demand, online-exam & E-assessment, Smart classrooms, Cloud base tools, Smart-phones, Window Phones, Tablet PCs, Different Social Sites, E-Journals/Books and different Massive Open Online Courses.

Kaur and Mehta (2014) has discussed the concept of E-Governance and use of latest application in higher education sector has been discussed in this study. The integration of ICT (Information and Communication Technologies) helps to reduce the intricacy and increment of administration of higher education. The present time is of E-Governance by the use of ICT for the planning, implementation, and monitoring of government programs, projects, and activities.

### **Challenges and Prospects**

The 21st century is marked by a paradigm shift in education that has resulted both in threats and

opportunities. It has brought new challenges and prospects for higher education. Higher education in India is undergoing rapid changes. The challenges ahead are multifaceted and multidimensional. Though the data show a massive growth in the number of students' enrollment in colleges/universities, holistic view reveals that still only a meager of the total population has access to higher education. Globalization and privatization are imposing new challenges but the nations are still entangled in solving the basic problems of accessibility to higher education for all. In the wake of the transition from elitist to mass education, universities worldwide are under pressure to enhance access and equity, on the one hand, and to maintain high standards of quality and excellence, on the other. Today the notion of equity not only implies greater access to higher education, but also opportunities for progress. In recent debates on higher education, the notions of equity and access go beyond minority to diversity. Affirmative action, too, has become race exclusive and gender-neutral.

Zusman (2004) studied that benefits and costs from higher education to all concerned are assigned in "quite unequal amounts." He discussed the Carnegie report in his study that refers marked transfer of higher education's costs from public sources to individual students and parents, as well as increased payments from commercial sources. The benefits of higher

education are largely for private bodies rather than public domain.

Rao & Singh (2006) in their depth study of 150 years of university education in India. They studied various factors of the industry such as teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. Internal self-evaluation and external review, funding mechanism, physical and information infrastructure, Private participation, assessment of research performance, promoting collaboration, competition etc. According to them flexibility, responsiveness, timely action, innovation, Information Technology advances and expertise could result in greater market perception. A balance between populism and over-regulation; between unbridled marketisation and excessive bureaucratization is advised by them.

Singh (2012) has shown his serious concern to the present scenario of the educational system of the country. He says that an individual can't make magical changes in the situation; the government with all other concerns has to come together and welcomes more such initiatives. The targets are attainable. To get this quality, components such as notably careful selection of staff and manpower development, promotional programs for academic, including teaching/learning methodology and exchange

program across countries, Internal self-evaluation and external review must be conducted by expert educationists. We should aim at quality not at quantity.

Kumar (2013) highlighted that National Knowledge Commission, University Grant Commission and other regulatory are the base of Higher Education System in India they have covered all the area of HEIs system. But the plans which are developed by these bodies are not well executed by different Institutions. As per review an audit body is urgently required for proper execution of the plans and strategies. The paper presented looks into the transition requirement of a faculty member viz. a teacher to facilitator and from facilitator to coach and mentor.

Joshi & Ahir (2013) pointed out the complexities and confusions in the higher educational system in India. They commented that the regulators associated with governance are overlapping and entangled across various ministries and regulatory bodies. Multiple regulations and measures have been envisaged by the net of commissions and committees. Disparity exists in the system in terms of demography, economic criteria and area. In their view, the Higher education scenario is not very promising in the country. We have to perform extra ordinarily for a bright future.

Souza and Pai (2014) focused the six areas for Higher Education System i.e. Expansion, Equity, Excellence, Governance, Funding, Implementation and Monitoring. This paper examines the challenges of HE in India and provides overview of the policy reforms and appraisal of the policy reforms. In India Enrollment ratio is still low, world average of GER is 27% and in India it is 16%. We are facing 40% faculty shortage situation. Our citation impact is 0.51 which is half of World average. Our Global ranking is not good in top 500 and we are nowhere in top 200. Concepts of access, relevance, quality & equity in HE must be operated if the system is efficient & effective. Policy of HE should be to enhance the knowledge with technique and develop proper attitudes so that HR become more active in promotion of development of Higher Education and Nation.

Rahman and Bhanu (2014) finds world university ranking is more emphasizing on the

scientific temper of the universities that is faculty, research scholars, students with scientific output with having huge industrial relations leading to job market, advancement and technology related things. Now Indian government and some leading agencies related to HEIs has taken initiatives and futuristic approach towards promotion of quality and achieve the excellence in HEIs.

### Summary

The researcher has found that the research papers have identified important issues relating to governance, quality, faculty, teaching, research and financial administration of private universities in India. The research paper is a preliminary paper in this direction and it highlights a need of a thorough study on the current state of higher education in India. This is an important issue considering the context of higher education in India.

-----

### REFERENCES

- Akhtar, M M S and Kalsoom T (2012) "Issues of Universities' Governance in Pakistan", *Journal of Elementary Education* Vol.22, No. 2 pp. 81-94
- Bhatt, M B & Kavidayal, B D (2014) "Comparison Of Faculty Retention: A Study Of Private And Government Professional Institutes Or Universities Of Uttarakhand", *Abhinav National Monthly Refereed Journal of Research in Commerce & Management*, Volume 3, Issue 4 (April, 2014), Online ISSN-2277-1166
- Bora, A (2014) "Higher Education in India: In Search of a solution to issues of Equity, Inclusive Education, quality, Globalization, Sustainable Education Services", *Journal of Association of Indian Universities*, Vol. 52 (08) February 24-March 02, 2014

Bruçaj S (2011) “Quality in private higher education system; New challenges regarding student’s satisfaction”  
Tojdel, *The Online Journal of Distance Education and e-Learning* Volume2, Issue 2

Bruçaj, S (2014) “*Quality in private higher education system; New challenges regarding student’s satisfaction*” PhD  
candidate, Educational Sciences, Bedër University,

Chakrabarti, A (2007) “*The Higher Education and Research in India: an Overview*”, Sitra Reports 74, ISBN 978-  
951-563-600-3 (URL:<http://www.sitra.fi>) ISSN 1457-5728 (URL:<http://www.sitra.fi>)

Chandha, G K (2014) “Higher Education in India: Thinking of Making Universities Accountable Public Institution”,  
*Journal of Association of Indian Universities*, Vol. 53 (07) February 17-23, 2014

Dentistry, Peoples College of Dental Sciences & Research Centre, Bhopal, Public Policy and Administration  
Research [www.iiste.org](http://www.iiste.org) ISSN 2224-5731(Paper) ISSN 2225-0972(Online) Vol.5, No.3, 2015

Edwards, M (2000) “*University Governance: A Mapping And Some Issues*” University of Canberra, LifeLong  
Learning Network National Conference

George, C and Devan, K (2014) “Reforming Governance Total Quality Management: A Conceptual Study of  
Compatibility in the Context of Indian Universities”, *Journal of Association of Indian Universities*, Vol. 52 (48)  
December 01-07, 2014

Gupta, D and Gupta, N (2014) “Higher Education in India: Structure, Statistics and Challenges”, *Journal of  
Education and Practice*, Vol 3, No 2, 2012

Gupte M (2015) “Financing Of Indian Higher Education - With Special Reference To Five Year Plans”, *Sai Om  
Journal of Commerce & Management*, Volume 2, Issue 1 (January, 2015) Online ISSN

Hogan, H (2006) “Governance Models”, *The Executive Vice President*, Academic, October 2006

Joshi, K M and Ahir, K V (2013) “*Indian Higher Education: Some Reflections*”, Professor of Economics of  
Education, Department of Economics,

Joshi S K (2011), “A New Direction of Governance and Regulation in Higher Education”, *International Journal of  
Educational Planning & Administration*, ISSN 2249-3093 Volume 1, Number 2 (2011), pp. 173-178

Kaur, C and Mehta, P (2014) "Role of E-Governance to Strengthen Higher Education System in India", *International Journal of Scientific and Innovative Research* 2014; 2(1) 270-276, P-ISSN 2347-2189, E- ISSN 2347-4971

Khan,Z , Ahmed, J U and Sarker, S M L E (2010) "Faculty Mobility in the Private Universities: Developing Country Context", *KASBIT Business Journal*, 3(1):7-24 (2010)

Khther, R A and Othman, M (2013) "COBIT Framework as a Guideline of Effective IT Governance in Higher Education: A Review International Journal of Information Technology Convergence and Services" (*IJITCS*) Vol.3, No.1, February 2013

Kumar, V (2013) "Challenges and Opportunities in Higher Education System in India" Department of Commerce, Ramanujan College, University of Delhi February 2013) *Delhi Business Review*, 14(2), 29-42. ISSN 0972-222X

Kumar, H and Faridi, H R (2014) "Ensuring Quality in Higher Education Institutions through Improved Leadership", *Journal of Association of Indian Universities*, Vol. 52 (48) December 01-07, 2014

Kumar, H (2014) "Governance in Higher Education Institutions (HEIs) with special reference to a University System", *Journal of Association of Indian Universities*, Vol. 52 (06 ) February 10-16, 2014

Kumar, R S "Quality Issues in Higher Education", *Journal of Association of Indian Universities*, Vol. 53 (07) February 16-22, 2015

Krishnaveni Rand Meenakumari J (2010) "Usage of ICT for Information Administration in Higher education Institutions – A study", *International Journal of Environmental Science and Development*, Vol. 1, No. 3, August 2010, ISSN: 2010-0264

Krishnamurthy C and Awari, V H ((2013) "Research Productivity of Indian Universities as Reflected in INDCAT : A Study", *Journal of Association of Indian Universities*, Vol. 51 (51) December23-29, 2013

Lombardi, J V, Craig, D D, Capaldi, E D & Gater, D S (2002) "The Center University Organization, Governance, and Competitiveness", An Annual Report from The Lombardi Program on Measuring University Performance, August 2002

Maheshwari R (2012), "Managing The Attrition Rate Of Faculty Members In Self Financed Professional Institutions In Delhi And Ncr", *AIMA Journal of Management & Research*, November 2012, Volume 6, Issue 4/4, ISSN 0974-497 Copy

Mahajan, R & Bali, M (2012) “*Problems of Higher Education in India*”, Rayat-Bahra Group of Institutes, Sahauran, Kharar, Mohali, Punjab, International Multidisciplinary e-Journal issn 2277-4262

Muzammi, M (2014) “Universities in Uttar Pradesh : Administrative and Financial Problems : Review and Suggestions” *Journal of Association of Indian Universities*, Vol. 53 (07) February 17-23, 2014

Neema S (2012), A Case Against Public Private Partnerships in Higher Education in India 2012

OECD 2003 “Changing Patterns of Governance in Higher Education” (Chapter 3) Education Policy Analysis

Prakash, V (2007) “Trends in Growth and Financing of Higher Education in India”, *Economic and Political Weekly* August 4, 2007

Prakash P and Agarwal S (2010), “Growth and Financing of Higher Education in India”, *Shodh Sanchayan* Vol. 1, Issue 2, 15 July, 2010

Puttaswamaiah S (2010) “Financing Higher Education: A Study Of Educational Loans”, Financing Higher Education: A Study of Educational Loans, CMDR Monograph Series No. – 61

PWC (2012) “India - Higher Education Sector Opportunities for Private Participation” PWC - India- Higher education sector

Rao, K S and Singh, M K (2006) “150 years of University Education in India: Challenges Ahead”

Rao, K M G (2013) “Towards Improving The Quality Of Research In India”, Assistant Professor, Dr. Babasaheb Ambedkar Marathwada University, Sub Campus-Osmanabad, India,

Ranjan, R (2014) “Private Universities in India and Quality of Education”, Fellow (Ph.D. Research Scholar) National Institute of Industrial Engineering (NITIE), Mumbai, *International Journal of Humanities Social Sciences and Education* (IJHSSE) Volume 1, Issue 9, September 2014, PP 140-144 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online)

Rahman, P F and Pritam, B P (2014) “World University Ranking: State of Indian Universities”, *Journal of Association of Indian Universities*, Vol. 52 (13) March 31-April 06, 2014

Sundaranjan, N and Gopal, V B N (2015) "Faculty Competency: The need of the Hour" *Journal of Association of Indian Universities* ,Vol. 52 (02) January 12-18, 2015

Sethi, M (2015) "Regulatory Reforms for Achieving Excellence in Higher Education" *Journal of Association of Indian Universities* Vol. 53 (07) February 16-22, 2015

Souza, C D and Pai, M (2014) "The Higher Education Policy: Will it address the Challenges in Higher Education in India?", *Journal of Association of Indian Universities*, Vol. 53 (07) February 17-23, 2014

Singh, A and Purohit, B M (2015) "Public Funding and Research Aids for Private Universities in India", Assistant Professor, Department of Dentistry All India Institute of Medical Sciences, Bhopal and Associate Professor/Reader, Department of Public Health

Singh, J D (2012) "Higher Education in India – Issues, Challenges and Suggestions"

SMEs Division (2002) "Research And Innovation Issues In University - Industry Relations" Background Information Document prepared by the SMEs Division of the World Intellectual Property Organization (November 12, 2002)

Tareen, J A K (2014) "World Class Universities: Policies, Features and Characteristics", *Journal of Association of Indian Universities* , Vol. 53 (07) February 17-23, 2014

Tilak, (2014) J B G, "Private Higher Education in India", october 4, 2014 vol xliX 32 no 40 *Economic & Political Weekly*

Varghese, N V and Martin, M (2014) "*Governance reforms in higher education: A study of institutional autonomy in Asian countries*", International Institute for Educational Planning

Visalsok,T, Ngoy, M and Virak, Y (2014) "*Governance Reforms in Higher Education: A Study of Institutional Autonomy in Cambodia*", International Institute for Educational Planning