

Higher Education Shift towards Socialistic approach to Capitalist approach: A Socialistic Study of Uttar Pradesh

1st Dr. Sarita Verma, 2nd Dr. Kuldeep Singh,

¹Assistant Professor, ²Assistant Professor

School of Science and Humanities

Maharishi University of Information Technology, Lucknow, Uttar Pradesh, India

Abstract- The article examines the current scenario of higher education system, rapid growth in private sector institute and all most stabilized public sector. It's also evaluated the relevance of private sector in higher education system; conditions which upgrading private sector in special reference of a bimaru state of Uttar Pradesh. Where above the 30 per cent population live below to poverty line and highest number of younger population in comparison of other sates of India. Privatization has not left any stream of education unaffected lets discuss the effects of privatization and traces of private procedure on different level of higher education step college university one by one and education policy, far from serving the interests of the middle class, is actually driven by a combination of ideology and vested interests. When we evaluate the changing patterns of private philanthropy in education and argue that even philanthropic or nonprofit sectors are increasing withdrawals from public institutions.

Index Terms- Higher Education, Institutes, Private sector, Pupil and teachers ratio, Socialistic approach All India Survey on Higher Education, Expenditure, Capitalism etc.

INTRODUCTION

India is a rapidly growing or developing country in which inclusive and quality of education is extremely important for future prosperity for the country. Currently India is in a phase of youth development, because India has the largest youth population in the world with 600 million young people under the age of 25 years. Entirely 28 per cent of the population is less than 14 years of age. According to the projection of Census -2011, more than 30 babies being born every minute in India and population growth rates are anticipated to remain at around 1 per cent for year. India is probably to overhaul China and became the largest country on earth by 2030. Projects by the United Nation are that Delhi will become the largest city in the world with 37 million people by 2028. This demographic change may be converted into a powerful engine for economic growth and development, only when; if India manages to bring up to date and expand its education system, raise educational attainment levels in rural areas also and provide skills to its youth according to economy, it could gain a considerable competitive advantage over swiftly aging countries like China and France.

Higher education is a level which is offered a person to achieve specialization in any field (arts, science, commerce, technological or management education). All education fields in higher education refer different possessions to different people in our society full of diversity, opinions and ideologies. Higher education consists of education which is offered at colleges, universities, institute of technology, vocational institutes and career colleges etc. All the platforms of higher education are anticipated or acknowledged the different view form different people. Higher education provides in-depth understanding and knowledge so that students can be led to new frontiers of knowledge in different walks of life. It is not only about acquiring further knowledge, but also obtain knowledge develops the ability in student to generate question and find the truth which makes them capable to judge on existing issues. So it is not only make the intellectual powers of the individual extensive within a narrow specialization but also gives them a broader perspective of the world around.

India presents self as socialist state in term of social development. The term socialism suggested to a kind of system in which the production and distribution of goods and services is a shared accountability of people living in a society or country. Socialism is based upon economic, political and social theories that supports for collectivism. In a state of socialism, there is no privately owned property. The term socialism is also used in social sector development as education, health, sanitation and housing within Indian Society. Mostly the term socialism use to explain behavior in which a government takes on a higher role in the economy.

Socialism and capitalism as a theory developed by the Karl Marx, to explain as socialism is the transitional phase between capitalism and communism. Country like India defined as mixed economic (Socialist for social sector development and capitalist view on economic development) but cannot be wholly defined as socialist. Throughout history of human kind socialism may have been experienced in several countries but the country as India has not been labeled as socialist. Present world several countries declared as socialist in nature as People's Democratic Republic of Algeria, India, United Republic of Tanzania, Republic of Angola, Portuguese Republic, Bangladesh, Sri Lanka, Guyana, and Mozambique. [3] According to the Karl Marx, socialism entitle for public allowance of resources, creating a society emphasized on equal access to resources for all with a method of compensation based on the amount of labor expended. Many scholars criticize capitalism for unfairly concentrating power and wealth among a small segment of society that controls capital and derives its. Socialism is an economic system in which the means of production are socially owned and used to meet human needs, not to create profits. Social ownership of the means of production can take many forms. It could refer to

cooperative enterprises, common ownership, direct public ownership, or autonomous state enterprises. Its socialist credentials are established by its seeking to educate the poor with the rich, providing the same facilities to all regardless of the circumstances of their birth, and bringing private institutions into the net of the state

The term capitalization is widely used for economic sector but it is not only limited in economic sector widely spread other sector as political, social, health, education and media etc. Capitalization is a process when a government-owned business, operation, or property becomes owned by a private, non-government company. The capitalization also addresses the transition of a company from being publicly traded to becoming privately held. The process is referred to as corporate capitalization. Capitalism is generally considered by scholars to be an economic system that includes private ownership of the means of production, creation of goods or services for profit or income, the accumulation of capital, competitive markets, voluntary exchange, and wage labor. Scholars usually focus on the degree that government does not have control over markets (*laissez-faire* economics), and on property rights.[17] Most political economic scholars emphasize private property, power relations, wage labor, class and capitalism's as a unique historical formation. Capitalism is generally viewed as encouraging economic growth. The differing extents to which different markets are free, as well as the rules defining private property, are a matter of politics and policy, and many states have what are termed mixed economies.

As Marx said economy determine every aspect of life it is an acknowledged fact. Economic sector directly affected with capitalism but other sectors affected indirectly. Capitalism has thrown its morbid shade on all levels of education system from primary to higher education or school level to universities. It has not left any stream (arts, science, commerce, management and engineering) of education unaffected. Before the current status of education in our society need to find out a quick look history of education in society.

Higher education is not a modern era occurrence for India; it has had long historical ancestry through which a modern system of education has been evolved. The higher education has been started with an ancient system of education in the Vedic period. In the ancient period, there were two types of educational system, as the Brahminical (*gurukul vyavasstha*) and the Buddhist systems (Nalanda university, Vihars) of education. In British India the Charter Act, 1813 marked a point of departure in the East India Company towards the education of its Indian subjects. In India firstly attempts to introduce the higher education began in the second decade of the nineteenth century.[1] After the acceptance of Lord Macaulay's statement in 1835, was emphasis to the establishment of universities for higher education. Under it, for the first time company assumed State responsibility for education.[10] The idea of establishing universities in India on the model of the London University (i.e. universities of the affiliating type), was first promoted in Sir Charles Wood's Dispatch of 1854 which has been described as the Magna Carta of English education in India. [13]

Earlier to 1976, education was entirely the responsibility of the states, but by the 42nd constitution amendment made in 1976, the five subjects which were removed from the state list and education placed in the concurrent list. [9] Center and the states work together on the topics included in the concurrent list. Indian government adopted socialistic approach for education sector because of huge poverty and illiteracy rate in Indian society. Socialistic approach consider public ownership, in which educational institution owned, controlled and regulated by central or state government department and state corporations. [8] Central planning, all major educational or authoritative decision determinate by government authority another socialist view is definite objectives mean taken holistic view for institutional establishment and development, equality of income distribution, planning and the pricing process etc. Progress of the any nation is depending upon the standard of its educational system and educational institutions as well. The successful operation of any educational system mainly depends on the teacher, students, curriculum and infrastructure.[12]

Most countries follow socialistic point of view their for they offer education for free to their citizens, taking into account of a duty towards the people, so as well as they become richer extend allowance to higher education. Some, who do not have infrastructure, but they sponsor their citizens' higher education. [15] The footprint of development of a nation could, possibly, be the level up to which the government has been able to sponsor education. Certainly it is an investment for the development of the country in the future. State offers free education (in form of scholarship) in its state-sponsored institutions and subsidizes higher education at its universities and institutions of excellence to ensure improved access. The private sector thrives parallel with the state sponsored education system, gradually gaining trustworthiness as some institutions establish their worth, while others wither away.

METHODOLOGY

This paper is based on view point given by policy maker, educationist, and other social scientist. We have compiled all the statements together which are related to current higher education needs, available infrastructure in both public and private institutions, quality of education provided by these institutions and then on the basis of compilation, we have find some possibilities in education system. So this study is analytical and descriptive in nature. For the study secondary data has been compiled such as report of AISHE reports 2009-2019, NITI Ayog report, 2018 and census of India 2011.

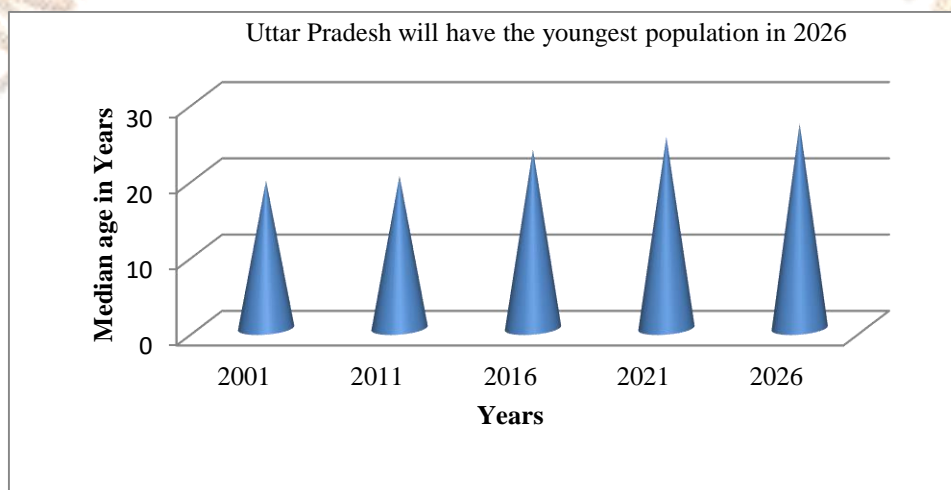
DISCUSSION

After the independence, last five decades India has been made significant progress in the field of higher education. There were only three universities in pre-independence country, while now their number has reached around 79. Present modern world need drastic changes in higher education can be linked with economy, through which people who get higher education not only get employment according to their capacity but also became appropriate for the economy. The government needs a huge capital for this change and the establishment of many new institutions, which is not possible at the present time because government have limited source of income which is not good enough according to expenditure on social sector and population.

Private institutions generally work for the purpose of profit but during the last few years the Supreme Court has interpreted the nature of educational institutions as charitable trust, not beneficial. Therefore, extraordinary or illegal profits cannot be made by any educational Institute. If additional revenue is earned, it will be used by the educational institution for its expansion and educational development.

RAPID GROWTH OF POPULATION AMID RISING DEMAND

Uttar Pradesh's higher education system has expanded drastically and undergone various changes since independence. Uttar Pradesh now has a much more socially inclusive mass-based education system than it did in the 20th century. The median age is broadly correlated with the level of development within the state in India. Over the past decades, the younger population increased highly, from 19.37 million in 2001 and 20.00 million in 2011 to an estimated 23.44 million in 2016. (Figure.1)



Source – Census, 2011

It means that over the last two decades 4.07 million younger population increases. The common view regarding the young population is working age population, and gives an advantage over countries or states with a smaller working age population. But productivity could depend on how states, with the bulk of state's population, improve health and education facilities and provide employment opportunities. The population come out as a better asset for state or nation, it is necessary that proper arrangements of education must be made for the young population. A correlation found between the opportunities of finding better jobs (according to their qualification or ability) and having established lives, so state investment in educating illiteracy adults or younger generation has a likelihood of making societies increase the level of happiness.

DRASTIC EXPANSION OF PRIVATE COLLEGES

National and state authorities have traditionally not detained encouraging views towards private higher education, but financial tiredness and rising demand caused the government to allow private higher education to operate in the 1990s. Private Universities are privately owned institutions that have been established by federal or state legislation and are therefore sometimes also referred to as "state private universities." Private universities can only be set up by non-profit entities Since then the private sector has grown-up significantly; while there were just 14 state private universities in 2010 that number ballooned to 28 in 2019. Between 2010/25, 2013/27, 2015/29, 2017/33 and 2019/37 alone are total private universities, deemed university government, deemed university government aided, deemed university private were established in Uttar Pradesh. The majority of students now study at private institutions: According to the MHRD, 77.8 percent of colleges are privately owned and enroll 67.3 percent of all students. (See table.1)

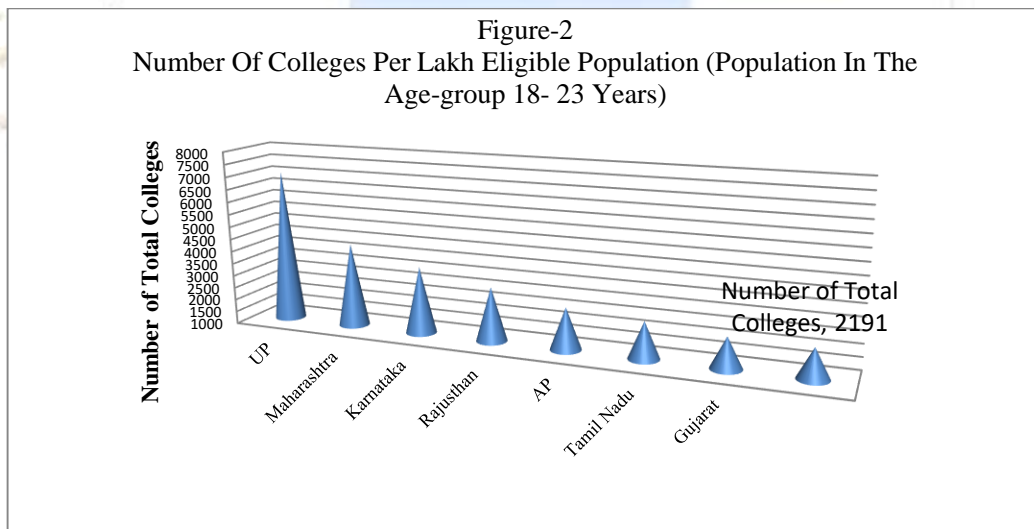
Table.1

Type of universities and Colleges in Uttar Pradesh													
Decades	Central University	Central Open University	Institute of National Importance	Others	State Public University	Institute Under State Legislature	State Open University	State Private University	State Private Open University	Deemed University	Deemed University	Deemed University	Total
2010-11	4	-	3	-	23	-	1	14	-	1	3	7	56
2011-12	4	-	3	-	21	1	1	17	-	3	3	4	57
2012-13	4	-	4	-	22	1	1	17	-	3	3	4	59
2013-14	4	-	4	-	22	1	1	20	-	3	3	4	62
2014-15	4	-	5	-	23	1	1	20	-	2	3	4	63
2015-16	4	-	5	-	23	1	1	23	-	2	3	4	67
2016-17	4	-	6	-	27	1	1	24	-	2	3	4	72
2017-18	4	-	7	-	27	1	1	27	-	2	3	4	76
2018-19	4	-	9	-	27	1	1	28	-	2	3	4	79

Source- AISHE reports- 2010-2019

It is clear that there has been no increase in the central universities in Uttar Pradesh in the last 10 years. At the same time, other institutions of national importance have increased from 3 (2010) to 9 (2019), similarly the state public universities growth has been only 22 per cent in last decade. But the number of private universities in Uttar Pradesh has increased near about 70per cent (13 to 28). The present scenario represents that the private sector has grown rapidly in the comparative of government sector.

Uttar Pradesh is the state of higher density of the colleges (the number of colleges per lakh eligible population in the age-group 18- 23 years) in the compared to all India average of 28 colleges in 2018-2019. The top 7 states in India in terms of highest number of colleges are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu and Gujarat which have 28 or more colleges per lakh eligible population. In Uttar Pradesh, there are 7078 colleges and there are 28 colleges for every one lakh eligible population. Similarly Maharashtra is holding second position with 4340 colleges and 33 colleges for per lakh eligible population. Karnataka comes at third position with 3670 colleges and 53 colleges per lakh population whereas Rajasthan is at fourth position with 3156 colleges and 35 colleges per lakh population. Andhra Pradesh comes at fifth position with 2678 colleges and has college density of 49. Tamil Nadu comes at sixth position with 2466 colleges and 35 colleges per lakh population whereas Gujarat is at seventh position with 2232 colleges and 31 colleges per lakh population. Madhya Pradesh has 2191 colleges and 24 colleges for every one lakh population. Uttar Pradesh is holding second last position with 28 colleges for every one lakh eligible population after Madhya Pradesh 24 colleges for every one lakh eligible population.



Source- AISHE reports- 2019

Compared to the population of growth and universities & colleges is quite the opposite, where the 4.02 million population has increased in the last two decades, whereas the number of universities and colleges has not increased so much. This growth of universities and colleges is not encouraging because student-to-teacher ratio of more than 40 in Uttar Pradesh, while other south Indian states as Andhra Pradesh, Karnataka and Tamil Nadu have student-to-teacher ratio of less than 20. The data reflected that Uttar Pradesh has consistently faced the challenges of shortage of faculty in its universities and colleges. [16].

Above statement reflect in (table. 2) data, when we compare the number of total colleges, colleges as per lakh population and average enrollment in per colleges in Uttar Pradesh, some interesting facts come out. Since year 2010 to 2011, the Uttar Pradesh had been 4049 colleges and 17 colleges for every one lakh eligible population with 1351 average enrollment in per colleges. The total number of colleges in Uttar Pradesh is growing year by year with 74.81 per cent in last 9 years (2010-2019). Uttar Pradesh has been largest state in India in highest number of colleges. When we compare the number of colleges and colleges per lakh population in Uttar Pradesh, then its growth is not encouraging. While the total number of colleges increased by 74.81 per cent, whereas the number of colleges per lakh population has increased only 64.71 per cent since 2010 to 2019. The average enrollment in per college is not very encouraging also. Whereas 1351 average enrollment per college in 2010 has been decreased 743 per college average enrollment in 2019. (table.2)

Decades	No. of Colleges	College per Lakh Population	Average Enrollment per Colleges
2010-11	4049	17	1351
2011-12	4828	20	1029
2012-13	5048	21	1119
2013-14	5445	23	1143
2014-15	6026	25	1011
2015-16	6491	26	920
2016-17	7073	29	776
2017-18	6922	28	816
2018-19	7078	28	743

Source- AISHE reports- 2010-2019

This growth of higher education system has been driven by a multiply of factors, including mounting public funding problems and a severe shortage of available seats at public universities and colleges in comparison of population growth. Above of all the students are paying attentions to the short-term diploma and certificate programs that private institutions offer because that are more geared toward employment. According to nationwide surveys most higher education students in private institutions would prefer to study at public institutions because of factors like high fee structure and usually low reputation of private colleges in higher education, most students enroll in private institutions not by choice, but by necessity after failing to get admitted into a public colleges and universities. Continued demand for public colleges and universities is also imitated in the rising numbers of students securing private institution (coaching centers) to prepare for these institution's entrance examinations.

MANAGEMENT OF THE INSTITUTION

Majority of the colleges 75.57 per cent are privately managed, in which 73.3 per cent are private unaided colleges and 26.6 per cent are Private aided colleges and the remaining 24.42 per cent are Government colleges in the Uttar Pradesh in 2010-2011. Data represent that privately managed colleges increased rapidly in the comparison of government colleges. Since 2018- 2019 87.7 per cent colleges are privately managed, in which 88.9 per cent are private unaided colleges and only 11 per cent are Private aided colleges and the remaining 12.2 per cent are Government colleges. (table.3)

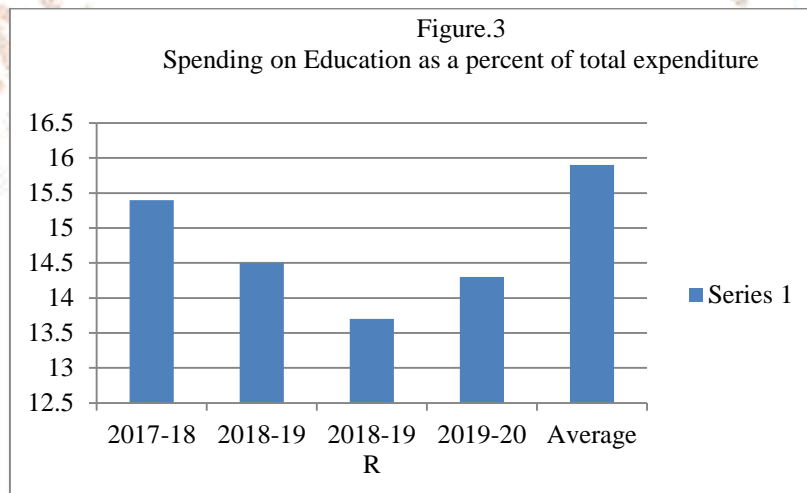
Decades	Private Unaided	Private Aided	Total Private	Government	Total
2010-11	506	184	690	223	913
2011-12	1157	346	1503	403	1906
2012-13	1898	415	2313	544	2857
2013-14	2455	439	2894	585	3479
2014-15	3990	610	4600	777	5377
2015-16	4435	613	5048	794	5842

2016-17	4951	634	5585	808	6393
2017-18	5160	650	5810	819	6629
2018-19	5036	623	5659	788	6447

Source- AISHE reports- 2010-2019

EXPENDITURE ON EDUCATION

Population of Uttar Pradesh has been increasing year to year continuously. Uttar Pradesh is most populous state of India. Uttar Pradesh has a population of about 19.96 crores as per the 2011 census. There are 19 states with a population of more than ten million. The decades 1921-1951 are referred to as the period of steady population growth rate in Uttar Pradesh. As per the census of India, Uttar Pradesh grew at decadal rate is 1.81 during 1961 to 1971, which increased in 1981 with 2.31 and after the period 1981 to 2001 steady increased the population in Uttar Pradesh. Decadal population growth is 1.85 in 2011 census. Near future population growth in Uttar Pradesh will not be sustain which leads a high population growth and a big size of younger population. A critical examination of the budgetary allocations reveals the developmental priorities of the state government. Situation became worst when we compare population growth in state and expenditure on education in last few years.



Source- Budget analysis of Uttar Pradesh 2018-19

Uttar Pradesh has allocated 14.3per cent of its expenditure on education in 2019-2020. This is lower than the average expenditure allocated to education (15.9 per cent) by other states in 2018-19. Budget 2018-19 has provisions for out of the total amount: rs 50,142 crore will be spent on primary education, rs. 9,387 crore on secondary education, and rs 2,656 crore on higher education. Some other provisions are scholarship worth Rs 1,200 crore for backward classes and Rs 942 crore for minorities. The National Council of Educational Research and Training Education Development Index puts UP among the bottom group.[10]

It is noteworthy that the State government's expenditure on higher education has remained almost constant during the last 10 years. Which is about 14-15 per cent out of its total expenditure. Although various committees believed that private sector investment in higher education would help increase this expenditure, but data related to private sector expenditure on higher education is not available.

Most of the recruitments in higher education are done by state universities and their affiliated colleges. But comparatively these state universities receive lesser grants. Central universities and their colleges receive 65 per cent of the University Grants Commission (UGC) budget, while state universities and their affiliated colleges receive only the remaining 35 per cent. The committee suggested that mobilization of funds should be attempted in state universities through other means such as education sector, donations by alumni, contributions, etc.

Present scenario cleared that can't deny the existence and necessity of private institutions in higher education. It is noteworthy that these figures (and the figures shown in table-3) do not show how many seats were available in government or private institutions and how many of those seats were filled or remained vacant. In addition, the regulatory conditions associated with the establishment of universities in different states may vary. This may also be the reason that some states have higher admission rates in government / private institutions than other states. For example UGC report says 16 universities had 500 colleges or more, Chhatrapati Shahu Ji Maharaj Kanpur University in Uttar Pradesh, for instance, had 1,276 colleges with about 1.5 million students in 2017. It is important to analyze various issues with special focus on the role of public & private institutions in the field of higher education.

A COMPARISON BETWEEN PRIVATE INSTITUTES AND PUBLIC INSTITUTES

The two major factors driven in argument is; firstly Will the state's governance be able to run education system in a moderate manner with a liberal view or to provide high quality education for the growing population. Second, will the fast growing private sector will be maintain quality in education or only involved in a competition to provide education in quantitative manner.

The argument is not just about private institutions funding but also regarding being capable to craft an assorted system that is more approachable to the desires of the market. Such situation generates institutions of all types. In present public institutes are in the conventional mode of the state and others private institutions are still knocking at the doors for legitimacy. Private purveyors of education are helping their students bring a degree of rigour in their learning and help them to accomplish their educational goals. These tutorial institutions, among others of their ilk are seen as mere profit making machines, with no regard for true education, which presumably has loftier goals.

HIGHER FEE STRUCTURE

There were 37 state private universities, or private deemed universities in Uttar Pradesh as of 2019. They contain a varied group that includes small specialized institutions and larger multi-disciplinary universities, which offers research work also. Many, but not all, have lower admissions requirements than public universities and charge high tuition fees and infrastructure fee by Indian standards. An example of a larger private university is Amity University, which has gained government approval in a number of different states and is therefore able to run 11 branch campuses throughout India. University have 150,000 students and offers a range of degrees or certificate courses as Bachelor's, Master's, M.Phil and Ph.D. programs with high annual tuition fees between USD\$4,500 and USD\$9,000, depending on the program. [2]

The private sector is clearly a large part of the higher education, and viewpoint behind is change now. Education sector became a profitable business or market. The larger professional education institutions are engineering, management and medical teaching by volume. Not only Uttar Pradesh even national level and globally, private education has almost never managed to achieve the quality and level of state education in higher education.

In present scenario a bulk of private universities which haven't proper campus established in small building and resources to provide and fulfill the need of the students, but are still receiving thousands in the form of fee. They are taking advantages of the situation by offering various market based programs students especially those with lower grade have no other option except getting admission in such Institutions making education a flourishing industry. The disheartening outcome of this circumstance is neither in favor of students nor for the teachers and not even that society as a whole. Only one who is receiving utmost benefit out of it is the proprietor of the Institutions.

QUALITY OF EDUCATION

Privatization also opened the door for the spread of unapproved untrustworthy or unreliable providers. Just last year, the UGC announced that 8 universities and 21 colleges were operating illegally throughout Uttar Pradesh. As AICTE officially stated that, many of the newly established private colleges in India recruit "students using attractive websites and colorful brochures with glorified mission and vision statements," but deliver substandard education. These private institutes run small commercially oriented institutions that are run like businesses with small place, low quality faculty and less emphasis on research.

But quality problems are common at public institutions as well. According to the government's own assessment, the overall education sector "is overwhelmed by a shortage of well-trained faculty, underprivileged infrastructure and outdated and irrelevant curriculum. The use of technology in higher education remains very limited and quality of research and teaching method at the state universities are far below with other states or international standards." Such kind of institutes create sky-high unemployment because among university scholars and degree holder also replicate a lack of responsiveness to social needs and tends to undermine the relevance of education. Another major concern is low productivity of research work.

OLD EDUCATION STRUCTURE

Country's education system tertiary degree structure is largely replicating the British system. The three-tiered structure contains graduate's degrees, post graduate's degrees, and master of philosophy and doctoral programs. There are several exceptions to this overall structure, not all of which can be addressed [6]. The overwhelming majority of student in Uttar Pradesh 79.4 per cent are enrolled in undergraduate programs. Enrollments in postgraduate programs are getting higher, but so far make up only a small portion of overall enrollments.

VACANT POSTS IN UNIVERSITIES

According to University Grants Commission (UGC), professors, associate professors and assistant professors in various central universities respectively; there are 16,699, 4,731 and 9,585 sanctioned posts. Out of these only 5,925 (35 per cent) of professors, 2,183 (46 per cent) of associate professors and 2,459 posts (26 per cent) of assistant professors fulfill post. It is necessary to have qualified teachers to operate education system. Without sufficient number of teachers system faced many problems as excess load of available teachers, teachers teach those subjects in which they are not expert, therefore teachers do not involve explorative research or creative learning process.

CONCLUSION

There is a decline in the quality of the entire education system not only in private institutions. There are several reasons behind one of the reasons is insufficient capital. Quality education cannot be provided by the government in keeping with the increasing population because the government has to spend a huge amount on social development schemes. Which is big part of government expenditure; therefore the government hasn't seen a huge capital investment on education in the last several years. For this reason, the importance of the private sector cannot be denied, if the private sector is not there, then it will be almost impossible by the government institutions to arrange higher education for all with social and liberal perspective. The percentage of private sector is increasing day by day in the field of education, so it is a necessity that education providers (public and private both) should be provided the quality of education in term of current economy needs. For that some necessary requirement must be full by the private institutions as; available qualified and adequate quantity of teachers in institutions.

On the other hand, the government should also keep in mind the needs of lower and backward classes. For which it is necessary to provide subsidy to those people which is eligible to get higher education but their economic condition is not allow to get education in private institutions. Government must be opt some options like scholarship or financial aid, low fees for them. The universities and colleges which are deemed to be the seat of Higher Education encouraging academic insight creativity and innovation unfortunately have also collapsed prey to the existing private money making philosophy which has made education as a profitable or without loss business. Nowadays major concern of the universities is to earn maximum capital. For that with their regular programs they launch multiple, evening, weekend and distance education program without bringing into consideration of their limited resources as unqualified faculty, space of classes, equipment, physical infrastructure and other educational resources.

REFERENCES

- [1] Datta, Surja . *A History of the Indian University System*. Springer Link. 2017 Web Available at-
[doi:10.1057/978-1-137-53571-9](https://doi.org/10.1057/978-1-137-53571-9). ISBN 978-1-137-53570-2.
- [2] Dewan Anjali,(2012),Globalization,Higher Education and the changing status of Indian Women-An appraisal of the Emerging Issues and Challenges, Scholarly Journal of Education,Vol-1(1),April 2012.
- [3] Giroux H. *Neoliberalism, Corporate Culture and the Promise of Higher Education*. The university as a democratic public sphere, Harvard Educational Review, 72(4), pp. 1-31. 2002. Print
- [4] Government of Uttar Pradesh. *Second Human Development Report of Uttar Pradesh*. Planning Commission and United Nations Development Programme. 2008. Web Available at-http://hdr.undp.org/sites/default/files/india_uttar_pradesh_2007.pdf.
- [5]--- *Uttar Pradesh Sarkar 2018–2019 ka Varshik Vittiya Vivaran tatha Vittiya Sthiti ki Sankshipt Sameeksha*, Finance Department, February, 2018. Web Available at- http://budget.up.nic.in/khand2part1/khand2part1_2018_2019.pdf.
- [6] John Smyth,(1996),Globalization and Higher Education: What's Happening to Academic Work? in Ninth World Congress on Comparative Education: Tradition, Modernity, and Post modernity (Sydney) Proceedings.
- [7]--- ed. *Academic Work: The Changing Labour Process in Higher Education*. Buckingham. Society for Research into Higher Education and Open University Press. 1995
- [8] Kapoor D. and P B P Mehta. *Indian Higher Education: From Half-Baked Socialism to Half-Baked Capitalism*, NCAER, *Indian Policy Forum* 2007. Web Available at-
<http://demo.ncaer.org/downloads/ipf2007/ipf2007-index.htm>
- [9] MHRD, Annual Report on Higher. Agarwal Pawan. *Higher Education: From Kothari Commission to Pitroda Commission, Education in India- 2015-2016*. 2007 web
- [10] NCERT. *Elementary Education in India: Progress Towards UEE*, National Council for Education Research and Training, New Delhi.2014. Web Available at-
http://dise.in/Downloads/Publications_2013-14/flash_book2013-14.pdf.
- [11] NITI Aayog. *Healthy States, Progressive India: Report on the Ranks of States and Union Territories*, Ministry of Health and Family Welfare. 2018. Web Available at-
<http://niti.gov.in/writereaddata/files/Healthy-States-Progressive-India-Report.pdf>.
- [12] Patel. V T. *Studies in Higher Education*. Virat Publications. 2002. Print
- [13] Power, K. B. *Higher Education in India*. In K.B. Power & S.K. Panda (eds), *Higher Education in India--in search of quality*, AIU, New Delhi. 1995
- [14] RBI . *State Finances: A Study of Budgets of 2016–17*. Reserve Bank of India, 2017 . Web Available at-
https://rbidocs.rbi.org.in/rdocs/Publications/PDFs/OSF2016_12051728F3E926CFFB4520
- [15] Sharma, Shaloo. *History and Development of Higher Education in India*. Sarup & Sons. 2002 . Web Available at-
ISBN 9788176253185.
- [16] All India Survey on Higher Education, 2017-18 Web Available at-
https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE2017-18.pdf
- [17] Castells, M. "*The rise of the network society*". Oxford: Blackwell Publishers Ltd. pp.20-32. 1996