

## **A Study about the Factors Responsible for Recession in Management Institutes of Uttar Pradesh (District Mathura)**

**Mrs. Ankita Srivastava, Prof. (Dr.) Sudhinder Singh Chowhan**

*Research Scholar, Nims Institute of Management,  
Management,ms University, Jaipur, Rajasthan , Rajasthan  
Research Supervisor Nims Institute of Nims University, Jaipur  
Corresponding Author: Mrs. Ankita Srivastava*

---

**ABSTRACT:** : Education in India is controlled and funded from three levels: central, state and local. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The Indian Education sector is amongst the largest, with an extensive network of more than 1.4 million schools (with over 200 million students enrolled) and more than 850 universities and 40,000 higher education institutes and is expanding rapidly in light of rising income levels and growing demand for quality education in the country. Further, India also has the world's largest population in the age bracket 3 to 23 years which highlights the large addressable market for this sector. However; India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. The growth in the number of universities and colleges in the country correspondingly led to the growth in the recruitment and training of teachers. The total no. of teachers in the higher education space grew from 12.5 lakh in FY12 to 13.7 lakh in FY17. The student enrolments in higher education during the said period also witnessed a rise reaching 357.1 lakh in FY17 from 291.8 lakh in FY12. The enrolments grew at a faster CAGR of 4.1% during FY2012-17 as compared to the growth of teachers at 1.8% during the said period. This has resulted in the marginal decline in the Student-Teacher ratio of 23:1 in FY12 to 26:1 in FY17. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. In the present study, an attempt has been made to examine the economic recession and other factors which affect management institutes in UP district Mathura.

**KEYWORDS:** Central, State and Local, Illiterate, Enrolments, Student-Teacher Ratio.

---

Date of Submission: 03-02-2019

Date of acceptance: 19-02-2019

---

### **I. OBJECTIVES OF STUDY:**

1. To analyze nature and characteristics of economic recession and its impact on management institutes of Uttar Pradesh district Mathura.
2. To study the impact of economic recession on professional educational Institutes of Uttar Pradesh district Mathura.
3. To study the factors of economic recession and rank them.

### **II. INTRODUCTION:**

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian Clerks for running local administration. Under it the means of school educations were the vernacular languages while the higher education was granted in English only. British government started giving funds to indigenous schools in need of help and thus slowly some of the schools became government-aided.

Contemplating on the new system which was introduced Mahatma Gandhi expressed his anguish in following words, "I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not

good enough for the British administrator, so he came out with his program. Every school must have so much paraphernalia, building, and so forth.

Well, there were no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfill a program of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education.

#### **Today education system in India can be divided into many stages.**

- **Pre- Primary** – In pre-primary the children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
- **Primary** - It includes the age group of children of 6-11 years studying in classes from first to fifth.
- **Middle** - It consists of children studying in classes from sixth to eighth.
- **Secondary** - it includes students studying in classes ninth and tenth.
- **Higher Secondary** - Includes students studying in eleventh and twelfth classes.
- **Undergraduate** - Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.
- **Postgraduate** - After completing graduation a student may opt for post graduation to further add to his qualifications.

#### **Education Governing Bodies**

- **The Central Board of Secondary Education (CBSE):** This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.
- **The Council of Indian School Certificate Examination (CISCE):** It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a k-12 public examination conducted for those studying in class 12th.
- **The State Government Boards:** Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues.
- **The National Open School:** It is also known as National Institute of Open Schooling. It was established by the Government Of India in 1989. It is a ray of hope for those students who cannot attend formal schools.
- **The International School:** It controls the schools, which are accredited to curriculum of international standard.

The Faculty-wise Students enrolment distribution during the academic year 2016-17 reveals that out of the total students enrolment (294.27 lakh), 35.15 % students had been in the faculty of Arts, followed by 16.88% in Science and 13.23% in Commerce/Management. Thus more than 65% of the total enrolment had been in the three faculties of Arts, Science and Commerce while the remaining 35% had been in the professional faculties recording the highest percentage in Engineering / Technology 16.25%, followed by 4.02% in Medical Courses, 4.04% in Education (Teacher Training courses). In a country like India, where Agriculture and allied occupations are the main vocation, the enrolment in Agricultural Courses had been just 0.82% percent and in Veterinary Science, it is a miniscule 0.12 %. Thus, it is evident from the faculty-wise distribution of enrolment that the ratio of professional to non-professional enrolment has been almost 1 :2.

**\*Data has been taken from annual report of UGC 2017-18**

### **III. RECESSION IN EDUCATION**

With respect to financing higher education, governments have had three options: reduce funding, increase funding or maintain the status quo. When the crisis first started to emerge in 2008, many governments responded with stimulus packages in the hope of negating the worst of the social consequences of global economic failure. Education in general, and public higher education and research in particular, often benefited from such initiatives. This is due in large part to governments' recognition in both developed and developing countries of the essential role of higher education in the new global economic order based on knowledge and innovation.

Whether the direct result of government intervention or due to a number of other factors (probably a combination of both), higher education systems in many jurisdictions have continued to expand, and cross

border enrolments flourish despite the crisis. The number of students enrolled outside their country of citizenship has increased from 0.8 million in 1975 to 3.3 million in 2008 worldwide. This growth has greatly accelerated over the past decade or so with an average annual increase of 9 per cent, “mirroring the globalization of economies and societies” (OECD 2010). There is little or no evidence to suggest that growth in international student mobility is likely to abate in the near future, although interestingly since 2005 reflecting an “increasing preference to study in emerging countries” (OECD: 2010) the rate of growth has been higher in non-OECD jurisdictions. Although the data is always somewhat out-of-date and difficult to come by, Varghese (2010) in one of the most extensive analysis of the current crisis, maintains that generally despite budgetary restraints, enrolments are growing and cross-boarder higher education surging. He (2010) argues that: supportive public policies, a successful institutional restructuring process, and positive household responses (capacity and willingness to invest) have contributed to this surge in enrolment. What is more important to note is the fact that the higher education sector, once an easy target for budget cuts, appears to be more protected during the current crisis period than in previous ones. ... this reflects a major change in attitude towards investing in higher education – a greater recognition of the contributions of higher education and research to economic growth and national competitiveness.

Thus, education, especially higher education, is now seen as part of the solution and is being included as an element in recovery plans and stimulus packages. In its draft resolution to the 6th World Congress of Education International, the United Kingdom University and College Union (UCU 2011) acknowledged that “Some governments have taken the opportunity to re-affirm the role of the public sector as a weapon in the struggle for economic and social coherence and sustainability, and of higher education and research as a key area of countercyclical investment”. But the UCU also seems to fear the potential of the cure being as bad or worse than the disease: The crisis has been used as a pretext for the promotion of a number of core neo-conservative principles in higher education and research which challenge the core characteristics of public sector higher education including academic freedom and institutional accountability, quality and access.

#### **IV. FACTORS RESPONSIBLE FOR ECONOMIC RECESSION:**

**There are many factors** which are responsible for economic recession of private management institutes of Mathura like number of admissions, college placements, fees structure, faculty, infrastructure, availability of govt jobs for management students, other factors etc. As we can see in Mathura there are many management institutes. I have conducted a survey and ask some students about the number of admissions in the college because no owner gets ready to tell their exact number of admissions except few. Some owners support us and told us the approximate number of admissions. Well I am very thankful to those , but one thing is clear that the owners are also affected by this economic recession.

##### **Ranking of the factors on the basis of survey**

S.No	Factors	Ranking
1	Number of admissions	1
2	College Placements	5
3	Fees structure	6
4	Experienced Faculty Availability	2
5	Infrastructure	4
6	Government jobs	3

**TABLE-2**

**As we all can see from the above data** out of seven factors 1 rank has been given to the **factor** number of admissions in the colleges. Today in the present scenario I saw that students are not taking interest in doing engineering and management courses. They are showing their interest in doing diploma courses, Bachelor of education and BTC courses. The reason which the students provide on asking this questions that why they are not interested in doing management and engineering courses? They replied that after doing diploma, B.Ed and BTC they can easily possess government jobs and if in any case they do not find any government jobs they can apply in private colleges which offer them better salary in comparison to management and engineering faculty. Now the **second factors** which is responsible for economic recession is the availability of experienced faculty. When less number of admissions will be there then it is obvious that the institute will not hire experienced faculty because if he does so ,he has to pay huge salary which will be not affordable. **Third factor** is government jobs .Government is providing jobs to diploma, B.Ed and BTC holders candidates. But there are very few jobs available for management students basically for those who possess masters and doctorate degree. Government must look out these factors.

Next **fourth factor** is the infrastructure, if there will be less number of students then less income of owners will occur so from where he can manage to afford highly infrastructure facilities. **Fifth factor** the main factor is the college placement because of which the student selects best college and pays the huge fees. But

very few colleges are there who provide best placements in good companies. Now a days company are also adopting good number of diploma holders candidate in comparison to management and engineering students. So companies must open their gate for management and engineering students. Now **the sixth factor** fees it is also important factor for economic recession. As we can see in Mathura most of the colleges are affiliated with A.P.J. Abdul Kalam Technical University which provide few management courses like MBA ,PGDM,PGDBM and hotel Management and Catering Technology( HMCT). The fee structure for all these courses are

S.NO	COURSE	FEES BY APJAKTU(Rs)
1	MBA	70000-80000
2	PGDM	91600
3	PGDBM	91600
4	HMCT	75000-80000

**TABLE-3**

\*Source from website APJKTU, Luck now.

## **V. RESEARCH METHODOLOGY**

The methodology deployed for this survey consisted of primary research, with insights being captured through questionnaires and face -to- face discussions. Inputs from potential customers to this industry have also been collated, with respect to their key concerns while considering education in India .Our analysis and findings are based on consensus findings from the survey and are supported by quantitative and qualitative inputs from the respondents. The data presented in this report is based on information received from the respondent's .The general intent of this descriptive study was threefold. Therefore a systematic and organized methodology was obtained for the research study. A survey design was used to obtain the required information. The population for this study comprised of employees working in education sector. A sample size of 100 was chosen for this study. Simple random sampling technique was used to gather data from the respondents, because of which respondents diverged from officers of higher education department, faculty, owner of institutions, colleges, universities and student of higher education. Out of 100 respondents there are 10 officers from higher education, 5 owners, 45 faculties and 40 students.

Primary and secondary data fall within the scope of statistics and can be used as part of a research method. The collected data may assist a company in measuring, assessing and discussing the results of data collection for whatever purposes the information is required. This is where the differences between the two become relevant as some companies need a direct approach and therefore uses primary data sources whereas others need previously collected information - that is, secondary data - which they can apply to their own situation.

Primary data can be explained, therefore, as information collected from sources such as personal interviews, questionnaires or surveys with a specific intention and on a specific subject, and observation and discussion by the researcher him or herself, which information is then assessed by that person. It is a direct approach and, as it is tailored to a company's particular needs, reveals apparently, much-needed information to that company which started the research; that is, the results are used for the purpose for which they were originally intended. It can be a lengthy process but does provide first-hand information. In this study we use less primary data and more secondary data.

Secondary data is information that is already available somewhere, whether it be in journals, on the internet, in a company's records or, on a larger scale, in corporate or governmental archives. Secondary data allows for comparison of, say, several years worth of statistical information relating to, for example, a sector of the economy, where the information may be used to measure the effects of change or whatever it is that is being researched. Sometimes both methods are used in research as companies want to measure their own responses and previously-generated responses from which a comparison can be made. challenging than in past. In brief, higher education in India suffers from a lack of a democratic leadership that understands its true nature. Those heading these institutions are usually the favorites of those in power (political or money). They largely implement the agenda of their masters and, therefore, do not feel the need to be accountable to the academic community. To them, accountability is personal and not institutional or societal. They undermine the autonomy of the democratic bodies of universities, like the academic council through threats and inducements. Government must take the practical measures to revive pedagogy and administrative bottlenecks. So that, there must not be erosion of the autonomy and accountability in institutions of higher learning, both from within and without. This is the biggest challenge before an India that aspires to arrive on the world stage.

## **VI. CONCLUSION:**

After conducting this study I came to the conclusion that the factor from which all the management institutes are suffering is the economic recession. And as we all see on the study there are many factors which directly and indirectly affect the management institutes. The remedy for this problem is a good management

institutes must have good infrastructure, good and experienced faculties, best fee structure, and last but not least good placement should be there. Government must also take some remedial steps to stop this recession. Government should not allow more management colleges in same district. As the main problem of Mathura 's management institutes is that there are number of colleges in Mathura which are having minimum distance of 1 km. So this is also one of the main problems. Student got diversified in between different colleges. That is why no institutes got completely filled. And in last government and corporate sectors can help the management institutes to overcome with this problem by providing good jobs to management students.

My main object for writing this paper has been to arouse interest in the discussion of the basic questions relating to the factors responsible for economic recession in management institutes of Mathura. If this found hope were to materialize, my labour would be more than adequately rewarded.

## REFERENCES

- [1]. Charles "Chuck" Marsteller Vest (September 9, 1941 – December 12, 2013) was a U.S. educator and engineer. He served as President of the Massachusetts Institute of Technology from 1990 until December 2004.
- [2]. (2) Altbach, Philip G. and N. Jayaram. 2010. 'Can India Garner The Demographic Dividend'. The Hindu, December
- [3]. (3) Shah S Y (1986), New Technologies in Higher Education , AIU [13] Singh Amrik& Sharma G D (1981), Universities and colleges finances, AIU.
- [4]. (4) Psacharopoulos George & Woodhall Maureen (1985), Education for development - an analysis of Investment choices.
- [5]. (5) UNESCO (1998), report on Higher Education in the Twentieth First Century Vision & Actions held at Paris 5-9<sup>th</sup> Oct 1998, UNESCO
- [6]. (6) Country paper (1998), Higher Education in India: Vision & Action, presented in UNESCO world conference of Higher Education in the Twenty-first century, Paris 5-9<sup>th</sup> Oct 1998, National Commission for Cooperation with UNESCO.
- [7]. (7) Negi Usha Rai & Bhalla Veena (1999), Effectiveness and Quality in Higher Education, AIU [21] Shafi Zeenat S (2001), Reforms and Innovations in Higher Education, AIU.
- [8]. (8) Shafi Zeenat S (2003), Privatisation of Higher Education, AIU [23] Koul B N & et al (1998), Studies in Distance Education, AIU
- [9]. (9) Rowntree Derek (1981), A Dictionary of Education Sharma Rita (2004), Assessment and Accreditation in Higher Education, AIU.
- [10]. Bhalla Veena & et al (1998), Accountability and Autonomy in Higher Education, AIU.
- [11]. Pawan Agarwal, Higher Education in India: The Need for Change (ICIER Working Paper No. 180). New Delhi: Indian Council for Research on International Economic Relations, June 2006 ([http://www.icier.org/publication/working\\_papers\\_180.html](http://www.icier.org/publication/working_papers_180.html))
- [12]. D.K. Basa, Academic Leadership and the Ailing State of Indian Science. Current Science 80, 11 (10 June 2001), 1364 (<http://www.ias.ac.in/currensci/jun102001/contents.htm>)
- [13]. Chronicle of Higher Education, various issues (cited as CHE) (<http://chronicle.com/>)
- [14]. Carl Dahlman and Anuja Utz, India and the Knowledge Economy: Leveraging Strengths and Opportunities (World Bank Report No. 31267-IN). Washington, DC: World Bank, 2005 ([http://www-wds.worldbank.org/servlet/WDSContentServer/WDSPath=IB/2005/05/20/000012009\\_20050520110005/Rendered/INDEX/312670IN.txt](http://www-wds.worldbank.org/servlet/WDSContentServer?WDSPath=IB/2005/05/20/000012009_20050520110005/Rendered/INDEX/312670IN.txt))
- [15]. Government of India, Ministry of Human Resource Development, Department of Secondary and Higher Education, Report of the Central Advisory Board of Education (CABE) Committee on Autonomy of Higher Education Institutions. New Delhi: Government of India, June 2005 (cited as CABE 2005).
- [16]. (<http://education.nic.in/cabe/AutonomyHEI.pdf>)
- [17]. International Labour Organisation (ILO), Industrial Training Institutes of India: The Efficiency Study Report. New Delhi/Geneva: ILO, 2003
- [18]. (<http://www.ilo.org/public/english/region/ampro/cinterfor/news/gasskov.pdf>)
- [19]. Devesh Kapur and Pratap Bhanu Mehta, Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism (CID Working Paper No. 108). Cambridge, MA: Center for International Development at Harvard University, 2004 (<http://www.cid.harvard.edu/cidwp/pdf/108.pdf>).
- [20]. Sanat Kaul, Higher Education in India: Seizing the Opportunity (ICIER Working Paper No. 179). New Delhi: Indian Council for Research on International Economic Relations, May 2006 [http://www.icier.org/pdf/WP\\_179.pdf](http://www.icier.org/pdf/WP_179.pdf)
- [21]. Tulika Khemani and Jayaprakash Narayan, Higher Education Sector in India: Opportunities & Reforms. Hyderabad: Foundation for Democratic Reforms/Lok Satta, March 2006 (no longer available online)

Mrs. Ankita Srivastava" A Study about the Factors Responsible for Recession in Management Institutes of Uttar Pradesh (District Mathura" International Journal of Business and Management Invention (IJBMI), vol. 08, no. 02, 2019, pp 33-37