

# **SELF FINANCING TECHNICAL INSTITUTIONS**

## **- A Unified Policy**

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### **1. PREAMBLE**

The present system of Technical Education was introduced in India during the period of British rule and was generally patterned on the system existing in the western countries. In the year 1947, when the country got independence, there were in the entire country 38 institutions with an admission capacity of 2940, offering degree programmes in engineering and technology. In case of technician education, the corresponding figures were 52 institutions with an annual intake of 3670 students.

After gaining independence the nation had undertaken industrialisation in a significant manner and such an initiative, had made expansion of the system of technical education imperative, to provide technical manpower to man the industries as well as to provide technical services. It is in this context, the central and state Governments provided funds to expand the infrastructural facilities for technical education and for improving the quality and relevance of engineering degree and technician education programmes. Today, there are over 350 technical institutions at the degree level and nearly 950 institutions at diploma level with an intake of about 68,000 and 1,26,000 students respectively.

In the early stages of such an expansion of the technical education system, the central and state Govt.s have adopted a policy of heavily subsidising technical education to attract meritorious

students and to ensure continuous and adequate supply of well trained technical personnel to the engineering establishments of the country which are predominantly either government departments or public sector undertakings.

With the passage of time the scenario had undergone a sea of change. Private organisations have made inroads into industrial and service sectors and they are naturally making use of the products of our technical institutions. Technical personnel trained at considerable expense in our institutions, started migrating to other countries in greater numbers. The cost of technical education is increasing by leaps and bounds. However, the central and state Govt.s have generally persisted with the policy of highly subsidising technical education, treating it as a welfare activity. As a consequence while in early fifties the income from tuition fees approximately constituted 20 % of the annual expenses incurred by the technical institutions, today the Govt. subsidy to the Govt. funded institutions is as high as 95 %, if not more.

In the post-independence era, the commitment of the state to the welfare activities by way of providing funding and subsidies increased substantially to achieve the avowed objective of ensuring upliftment of under-privileged and economically weaker sections of the society. Alongwith this, the Governments had to undertake a variety of development projects to bring

about a general improvement in the quality of life and economy of the country. With the passage of time the demands for state funding have gone up, giving rise to the questions about the rational distribution of allocations for welfare and subsidy funding vis-a-vis the development expenditure and which sectors are to be provided with subsidies. It is in this context the rationale of highly subsidising the higher education in general and professional education in particular is being questioned, particularly when the state is unable to provide funds even to achieve the target of ensuring free and compulsory primary education to all the children of the school going age.

The AICTE, using the prices prevailing in 1988 and norms and standards evolved by it, estimated the annual recurring expenditure to be incurred on each under-graduate student Rs. 11,916. However the actual recurring expenditure that is being incurred at present by the Government funded institutions is significantly more and at the same time not uniform.

It is said that IIT, Delhi, today incurs a recurring expenditure of Rs. 55,000 per student of B.Tech programme. The corresponding figure in case of regional Engineering Colleges will be of the order of 25,000 to 28,000 and in other government funded institutions the recurring expenditure per student will be in the range of 18,000 to 22,000. Hence, if the state is to subsidise, at the present level, the education of all the students of the degree programmes in engineering, whose number will be of the order of 2,50,000 with the present intake of about 68,000 per annum, the state and central Governments will have to provide Rs.450 crores every year for the degree level engineering education, that too not counting the development costs.

It is in view of such a colossal expenditure, which will increase on a continuing basis, a view point is gaining

acceptance that the state subsidies to the technical education system must be gradually tapered off by hiking the tuition fee payable by the students, by making the institutions to generate resources, by making the user agencies to partly meet the expenditure and by involving private organisation, which are generally more cost effective, in the establishment and management of technical institutions.

## **2 ESTABLISHMENT OF PRIVATE TECHNICAL INSTITUTIONS**

During the 20 th century, the social perception of the objectives of higher education has undergone a gradual change from one of imparting knowledge and general awareness to a means of securing employment and earning livelihood. Today the general trend is to link every educational programme with specific job requirements.

In such an altered situation, during the last two decades, the demand for expansion of facilities for professional education, particularly for technical education, had been unprecedented. On the other hand, the state Governments, which traditionally are the agencies for establishing and funding the technical institution, have started finding it impossible to meet the social aspirations and pressure for establishment of more technical institutions and fund them in the traditional manner. It is in this context that some of the State Governments specially the state Governments of Karnataka, Andhra Pradesh, Maharashtra and Tamilnadu have taken decisions to permit private registered societies and trusts to establish and manage technical institutions on a self financing basis. Today in the country there are about 135 engineering colleges and 320 polytechnics which are functioning on self financing basis. All these institutions have been established with permission granted by the respective State Governments and are either affiliated to the

Universities of the region or the State boards of technical education. Some of these colleges have been granted affiliation and duly included by the U.G.C. in the lists of colleges which are eligible to receive funding from Central Government. Though these institutions account for as much as 45 percent of the total intake to engineering degree as well as diploma programmes and many of them are in existence for more than a decade, the All India Council for Technical Education has yet to accord its approval to most of them.

The National Policy on the role of private initiative in technical education is as follows :

“ 6-20 In the interests of maintaining standards and for several other valid reasons, the commercialisation of technical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education, in conformity with accepted norms and goals”.

Even after 6 years of adoption of such a policy, no steps have yet been initiated to evolve a technical education system which can involve private effort without developing tendencies for commercialisation. As a result, the above policy statement is being interpreted in different ways by different State Governments.

Nearly a decade ago the Union Government had set up a National Technical Manpower Information system. However this NTMIS, so far failed to make any meaningful impact on the planning decisions of the State Governments regarding the growth and development of their technical education systems.

Under the above circumstances, the basis of assessment of the requirement of the facilities for technical education by the State Governments and the strategies adopted by them to fund technical

education, differ significantly. While some States did not undertake any cognisable expansion of their facilities for the technical education, others have expanded their system without deviating from the traditional methods of funding. Yet a third group of States achieved considerable expansion by resorting to privatisation. Some states have permitted establishment of self-financing Institutions even disregarding the technical manpower need estimates and the available employment opportunities.

Non-adherence by the state Governments to a commonly agreed policy frame work has, over years, given rise to wide disparities in the regional distribution of facilities for technical education as well as in the strategies adopted in expanding the State's technical education system.

The available data on population per seat in an engineering college and the per-capita income with regard to different major States of the country is as given below :

Sr. no.	State	Population % in an Engg. college	Per capita income (1981) Rs.
1.	Karnataka	2,911	1,246
2.	Maharashtra	4,606	1,903
3.	Tamilnadu	6,861	1,350
4.	Gujarat	13,205	1,452
5.	Kerala	13,475	1,056
6.	Andhra Pradesh	13,530	1,002
7.	Jammu and Kashmir	30,800	986
8.	Haryana	34,375	1,867
9.	Assam	35,396	866
10.	Madhya Pradesh	39,228	828
11.	Orissa	41,944	931
12.	Punjab	45,909	2,361
13.	West Bengal	50,370	1,331
14.	Bihar	58,232	737
15.	Uttar Pradesh	71,967	981
16.	Rajasthan	76,473	1,025
17.	Himachal Pradesh	85,000	1,317

Considering the entire country, one student in a population of 13,562 can expect to secure admission to a degree programme in engineering.

From the above table it can be seen that the per capita income of the State has no bearing on the State-wise distribution of the facilities for technical education.

The three States Kerala, Gujarat and Andhra Pradesh have similar facilities for technical education which are approximately equal to the national average. However, while Kerala and Gujrat have high literacy, Andhra Pradesh has relatively low literacy, which leads to the conclusion that the literacy of the state had no bearing on the facilities created for technical education in the states. Further, though these three states have the same facilities for technical education, only Andhra Pradesh had permitted the establishment of self financing Engineering Colleges.

From the above analysis one has to inevitably come to the conclusion that each state gave different priorities for expansion of its technical education system and adopted different policies to achieve the envisaged expansion. Thus the present non uniform distribution of seats in Engineering Colleges and Polytechnics is not due to any economic or educational considerations but only because of lack of systematic approach adopted by the states.

### **3 FUNDING OF PRIVATE TECHNICAL INSTITUTIONS**

As technical institutions are highly expensive, a variety of options to generate resources for funding the engineering colleges and politechnics have to be explored and the present dependence on Govt. grants has to be reduced if not given up in stages. The following are the possible options available for technical institutions to secure funding :

- \* Grants sanctioned by the Government.
- \* Tutition and other fees paid by the students.

- \* Endowment fund created for the institutions.
- \* Adoption of the institute by the industrial house or a group of industries.
- \* Capitation fee/donations / development fee collected from the student at the time of admission.
- \* Undertaking funded research projects.
- \* Providing services to the community and industry through consultancy and development activities.
- \* Conducting continuing education programmases for working technical personnel.
- \* Organising non-formal and job-oriented programmes in emerging areas.

Today the aided institutinos largely depend on the grants sanctioned by the Govt. and collect from students negligible amounts by way of tuition and other fees. Some of these institutions, having extensive infrastructreual facilities , undertake funded research and consultancy projects. However, the income generated by these means, majority of cases, is insignificant.

One of the earliest technical institutions established in the country and which is still functioning without any financial support from Govt., is the Birla Institute of Technology and Science, Pilani. At the time of its establishment the Birla House had created a fairly large endowment fund for this Institute. In the initial stages the income from such an endowment was adequate to meet all the financial needs of the institute. However, for the past-decade this Institute also had to resort to gradual increase of tuition fees and today it collects Rs.10,000 to 12,000 from every student by way of tuition and other fees.

Most, if not all, the self-financing technical institutions, established during the

last two decades, neither have any endowments nor are having any other sources of continuous income. The only income these institutions have are the tuition fees and the capitation fees / donation / development fees collected from its students year after year. Depending on the policies of the concerned state Govt., these engineering colleges collect annual tuition fees ranging from Rs. 6,500 to 22,000 and polytechnics in the range of Rs. 1,500 to 6,000. These engineering colleges, at least in some states, are reported to collect capitation fees of the order of Rs. 30,000 to 1,50,000.

#### **4 PREVAILING APPREHENSIONS ABOUT THE SELF-FINANCING TECHNICAL INSTITUTIONS.**

Despite collection of high tuition fees and in many cases even capitation fees, at present there is no dearth of candidates seeking admissions to the self-financing private technical institutions. In many cases the number of seats fall much short of the applications received for admissions and these institutions, year after year, are constrained to refuse admissions to a fairly large number of applicants. In spite of such a demand for admissions, there are many apprehensions about the academic standards and complaints about the functioning of these institutions which are generally as given below :

##### **4.1 Accessibility :**

It is contended that admissions to private technical institutions, because of the high fees levied and the sectorial affiliations of their managements, are available only to candidates, belonging to high income groups, influential families and certain specific sections of society, often disregarding the merit of the candidates. It is also contended that the national policies regarding special considerations to be given to candidates belonging to socially backward groups in matters of admission to educational programmes are totally

neglected by these institutions. There is also a complaint that the managements are not always fair and demand different amounts by way of capitation fee and even tuition fee from different candidates in a very adhoc manner.

##### **4.2 Infrastructural Facilities :**

The prevailing feeling is that the majority of the privately managed technical institutions have not made adequate investment to create infrastructural facilities like buildings for the institution, equipment for laboratories and workshops, computer terminals, books and journals for the library, furniture, residences for the students and staff, play ground and other recreational facilities which are necessary to conduct effective educational programmes of good standard and to create congenial and creative environments in which the total personality of the student can be developed. It is being contended that such a neglect of the minimum needs is taking place to the detriment of academic standards, even when the financial position of the Institution is sound.

##### **4.3 Faculty :**

It is contended that the self-financing technical institutions, in general, have not succeeded in attracting duly qualified and competent faculty and retaining them, particularly in the senior positions as a consequence of their policies . It is often stated that institutions, even with a standing of 20 years, have not evolved strategies for faculty development and career growth, as a result of which such institutions have even failed to identify competent internal faculty and nurture them to take up higher responsibilities. There is a complaint that the management of these institutions exhibit sectorial interests in faculty selections and that they do not always recruit the most competent and qualified applicants for the faculty positions. There is also an opinion prevailing that some of these institutions do not pay salaries to their faculty according to

AICTE pay scales and allowances prevalent in the State Government Service. It is said that faculty of many of these institutions resort to private tuitions.

On the basis of such impressions, which may be real or imaginary, there is a prevailing apprehension that the private self-financing technical institutions, in general, do not have competent and motivated faculty and that there is lack of academic leadership in their departments, resulting in unsatisfactory instructions and poor standards.

#### **4.4 Management of the Institutions :**

Generally there is much criticism regarding the manner in which the private technical institutions are being managed. It is contended that these colleges and polytechnics do not follow any open administrative policies and have no well defined rules, facilitating adhoc and partisan decisions by the management . There is a prevailing opinion that in many of these institutions the service conditions are not fair to the employees and that in matters concerning selection for higher posts, promotions, placements in selection grade etc., merit and service record are not given due weightage. It is also contended that in these institution the decision making process is over centralised as a result of which the employees feel incapacitated to take any initiatives and hence gradually start feeling alienated. There is a complaint that most of these colleges are understaffed and that their managements do not encourage higher academic activities like research and consultancy, which in the long run stunts the professional growth of the employees. Added to this it is being stated that opportunities for aquisition of advanced academic qualification and professional training are not being provided by many of these institutions as a matter of *policy*, giving rise to many impediments to the career growth of the individual staff

member as well as the development of the institution.

#### **4.5 Financial Accountability :**

There is a general feeling in the society that many regirstered educational societies and trusts, though profess their commitment to the cause of education, really establish and manage the educational institutions as commercial organisations and the fees and donations collected by them from the parents of the students are not entirely utilised to meet the expenditures of the institution like operational cost or development cost or establishment of an endowment fund. It is contended that the managements of these institutions are generally reluctant to accept their accountability to the society in general and the parents of their students in perticular and act as if they have total freedom to use the money collected by them.

#### **5 NEED FOR UNIFIED INITIATIVES BY THE MANAGERMENTS**

The apprehensions about the privately managed technical institutions are partly real and partly imaginary. Further, these apprehensions are not uniformly true in respect of all the institutions. The prevailing doubts and fears can be largely attributed to an unrealistic comparision between the Government aided and self-financing institutions and lack of appreciation of the high costs of technical education.

The involvement of private sector in the technical education is a relatively new phenomenon in this country. A nation, which all along, had taken it for granted that it is the responsibility of the Central and State Governments to establish and manage or regulate technical institutions, views with grave doubts, this emerging phenomenon of private organisations, establishing technical institutions and managing them with negligible involvement and limited control of Government.

The society, which is accustomed for long to a highly subsidised educational system, is now finding it difficult to appreciate the need to curtail the present allocations to the higher education in general and technical education in particular, so that more of state funding can be diverted to school education and other essential welfare activities. It is due to such a lack of appreciation of the national priorities, today the society is highly critical about the high fees that are being charged by the self-financing institutions. Such a criticism has gained credence, as the Central and State Governments, even after realising the pressing need, hesitate year after year, to hike the tuition fees in the Government aided institutions.

It is the general experience with Government regulated Organisations that they give overriding precedence to rules and procedures over any rationale in financial matters even when avoidable over-expenditures are likely to result. In these organisations, multiple options for effective utilisation of assets and sharing of facilities are rarely exploited, often giving rise to duplication or atleast under-utilisation of the available infrastructural facilities. On the other hand, in private organisations the general tendency will be to achieve a more effective control of expenditure and every needed step taken to ensure that cost effective expenditures only are incurred. Managements of these organisations insist on optimum utilisation of the assets created. Such a difference in perceptions of the Government and Private organisations is often misunderstood and aspersions are cast on the managements of the private institutions that they do not accept the suggestions of the faculty even on matters related to purchase of equipment, development of library facilities, provision of furniture and creation of other infrastructural facilities.

Most of the well endowed institutions, enjoying governmental aid, are today over-staffed, particularly in the cadres of non-teaching supporting staff. Outdated personnel management systems, absence of a scientific performance appraisal and the practice of rewarding seniority overlooking efficiency have, over years lead to poor work ethics, lack of initiative, deterioration of discipline in these institutions. On the other hand, private managements of self-financing technical institutions rightly insist on a high degree of discipline, commitment to the goals and objectives of the institute, reliability, honesty and reasonable out turn of work from all their employees. This is often misinterpreted that the private institutions do not employ adequate staff, overwork their employees and adopt service rules and conditions which are unfavourable to their employees.

The criticism and apprehensions about the self-financed technical institutions, even when some of them are the result of the prevailing biases and lack of appreciation of new economic compulsions, are to-day projecting a poor and unrealistic image of these institutions.

It is in such a context that it has now become imperative for the managements of the self-financing technical institutions to undertake unified initiatives to pursue and collaborate with the Central and State Governments to evolve the promised national policy on the role of private initiative in the technical education system, to take urgent steps to meet the national norms on infrastructural facilities, to establish their credibility regarding academic standards and to undertake a public relations drive to remove the existing misunderstandings and gain social appreciation of their efforts to provide the much needed additional facilities for technical education.

## **6 A UNIFIED POLICY - SOME SUGGESTIONS**

To-day self-financing private engineering colleges, with an intake amounting to about 45 percent of the total annual admission to the degree programmes in engineering and technology, constitute an important sector of the technical education system of the country. In spite of the prevailing apprehensions, all these institutions have been established with the approval of the respective state Governments and are affiliated to statutory Universities. Most of them have been on the scene for a decade and more and their graduates are being accepted by the profession. The present state of these colleges is very much the outcome of the divergence in the perceptions of the Central and State Governments and lack of a nationally accepted policy framework, in accordance to which these private institutions can function.

This prevailing situation calls for a unified policy regarding the private engineering institutions, which can be used as a means to nurture them, so that they can conduct educational programmes of good standard and generations of young men and women, aspiring for technical education, can be benefited. To achieve such a target, there is a need for the concerned Governmental authorities to change their approach to the problem from one of control to that of promotion and regulation.

A unified policy regarding the self-financing technical institutions must necessarily provide guidelines regarding the methods of generating financial resources, admission policies, adherence to the national norms and standards regarding infrastructure, staff recruitment methods and service conditions, regulation of academic standards and financial accountability. Such a policy, while giving

no scope for dilution of academic standards and commercialisation of education, must pave way for overall discipline, justice to staff and students, cost effectiveness, efficiency in performance and social acceptability.

### **6.1 Generation Of Financial Resources :**

A technical institution requires financial resources to meet the operational expenses as well as the development cost. To-day's reality is that, but for a few exceptions, all the self-financing technical institutions have no sources of income other than the fees and other payments made by students.

The stand of the Govt. of India, all along, had been that educational institutions must not collect capitation fee in any form. The Supreme Court of India had expressed the opinion that any money collected as a consideration for admission, is to be termed as capitation fee and is untenable according to the constitution. It is also stated that the State Governments are only discharging their obligation to provide avenues for education by recognizing the privately managed institutions and hence, they are duty bound to ensure that capitation fees are not collected by these institutions. On the other hand, it appears, that there are no restrictions on the authority of the State Government to prescribe a tuition fee, which, in its discretion, is required for the normal functioning and development of the institution.

Under the circumstances, the State Governments, which have permitted establishment of privately managed technical institutions on a no-grant basis, seem to have no other options but to take appropriate steps to prevent collection of capitation fee and to prescribe every year tuition fees payable by all the students of the self-financing technical institutions to cover the following costs :

- \* Pay and allowances of the faculty

- \* Pay and allowances of the non-teaching staff
- \* Administrative and legal expenses
- \* Departmental operating costs
- \* Library operating costs
- \* Expenditure on repair and maintenance of assets including furniture
- \* Electric supply, water supply, telephone and postal charges
- \* Expenditure on taxes and insurance
- \* Development costs

At present the AICTE has a norm that an engineering college must have a teacher-taught ratio of 1:10 and the cadres of Professors, Assistance Professors and Lecturers must be in the ratio of 1: 2 : 4. Further, the AICTE had prescribed the scales of pay for the teaching cadres of the technical institutions which were adopted by the concerned State Government at least in case of engineering colleges. All the concerned authorities also expect the technical institutions to adopt the rates of DA, HRA and CCA as applicable to the employees of the respective State Governments. The privately managed educational institutions are covered by the "Employees provident Fund and Miscellaneous Provisions act" and hence these institutions are required to contribute to the provident fund account of their employees as well as the administrative expenses thereon.

Hence, it should be possible to estimate, to a fair degree of accuracy, the expenditure on the pay and allowances of the faculty of an institution in April / May every year, taking into consideration the faculty required and their pay scales, according to the norms of AICTE and the prevailing rates of DA, HRA and CCA. This figure obviously varies from year to year as the Governments sanction D. A. increases at regular intervals and hence this expenditure is to be estimated every year.

Since the Government compensates to some extent, the rise in the cost of living index by enhancing the D. A. the increase in the expenditure of the institution under the head "Pay and allowances of faculty " from year to year can be considered to reflect the price rise during the corresponding period and that the other expenses of the institution can be expected to increase in the same proportion.

If such a logic is accepted, it is possible to work out a multiplying factor based on the available experiences and then arrive at the estimate of the total expenditure (recurring and non-recurring) of the institution for the year under consideration by multiplying the estimated expenditure on the salaries of the faculty by such a multiplying factor. Having arrived at the figure of the anticipated expenditure of the institution, the same can be divided by the total student strength according to the sanctioned intake, to arrive at the tuition fee payable by all the students during the year under consideration.

At this juncture it must be pointed out that, unlike in industrial and service organisations, there is no practice of providing for depreciation in the budget of educational organisations. Institutions of technical education need considerable equipment and they normally deteriorate fast as they are used by student trainees. Further, in these institutions the rate of obsolescence is relatively high. In view of these factors, privately managed technical institutions must have provision for development funding to cope up with depreciation as well as obsolescence.

## **6.2 Admissions :**

Admissions will have to be made in accordance with the rules and regulations prescribed by the respective State Governments based on the guidelines given by the Supreme Court of India.

### **6.3 Norms and Standards :**

The national policy on education - 1986 envisages that the Union Government would accept a greater responsibility vis-a-vis the State Government, to reinforce the national and integrated character of education, to maintain the quality and standards and to promote excellence. It recognises the dynamic nature of higher education in general and technical education in particular and emphasises the continuous updating of curriculum, removal of obsolescence and introduction of new technologies and disciplines. It proposes strengthening of the All India Council for Technical Education to enable it to give a shape to the Technical Education system of the country and to play an effective role in the implementation of the Education policy.

In December 1987, through an act of the Parliament, the All India Council for Technical Education was granted statutory powers. One of the functions assigned to it is " To lay down norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, quality of instruction and examinations."

Arising out of such an obligation, the AICTE, in the year 1990, formulated sets of Norms and Standards for engineering colleges as well as for polytechnics. These Norms and Standards specify the minimum and desirable requirements in respect of space and buildings ; laboratory equipment; computing facilities; library books and journals; furniture; staffing pattern; qualifications, job responsibilities, work norms and service conditions of staff and the recurring expenditure. These Norms and Standards as stated in the preamble, are not intended to create rigid structures but are meant to provide reasonable guide lines for planning the establishment and development of technical institutions. It is also accepted that in a dynamic situation the Norms and Standards are to be

reviewed at regular intervals and appropriately updated.

The present Norms and Standards of AICTE are yet to be accepted by all concerned and a number of State Governments are still to adopt and implement them. There is an opinion that these norms are not consistent with the situation prevailing even in some of the old and established institutions and that they have to be suitably amended. However, the desirability of a set of nationally accepted norms to sustain academic standards is well accepted in the academic circles. Hence the proposed unified policy must have provisions to convince the self-financing institutions along with all other categories of institutions, to adopt the Norms and Standards of AICTE and strive to make up the deficiencies, if not overnight, at least over a reasonable period of time.

### **6.4 Staff Service Conditions :**

Today all the educational institutions are administered based on a set of rules and procedures in respect of the regulation of the services of their employees. Such service rules generally cover qualifications, responsibilities, work norms, emoluments, recruitments, promotions, leave and vacation entitlements, training and development, conduct and discipline, performance appraisal, retirement benefits and disciplinary procedures.

The service rules prevailing in the older institutions particularly those in the Government administered institutions, are adaptations of the civil services of the state Governments. Such rules, by and large, have failed to create amongst the employees a general appreciation and commitment to the goals and objectives of the organisation, to motivate the employees, to bring about improvement in the discipline and performance and to encourage contributions to the development

of the institutions. Job security and considerations of fairness to the employees are given such a significance in these rules that even the broad goals of the institution to provide good education and ensure the welfare and development of the student are delegated to a secondary position in many instances.

Successful private organisations tend to be goal oriented and demand from every employee discipline, commitment and optimum performance. Such a managerial philosophy is particularly valid in case of self financing institutions, as, for these institutions, the fees paid by the students is the only financial resource and hence, they have the moral responsibility to use the money collected from the students in such a manner that optimum benefits accrue to the students. Thus the private managements, while adhering to the fundamental rules in all their essentials, will have to adopt service rules and procedures which can optimise their performance.

Faculty, their competence and performance are crucial for any educational institution. Today technical institutions are finding it difficult to attract qualified and competent faculty, which is more pronounced in case of self-financing institutions. For this reason, the private institutions cannot afford to deprive their faculty of the pay scales, allowances, career advancement schemes, facilities for acquiring higher academic qualification and attending education programmes, retirement benefits, leave and vacation entitlement and opportunities for research and consultancy which are being offered by the Government funded institutions. While recruitment of faculty through open selections is the normal mode adopted by educational institutions, self-financing institutions may need provisions for recruitment through campus interviews, appointments through negotiations and invitation and contact appointments.

The non-teaching staff of the technical institutions have, over years, got alienated and their overall performance, in general, is not entirely satisfactory. On the other hand, equivalent cadres in private organisations, involved in business and industry appear to be more committed and efficient. The non-teaching technical staff of the institutions seem to have developed an opinion that, like the faculty members, their responsibility is only to assist in the class work and hence have developed tendencies to evade maintenance of equipment and other infrastructural facilities, laboratory development and fabrication work. There is a need to carefully analyse the cause for such an alienation and remove them, clearly specify their responsibilities, work norms and working hours. Provisions will have to be made for training to improve their competencies and create avenues for professional and career advancement. The present practice of giving overriding significance to seniority may be discarded and merit of the individual may be rewarded.

To gain acceptance of the decisions related to personnel management without creating any rancour amongst the employees, an open participative and goal oriented method of assessment of the performance of the individual is needed. For this end the managements may adopt the "Performance Appraisal and Development System" suggested by the AICTE.

Thus the self financing institutions will need policies of personnel management which are not a replica of those followed by the Government managed institutions but have to formulate such service rules and conditions which, while not contradictory to the principle of fundamental rules, must lead to greater efficiency of working and cost-effective functioning.

The privately managed technical institutions of each state may together

formulate such service rules and procedures and adopt them with the concurrence of the State Government.

### **6.5 Regulation of Academic Standards :**

The Universities, which on the basis of their Acts grant affiliation to colleges, have the obligation and are vested with the necessary powers to regulate the academic functioning of the affiliated colleges. However, such a control of the University is usually limited to prescription of curricula for various programmes and conduct of examinations. Rarely a university has assessed the effectiveness of the teaching and learning processes and the validity of the sessional evaluation of an affiliated college. The self-financing technical institutions, like all other types of affiliated colleges are subjected to such a type of regulation by the University. This type of regulation of the academic activities of affiliated colleges by the individual Universities, by and large, has not facilitated evolution of national standards and parity of certification.

Similarly, in case of technician education, the State Boards of Technical Education prescribe the curricula and conduct the examinations. Their methods of regulation of academic standards also suffer from the same inadequacies and hence, doubt persists, about the equivalence of academic standards of different Polytechnics even when they are under the umbrella of the same Board of Technical Education.

Another pertinent question is whether professional groups must participate in the assessment of the programmes of technical education for their academic standards and relevance. In most of the developed countries, professional bodies conduct evaluation of the educational programmes for purposes of accreditation. The institution in turn voluntarily opt for such an evaluation to ensure that the programmes conducted

by them are consistent with the needs of the profession and that the technological changes that are taking place are adequately reflected in the programmes of the institutions.

Efforts to introduce similar method of regulation of academic standards have been initiated by the Government of India. One of the mandates given to AICTE is "to set up a National Board of Accreditation to periodically conduct evaluation of institutions or programmes on the basis of guidelines, norms and standards specified by it and to make recommendations to it or to the AICTE or to the UGC or to other bodies regarding recognition or derecognition of the institutions or the programme." An expert committee, in the year 1990, made its recommendations to the AICTE on the creation of National Board of Accreditation. However the AICTE is yet to take steps to set up such a National Board of Accreditation for Technical Education.

Accreditation of institutions and programmes is likely to ensure a more effective and purposeful regulation of academic standards on the national basis and will enable the self financing technical institutions to build up their academic credibility. The envisaged unified policy for privately managed technical institutions may take in to account the desirability of accreditation and make necessary provisions for the same.

### **6.6 Financial Accountability :**

Self-financing institutions, in most of the cases, are really funded by their students, who remit fees at such rates that the income from the fees is adequate to meet the operational and development expenditure of these institutions. Thus the existence and functioning of these institutions are based on the trust the parents of the students and the society at large places on their management. Such a

trust must be appropriately reciprocated by these institutions by ensuring that every programme conducted by them is of a standard accepted all over the country, The infrastructural facilities are expanded and modernised at a pace consistent with the emerging needs of the profession, generating additional resources by organising non-formal and continuing education programmes as well as by undersking consultancy assignments and taking every possible care so that the available funds are spent in the most cost effective manner. It is also obligatory for the managements to account for every rupee received by them to the society, which under great financial difficulties, makes contribution for the sustenance of these institutions.

For this reason, the envisaged policy for the self financing technical institutions may have a provision to make it obligatory for these institution to publish every year in the news paper their audited statements of

accounts as is being done by some industrial and business houses.

## **7. CONCLUSION**

The above analysis of the present day working environment of the self financing technical institutions and the manner in which they are functioning is intended to establish the urgent need of an unified policy for these institutions which can pave way for exploitation of private initiations to expand and modernise the technical education system without permitting tendencies of commercialisation and profit making, as envisaged in the National Policy for Education-1986. The suggestions made for evolving such a policy are not expected to be all compassing but are proposed to form the basis for formulating the Unified policy for self financing technical institutions. It is hoped that all concerned will appreciate the need and take urgent steps to give shape to such a policy.

