Conditions of Employment, Work and Service of Faculty in Private Engineering Colleges in India

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Preface

Technical education plays an extremely important role in growth of human resources, enhancement of industrial productivity and improvement in quality of life. One of the key components of technical education system in India comprises of a large number of private engineering institutions spread over various parts of the country. As per the latest available sources there are approximately 3200 private engineering institutions / colleges in India engaged in imparting Under Graduate and Post Graduate level education in various branches of engineering. In addition to providing employment to a large number of persons engaged in various non-teaching categories, these institutions are the source of employment to almost 3.5–4 lakh technically qualified persons engaged as faculty.

These faculty members perform the most important role in the smooth and efficient functioning of the technical institutions they are engaged in. Their level of satisfaction with their overall conditions of work and service assumes paramount importance. There is a comprehensive regulatory framework in our country in the form of detailed AICTE Guidelines and Legal measures under various labour legislations for safeguarding the interest of the faculty members engaged in these institutions covering aspects like salary, conditions of work and social security etc. However, the realities prevailing at the grass roots level reveal that majority of these provisions are not effectively implemented in large number of cases for various reasons. It is in this context, the researcher has undertaken the present study. Based on the analysis of primary data collected from private engineering colleges from various parts of the country, the study gives a vivid account of the major issues and concerns of faculty in terms of their condition of employment, work and service. The study also offers a number of suggestions to address these issues. I do hope that the study would be found relevant and useful by all stakeholders and would also help in initiating appropriate policy interventions.

(P.P. Mitra)
Director General

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It is extremely difficult to acknowledge the debt of gratitude that one owes to one's friends, colleagues, well wishers and a large number of other individuals for their moral support and encouragement in successful completion of any of the academic endeavours. Still with all humility I would like to thank them. First of all, I express my sincere gratitude to Shri V.P. Yajurvedi, former Director General, VVGNLI and my friend Dr. Sarvesh Jain, Professor, Department of Civil Engineering, MITS, Gwalior for encouraging me to take up this study and also for their constant support at every stage of the study. I would also like to sincerely thank the various members of the Research Advisory Group for the Research Center for Employment Relations and Regulation namely, Prof. Mahavir Singh, Professor and Dean, Humanities and Social Sciences, Gautam Buddha University; Ms. Amarjeet Kaur, National Secretary, AITUC; Prof. Kamala Sankaran and Dr. Rajan K.E. Varghese, Faculty of Law, University of Delhi and various faculty colleagues from VVGNLI for providing their critical comments and valuable inputs right from the stage of presentation for this study till its completion for strengthening the same. On this occasion I fondly remember all the respondents, not only for freely and frankly sharing their issues and concerns but also for offering valuable suggestions. I would also like to thank Mr. Saji Mathew and Ms. Geeta Sahu, Research Associates under the project for their excellent research assistance inter-alia in terms of co-ordination of data collection, tabulation and developing case studies. It would not have been possible for me to complete this task without the constant support and co-operation of Mr. Vikrant not only in the form of excellent computer assistance but also providing all possible inputs and suggestions for strengthening this study quite frequently beyond office hours. I would also like to gratefully thank many of my other personal friends (including officials from central and state labour departments and trade unions) from within and outside the institute for sharing their perceptions and ideas relevant to this study. I also thank my wife and children for their nice adjustment of time and co-operation in the interest of the study. Finally, I would like to most sincerely thank Shri P.P. Mitra, Director General, VVGNLI for sparing his valuable time out of his extremely busy time schedule for contributing preface for the study.

Dr. Sanjay Upadhyaya

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Chapter - 1
Introduction

1.1 Context of the study

Technical education plays an extremely important role in growth of human resources, enhancement of industrial productivity and improvement of the quality of life. It mainly consists of courses and programmes in engineering, technology, hotel management and catering technology, management, architecture, town planning, pharmacy and applied arts etc. In India, at present the technical education is imparted mainly at the three different levels: (i) Industrial Training Institutes, which conduct courses in various trades and do certification of various skills. (ii) Polytechnic Institutes, which conduct diplomas and produce middle level technicians and (iii) Engineering colleges, which conduct undergraduate and post graduate courses in engineering technology.

Currently, the technical education system in India comprises of Central Government funded institutions, State Government/State-funded institutions and private or self-financed institutions. During the past couple of years fast growth of infrastructure has taken place in the self financed/private institutions as compared to centrally funded and state funded institutions. As the technical education courses in India are quite diverse, the number of institutes providing technical courses is also quite huge. Presently, there are over 7000 degree providing institutions with an intake capacity of approximately 1.4 million students and almost 40% of these institutions consist of colleges running degree and post graduation degree in engineering *(Annual Report, 2009-2010, Ministry of Human Resource Development, Government of India)*. Currently, there are a total number of approximately 3500 engineering colleges. Most of these colleges are privately supported rather than through public expenditure: private colleges account for over 85% of students and almost an equal proportion of engineering colleges *(Kapu and Mehta, 2004)*. Out of these colleges almost 300 are government or government aided and remaining are private engineering colleges. Almost 45% of these colleges are located in southern states, almost 18% in North India, almost 17% in west, almost 7-8% in Central India and remaining 12-13% colleges in rest of the parts of the country. However, in the past few years there has been a phenomenal increase in number of colleges in North and Central India.

1.2 Review of literature

A number of attempts have been made in the past to study the role of conditions of employment and work in performance and efficiency. Studies

have also been conducted on the various aspects related to education in general and higher education in particular both at the national and international level. For example, **Orphen and Bonnici (1987)** conducted study of faculty members in the Australian context. Based on the analyses of the data from five Australian universities, they found that pay benefits, pay raises, pay levels and pay structures are closely related to determining faculty job satisfaction.

Kulacki and Krueger (1998) present a critical overview of contemporary international trends in engineering education. They have analysed engineering curricula, educational delivery systems, engineering programmes in developed and developing nations and the major challenges faced by engineering education worldwide. Based on the analysis of contemporary situation they have presented their perspective on immediate future and the possible scenarios facing engineering schools over next generation. Based on their analysis they have identified three focal areas (i) Engineering education has assumed a truly global purpose and character. (ii) A new technological paradigm appears to be emerging. (iii) A re-structuring of educational delivery system is both needed and of deep concern. They observe that all these three areas need to be deliberated and discussed in detail. Finally, they forecast that the requirements of the engineering faculties around the world will be much more demanding because of the seamless, amalgamation of scientific knowledge, techniques of enfgineering practice and international design standards.

Comm and Mathaisel (2003) on the basis of survey on employees' satisfaction in higher education found that workload, working environment and pay & benefits are the key factors of employees' satisfaction. They also found that faculty is most concerned with salaries and wishes to have stable job and salary with fair promotion. They opine that universities ought to offer a competitive compensation and workload for attracting and detaining competent faculty in higher education.

Pozo-Munoz (2000) and **Hill, Lomas, and MacGregor (2003)** have emphasized that teaching staff has a key role in the provision of high quality education. They observe that the teaching staff is at the heart of university's work specially in imparting knowledge.

Plainest, Bernard and Maguiraga (2005) observed that only satisfied academic staff can contribute towards successfully transforming the educational system through their involvement. They consider faculty beliefs to be critical variable in defining quality of higher educational

institutes. They further observed that faculty values are thought to be important variables relating to effectiveness and quality, organizations should therefore not ignore these variables which determine the satisfaction level of higher educational faculty members.

Shahzad, Mumtaz, Hayat and Khan (2010), have focused on Faculty Workload, Compensation Management and Academic Quality in Higher Education in the context of Pakistan. They have also analyzed the role of job satisfaction in academic quality in higher education.

A number of studies are also available on various aspect of higher education in the Indian context. For example, **Madheswaran and Shroff (2000)** have analyzed the education, employment and earnings for the scientific and technical workforce in India with a focus on gender dimension**.**

Mathur and Mamgain (2002) have focused on variations in development of technical education in different regions of the country. Using a composite index of technical educational development for four quinquennial points of time between 1981 to 2001 they have analysed the impact of technical education on economic development, poverty and unemployment.

The paper by **Natrajan (2002)** presented in 16th Australian International Education Conference provides a SWOT analysis of national technology education system in India highlighting the distinctive characteristic of the national technology education system. The paper also describes the overall role of All India Council for Technical Education in the national technology education system inter-alia in the regulation and the proper maintenance of norms and standards in the technical education system. The paper also offers a number of recommendations for streamlining and strengthening the system.

Kapu and Mehta (2004) examined the political economy of Indian higher (tertiary) education. The study by them demonstrates that higher education is being privatized on a massive scale. They observe that this privatization has resulted from a breakdown of the state system and an exit of the Indian elites from public institutions. They further observe that private philanthropy in higher education which was supportive of public institutions in the past is gradually withdrawing its support. They have also examines the role of judiciary in shaping the regulatory landscape of Indian higher education. Finally they observe that at present the education system in India remains suspended between over regulation by the states on the one hand and a discretionary privatization that is enable to mobilize private capital in productive ways.

Gupta (2005) in her comprehensive study highlights the various aspects of international trends in private education in general. It mainly focuses on the driving forces, causes and consequences of the emergence of private higher education I India during the past few decades. She observes that though at present the acceptance of private higher education system is much more as compared to three decades ago but still there are certain basic questions about its role. Her study also discusses on the role of Indian judiciary in the context of regulation of private education institutions.

Agarwal (2006) focuses on several systematic deficiencies suffered by higher education in India observing that the same results in providing unemployable or under employed graduates despite shortage of skilled manpower. He further observes that many of the important concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well and unjust public funding policy are not well recognized. He further observes that growth of higher education in India has been driven mainly by private sector initiatives. There are genuine concerns about many of them being sub standards and exploitative. He also observes that due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned and that the regulatory system has failed to maintain the standards or check exploitation. Finally, he observes that driven by populism and the absence of reliable data there is very little informed public debate on higher education in India.

Kaul (2006) reviewed the prevailing policy environment pertaining to higher education in India in the context of evaluating its efficacy in ensuring that India is successfully able to address the challenges like ensuring adequate supply of higher skills and technically trained manpower. He suggests that to overcome these challenges India needs to have a proactive demand based policy towards private higher education including foreign institutions desirous of setting up campus in India or entering into joint ventures. However, he cautions that the same has to be combined with the establishment of the proper regulatory mechanism for ensuring the welfare of students and quality of standards.

Thorat (2006) focused on emerging issues related to access, inclusiveness and quality in the context of higher education in India. He laid emphasis on governing goals of higher education by relying on the reports of two landmarks commissions namely the 'Radhakrishnan Commission' 1948-

1949 and the 'Kothari Commisssion' 1964-1966. **Varshney (2006)** focuses on market failures and regulatory solutions in the context of private engineering education in India. He also cites a number of Court cases clearly observing that educational institutions are not business houses, they are not meant for generating wealth and that they can at the most deduct reasonable operating and other capital expenses.

The study by **Prakash** (2007) focuses on the challenge of quantitative and qualitative expansion of higher education. It gives a broad overview of the trends in expansion of higher education and examines variations in participation across states, gender and social groups in India. It also makes an attempt to discuss the trends in the financing of higher education. It finally argues for appropriate policy interventions to overcome these challenges. The study also points out the increasing trend both in the number of private higher education institutions and enrolment in recent years. Based on the UGC Reports for several years, the study points out that the percentage of private un-aided institutions increased from 42.6% of the total number of higher education institutions in the year 2000-2001 to 63.21% in 2005 - 2006. Similarly, the share of enrolment in private un-aided higher education institutions rose from 32.89% to 51.53% during this period.

Jain & Jain (2007) while attempting to review the problems in engineering education in India have inter-alia also touched upon the aspects related to quality improvement of faculty while emphasizing the need for them to be sent for higher education and also giving them sufficient industrial exposure.

Chadha, Bhushan and Murlidhar (2008) based on the data collected from selected Central and State universities and a number of government, aided and non-aided colleges from various parts of India have focused on various challenges being faced by higher education sector under the present phase of globalization. According to them the most important challenge is that of attracting brilliant and talented young persons to college and university teaching jobs. They have in this regard particularly analyzed aspects like promotional avenues for lecturers and readers in the colleges and universities, parity in pay scales, leaves, allowances and other facilities, teachers' workload, ratio of full time and part time teachers, capacity building and faculty improvement etc.

Patel (2011) has analyzed the crucial concerns related to economics of education. He has focused mainly on aspects like education economy interdependencies, education as consumption, education as private

and social investment and education as social infrastructure. The other aspects touched by him include finance and expenditures in education, public private partnership in education and planning and management of education for inclusive growth etc.

Singh and Purohit (2011) while focusing on the maladies and deficiencies in India's higher education system observes that privatization of higher education in India has emerged in several forms in the recent decades. One, privatization within government higher education institutions take place in the form of introducing self financing courses within government institutions; Two converting government aided private institutions into private self financing institutions; Three allowing to expand self financing institutions with recognition and some time also without recognition which may be termed as commercial private higher education institutions. They further observe that in India over the years, there have been private initiatives in education initially for philanthropic purposes and eventually for professional purposes and mainly to realize the huge and quick profits.

The 2013 Chicago Conference of the Global Engineering Deans Council (**GEDC**) held during Oct. 20-22, 2013 at Illinois (USA) attended by more than 230 participants from various parts of the world focused its attention on 'Globalisation, Technology Enhanced Education and Transformed Faculty Roles'. The conference inter-alia highlighted the role of engineering faculty in preparing students to prosper in global careers, responsibilities and understanding. In this context the overall conditions of work, employment and service of the faculty assume paramount importance.

1.3 Statement of the problem

The elaboration provided in the foregoing sections reveals that though the engineering education in India has seen tremendous growth over the past few decades both in terms of number of students and number of colleges and that there have been a number of studies both at the international and national level on aspects like quantitative and qualitative expansion of higher education in general and engineering education in particular and several other aspects such as its impact on economic development, poverty and unemployment etc., however, there has not been any study focusing on the issues pertaining to conditions of employment, work and service of faculty engaged in private engineering colleges. The proposed study seeks to address these issues.

1.4 Objectives

The specific objectives of the study are:

- To trace the historical evolution and recent trends in growth of private engineering institutions in India.
- To provide an overview of the regulatory framework at the National level for issues concerning employment, work and service of faculty in private engineering colleges.
- To make an analysis of the working and service conditions of faculty especially in terms of salary & allowances, provision of various kinds of leaves, opportunities for career development and promotional avenues etc.
- To make an assessment of various sort of social security benefits including Provident Fund, Health Insurance and Gratuity extended to faculty members by private engineering colleges.
- To recommend suitable and feasible measures for improving the working and service conditions of faculty in private engineering colleges.

1.5 Scope of the study

The study focuses on the overall conditions of work and service of faculty in private engineering colleges. Some of the major aspects covered under the study include: remuneration, various kinds of allowances, social security measures, leaves, career development and promotional avenues etc. All these aspects have been studied viz a viz conditions in this regard prevailing in various kinds and categories of private engineering institutions selected under the study.

1.6 Area and Universe

Private engineering colleges from one state each representing North Zone, Central Zone, Western Zone and Southern Zone form universe of the study. (Since eastern zone has very lesser number of colleges as compared to the remaining four zones, it has been excluded). The states covered under the study include: U.P. from North, Madhya Pradesh from Centre, Maharashtra from West and Karnataka from South. There are approximately 1400 private engineering colleges in these States consisting of 240 colleges in Uttar Pradesh, 160 in Madhya Pradesh, 520 in Maharashtra and 480 in Karnataka. Out of these colleges total 58 colleges have been selected following stratified, purposive sampling method subject to a minimum of 12 and maximum of 16 colleges per state. Further, from every college an average number of 4 to 5 faculty members have been selected as respondents for the purpose of the study as per the following details:

Table 1.1
Zone Wise States and Number of Private Engineering Colleges Covered under the Study

Zone Wise	Total Number of colleges*	Colleges Selected		Respondents Per State	
		Number	Percentage	Number	Percentage
North Zone U.P	240	14	5.8	60	23.07
Central Zone M.P	160	12	7.5	60	23.07
Western Zone Maharashtra	520	16	3.07	70	26.93
Southern Zone Karnataka	480	16	3.33	70	26.93
Total	**1400**	**58**	**4.1**	**260**	**100**

Source*:Drawn on the basis of information gathered from (i) http://www.indicareer.com/engineering-colleges-in-india.html (ii) Report to the People on Education, HRD (2010-2011)

1.7 Methodology and Sampling Technique

The relevant data and information for the purpose of the study has been collected both through primary and secondary sources. The secondary sources include: reports of various government organizations dealing with technical education such as Department of Higher Education, Ministry of HRD; All India Council of Technical Education; National Board of Accreditation; and State Directorates of Technical Education etc. The primary data has been collected by administering structured interview schedule on selected faculty members from private engineering colleges of various kinds and categories. State wise private engineering colleges have been selected by following stratified purposive sampling method. The information gathered through interview schedules has further been substantiated by holding informed discussions with groups of faculty members and representatives of management of colleges selected under the study.

Chapter - 2

Private Engineering Colleges in India An Overview

Technical education has always been and continues to one of the most preferred areas of study with expectations for better career opportunities. During the last couple of decades, the growing demand for the expansion of technical education has resulted in the private initiative to provide the alternatives. In India, ancient and medieval period does not provide any specific details of the same. The technical education in India began and got momentum with the gradual evolution of engineering education during the British Era. Accordingly, the following sections of the chapter deal with the historical evolution of engineering education during the British era and its subsequent growth and development over the years.

2.1 Brief Overview of Historical Evolution of engineering Colleges in India:

As regards the beginning of engineering education in India, the same started during the British era and mainly focused on civil engineering. College of Engineering, Guindy (CEG), Chennai established in 1794 was India's first engineering college (today it is one of the four constituent colleges of Anna University). The Engineering College at Roorkee, 1847; Poona Civil Engineering College at Pune, 1854; Bengal Engineering College at Shibpur, 1856; Banaras Hindu University, 1916; Harcourt Butler Technological Institute at Kanpur, 1920 were some of the other earliest engineering colleges which continue till today. In 1945, the Sarkar Committee recommended the establishment of higher technical institutes on the pattern of MIT (USA) in four regions of India which resulted in setting up of five Indian Institutes of Technology (IIT's) at Kharagpur, 1950; Bombay, 1958; Kanpur,1959; Madras, 1960; and Delhi, 1961, which was added on to the original four. (Banerjee and Muley, 2007). Later on a number of IITs have been added to this list by way of establishing new IITs and upgrading some of the pre - existing engineering colleges into IITs and at present there are 16 IITs.

Pandit Nehru had the vision to develop India as a leader in science and technology. At his initiative the Government of India started fifteen Regional Engineering Colleges (RECs) between 1959 and 1967 at Bhopal, Allahabad, Calicut, Durgapur, Kurukshetra, Jamshedpur, Jaipur, Nagpur, Rourkela, Srinagar, Surathkal, Surat, Tiruchirappalli, Warangal and Silchar. These RECs were jointly operated by Central and concerned

State Governments. The non recurring expenditure and expenditures for post graduate courses run by these RECs were borne by the Central Government, while recurring expenditure on under graduate courses were shared equally by Central and respective State Governments. The success of technology based industries generated high demand for technical and scientific education. Due to enormous cost and infrastructure involved in creating internationally respected IITs in the year 2002, the government decided to upgrade RECs to National Institute of Technology (NITs) instead of creating new IITs. NITs are controlled and regulated by the Central Government and all funding is done by Central Government. In 2003, all RECs were converted into NITs. Prior to 2010, total 20 NITs were there and 10 new NITs have been added to this list.

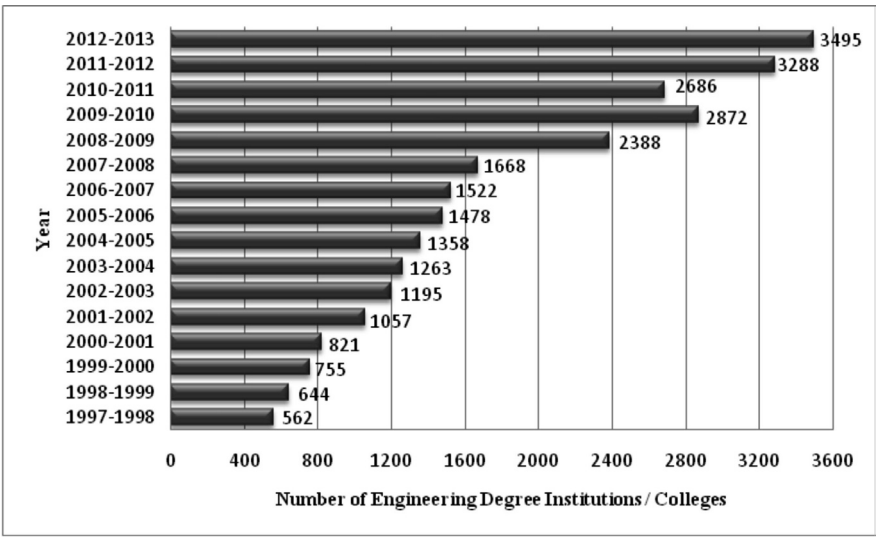
All India Council for Technical Education was set up in 1945 to oversee the technical education in the country. Side by side, some private engineering colleges were established in various parts of the country such as National Institute of Engineering, Mysore (1946); B.M.S. College of Engineering, Banglore (1946); Birla Institute of Technology, Mesra, Ranchi (1955); Thapar Institute of Engineering and Technology, Patiala (1956); Manipal Institute of Technology, Manipal (1957); Madhav Institute of Technology and Science, Gwalior (1957); M.S. Ramaiah Institute of Technology, Banglore (1962); Sardar Patel College of Engineering, Mumbai (1962); S.J. College of Engineering, Mysore (1963); R.V. College of Engineering, Bangalore (1963); Birla Institute of Technology and Science, Pilani (1964); Hindustan Institute of Technology, Chennai (1966) and Dharmsinh Desai Institute of Technology, Nadiad (1968) etc.

However, since 1980s due to rapid industrialization and economic growth (except for recent slow - down) engineering and technical education in India has been developing at much more faster rate than any where else in the world, which is clearly indicated by the fact that while in the earlier decades of 60s and 70s the rate of establishment of private engineering colleges was restricted up to almost 7 to 8 major colleges per decade, suddenly increased to almost 15 to 20 major colleges. In the subsequent years, the per decade rate of increase in the number of private engineering colleges has almost become the per year rate of increase.

2.2 Recent Trends in Growth of Private Engineering Institutions

Especially after the year 2000, there has been a continuous and substantial increase (except during 2010-2011) in the rate of growth of private engineering institutions in India. As a result, at present India has perhaps the largest number of engineering colleges in the world. The following graphic presentation provides in an overview of the increase in the number of private engineering colleges over the years in the recent past.

Year Wise Growth of AICTE Approved Engineering Degree Colleges in India (All Categories)



Source: Annual Report 2006-07, 2007-08, 2008-09, 2009-10, 2010-2011, Department of School Education and Literacy, Department of Higher Education, Ministry of Human Resource Development, Government of India

The above graphical presentation clearly indicates that since 1997-1998 there has been a continuous increase of number of private engineering colleges till 2009-2010. The total number of private engineering colleges which was 562 in 1997-1998 became more than double (1195 to be more precise) in 5 years period i.e. between 1997-1998 and 2002-2003. It again became almost double (2388) in the next six years between 2002-2003 and 2008-2009. The year 2010-2011 saw a decline in trend, which again got reversed in the year 2011-2012 with a substantial increase of more than 600 private engineering colleges during this period. The period from 2011-2012 to 2012-2013 again saw a substantial increase of more than 200 private engineering colleges. It is pertinent to mention in this context that the continuous growth of engineering colleges in India is the result of high demand for engineering seats. However, it is also essential to maintain good standards of education for students and working conditions for faculty members in these private engineering colleges.

2.3 State Wise Distribution of Engineering Institutions in India

As regards the state wise distribution of engineering institutions in India in general and private engineering institutions in particular, the following table provides the picture of the same.

Table 2.1
State Wise Details of Engineering Institutions in India[1]

State/UT	Private Institutions	Govt./ Govt. aided Institutions	Total Institutions
Andhra Pradesh	411	09	420
Arunachal Pradesh	0	01	01
Assam	25	08	33
Bihar	42	08	50
Chhattisgarh	20	06	26
Delhi	77	12	89
Goa	05	03	08
Gujarat	112	23	135
Haryana	95	10	105
Himachal Pradesh	12	03	15
Jammu and Kashmir	25	05	30
Jharkhand	18	05	23
Karnataka	480	05	485
Kerala	102	13	115
Madhya Pradesh	160	06	166
Maharashtra	520	19	539
Manipur	00	05	05
Mizoram	00	03	03
Odisha	120	10	130
Puducherry	18	00	18
Punjab	104	04	108
Rajasthan	75	15	90
Sikkim	01	03	04
Tamil Nadu	499	11	510
Tripura	02	01	03
Uttar Pradesh	240	15	255
Uttarakhand	37	07	44
West Bengal	106	14	120
Nagaland	00	03	03
Total	**3306**	**227**	**3533**

The above table clearly shows that while the states of Maharashtra, Tamil Nadu, Karnataka and Andhra Pradesh have a very large number of private engineering institutions (above 400 each), there are states with larger or almost equal population (such as U.P., West Bengal and Bihar) which have much lesser a number of private engineering institutions (U.P.-240;

[1] Mainly drawn on the basis of the information available at http://www.indicareer.com/engineering-colleges-in-india.html as on 01 January 2014. This list does not include IITs & NITs which number 16 & 20 respectively. The numbers indicated in the above table are approximate numbers. The list also does not include the engineering departments of various universities.

West Bengal – 106; and Bihar – 42) as compared to the above mentioned states. Similarly, there are also states namely, Arunachal Pradesh, Manipur, Mizoram and Nagaland which do not have even a single private engineering Institution. *As regards the strength of faculty members engaged in these private engineering institutions, there are no official estimates available. However, as per the broad estimates calculated as part of this study, the total private engineering colleges in India (numbering around 3300) engage on an average 125 faculty members per college*[2]*. If we multiply this average with total number of private engineering colleges in India, (i.e. 125 x 3300) the approximate strength of the faculty in all the private engineering colleges in India comes out to 4,12,500.*

The following table presents a clearer view in terms of categorization of various states and UTs as per range of number of private engineering institutions within those states and UTs.

Table 2.2
Categorization of Various States and UTs in India as Per Range of Number of Private Engineering Institutions*

Range of Number of Colleges	Number of States and UTs	Name of the States and UTs
01-25	09	Assam, Chhattisgarh, Goa, H.P, J&K, Jharkhand, Puducherry, Sikkim and Tripura
26-50	02	Bihar and Uttrakhand
51-100	03	Delhi, Haryana and Rajasthan
101-250	07	Gujarat, Kerala, M.P., Odisha, Punjab, U.P, and W.Bengal
Above 250	04	Andhra Pradesh, Karnataka, Maharashtra and Tamil Nadu

* Note: This table has been drawn on the basis of the figures contained in table 2.1.

The above table reveals that the states of Andhra Pradesh, Karnataka, Maharashtra and Tamil Nadu have the largest concentration of private engineering colleges with a minimum of 250 engineering colleges per state. The table further reveals that the states of Gujarat, Kerala, Madhya Pradesh, Odisha, Punjab, Uttar Pradesh and West Bengal rank 2nd in this regard with a minimum number of more than 100 private engineering colleges per state. The table further indicates that even a fairly large state (in terms of population) like Bihar has less than 50 private engineering colleges.

[2] This average has been worked out through the process of dividing total faculty strength (7250) of all the private engineering institutions / colleges covered under the study by total number of private engineering colleges / institutions (58) selected under the study.

Chapter - 3

Regulatory Framework for Issues Concerning Conditions of Employment, Work and Service of Faculty in Private Engineering Colleges

3.1 Introduction

A number of measures have been adopted both at the international as well as at national level at various points of time for ensuring a decent and dignified life and fair treatment to the citizenry in general and for addressing the key concerns of the employees engaged in various sectors and sub-sectors of the economy in particular. In the context of the employees, these measures mainly relate to terms and conditions of employment and social security. Some of these crucial measures include: Provisions contained in Universal Declaration of Human Rights (UDHR), 1948; Policy measures under the Constitution of India, 1950; Various Labour Legislations and the Regulations of the All India Council for Technical Education (AICTE), the apex level organization responsible and empowered for regulating the various aspects of technical educational institutions in India. The faculty members / teachers engaged in large number of private educational institutions in general and private engineering institutions in particular are also covered by many of these measures. The following sections provide an overview of these measures.

3.2 Universal Declaration of Human Rights (UDHR), 1948

Most of the employment rights, including the rights pertaining to conditions of work, service and social security enshrined in various labour and social security enactments emanate and in fact are aimed at translating into reality the broad policy perspective provided by UDHR (1948)[3]. Right from its inception, India has been a member of United Nations. It would therefore be quite appropriate to have a quick look at these broad policy parameters before going into the specificities of various aspects related to conditions of employment, work and service of faculty engaged in private engineering colleges. Out of the total 30 articles contained in UDHR, the following articles directly or indirectly relate to their concerns also:

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted to him by the constitution or by law.

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[3] UDHR was adopted and proclaimed by the General Assembly resolution of the United Nations on 10th of December, 1948

Article 22: Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25: Everyone has the right to standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of employment sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

A simple reading of the above Articles reveals that the provisions contained therein are quite relevant in the context of various categories of employees including faculty members engaged in private educational institutions also.

3.3 Constitution of India, 1950

The Constitution of India (1950), contains inter-alia a number of policy measures pertaining to various labour, employment and social security aspects of the workers and employees engaged in various sectors and sub-sectors of the economy. These measures find specific mentioned in the 'Preamble' of the Constitution, in Part-III dealing with 'Fundamental Rights' and Part-IV dealing with the 'Directive Principles' of the State Policy. The 'Preamble' highlights the core values cherished by the Constitution like: justice, equality of status and opportunity and human dignity etc., which are to be kept in mind in the governance of the country. These values will remain unfulfilled without properly addressing the various labour, employment and social security concerns of the workers and employees engaged in various sectors and sub-sectors of the economy.

The provisions dealing with 'Fundamental Rights' like 'Right to life and personal liberty' (Article 21) and 'Right against exploitation' (Article 23: Forced labour) indirectly relate to employees and workers also. 'Right to life' has been interpreted by the judiciary also to include, the right to the benefits of protective labour legislation. Similarly, the provisions of Part-IV such as Article 38, directing the state to secure social order for the promotion of welfare of the people, Article 39, containing principles of policy to be followed by the state and directing its policy towards securing to all its citizens inter alia the right to equal pay for equal work for both men and women, Article 42, aimed at securing just and humane conditions of work and maternity leave, Article 43, providing for living wage to all workers (employees), conditions of work ensuring a decent standard of life and full enjoyment of leisure also relate to faculty members engaged in private educational institutions.

3.4 Labour Legislations

A large number of labour and social security legislations have been enacted both by Central and State governments in India at various points of time. These legislations cover several labour welfare and social security aspects pertaining to employees and workers engaged in various sectors and sub-sectors of the economy. The following paragraphs provide an overview of the key labour and social security measures applicable to teachers (faculty) and non-teachers both engaged in private engineering institutions subject to fulfillment of certain conditions.

3.4.1 Employees' State Insurance (ESI) Act, 1948: The ESI Act provides for certain benefits to employees in case of sickness, maternity and employment injury. It applies to all establishments employing 20 or more employees and covers all employees drawing salary up to ₹15,000 per month. The Act provides for payment of contribution by employers and employees at the rate of 4.75% and 1.75% of wages / salary respectively. An employee covered under the Act is entitled to various benefits such as Medical benefits, Sickness benefits, Maternity benefits, Disablement benefits and Dependent benefits etc. The administration of various schemes / benefits under the Act is carried out through a network of Regional/ Sub-Regional/ Divisional Offices, Branch Offices, Pay Offices, Inspection Offices etc. Medical care under the Act is administered through a network of ESI Hospitals/ Dispensaries, diagnostic centers as well as through tie-up arrangements with super specialty hospitals in case of need. As regard sickness benefit, when insured person falls ill, he or she will not only get free medical aid but is also entitled to receive some sickness benefits for absence from duty on account of ill health. As far as the maternity benefit is concerned, a woman employee covered under the Act is entitled to get maternity benefit for a period of 12 weeks of which not more than 6 weeks can precede the expected date of confinement. In addition, if the confinement occurs at a place where facility for confinement is not available in the

ESI institutions at place of confinement, a woman or a man (in respect of his wife) insured under the Act is also entitled to get an amount of ₹2500/- as medical bonus for meeting confinement expenses. If an insured person gets injured during the course of work and becomes permanently or temporarily disabled he/she becomes entitled to get disablement benefit in the form of periodical cash installments so that there is a regular flow of income to the injured person as long as his/her disablement continues. Similarly, if an insured person is hurt during the course of his/her employment and dies, his/her dependents i.e. widow, legitimate or adopted sons and legitimate unmarried daughters become entitled to get a pension. The widow is entitled to get pension throughout her life or till her remarriage, each legitimate or adopted son till the age of 25 years and each legitimate unmarried daughter up to the age of 25 or until she marries, whichever is earlier. If the diseased employee has no wife and children, the benefit may go to his dependent parent or grandparents or other dependants whose income from all sources does not exceed such income and at such rates as may be decided by the ESI Court. As per the newly inserted section i.e. Section 51E in the Act by Employees' State Insurance (Amendment) Act, 2010, any accident happening while commuting to the place of work and vice versa shall be deemed to have arisen out of and in the course of employment subject to certain conditions. For effective delivery of various benefits under the Act, there is a provision for maintenance of various kinds of records and registers and furnishing returns to the ESI Corporation through the officers appointed by the corporation. Not extending the ESI benefits to the eligible beneficiaries under the ESI Act is an offence and attracts penalties both in terms of imprisonment or / an fine.

3.4.2 Employees Provident Fund and Miscellaneous Provisions (EPF&MP) Act, 1952: The EPF and MP Act, 1952 provides for compulsory Provident Fund, Pension Fund and Deposit Linked Insurance Fund in respect of the employees engaged in specified establishments engaging 20 or more persons. An establishment employing even less than 20 persons can be covered voluntarily under section 1(4) of the Act. The EPF scheme once applicable continues to apply even if the number of persons engaged in the establishment goes below 20. As per the scheme of the Act, any person employed for work by an establishment and drawing monthly salary/pay up to ₹6500/- per month is mandatorily to be covered under the Act and 'pay' for this purpose includes: basic wage with dearness allowance.[4] It is important to mention here that the proposal for increasing the existing ceiling of ₹6500/- to ₹15000/- has already been approved by Central Board of Trustees, the apex decision-making body of EPFO[5]. The membership of an eligible employee under EPF & MP Act is compulsory from the first day of his/her appointment,

[4] The relevant provision in this regard is contained in Section 2(f)(ii) and the explanation attached of the EPF Scheme, 1952

[5] This proposal was approved in the meeting of the CBT held on 5th February, 2014. It has also been approved by the cabinet on 28th February, 2014.

all the eligible employees in the establishment are to be extended the benefit of the Act. The general rate of contribution is 12% by both i.e. the employer and the employee. Out of employer's share of contribution 8.33% of pay is diverted towards Pension Fund and the balance is credited to member's provident fund account. Employee has got an option to contribute to PF at a higher rate than the statutory rate and also in excess of ₹6500/- per month. However, the employer has no obligation to contribute at the higher rate. The Provident Fund accumulations of the member earn interest calculated on monthly running balances. The members are informed of the balance of their Provident Fund accumulation every year through the Annual Statement of Accounts. Three schemes form part of the EPF & MP Act namely, the Employee's Provident Funds Scheme, 1952; the Employees' Deposit Link Insurance Scheme, 1976; and Employees' Pension Scheme, 1995. The three schemes taken together provide to the employees an umbrella for the rainy days in the shape of old age and survivorship benefits, a long term protection and security to the employee after his/her death to his / her family members, and timely full / partial advances including advances during sickness and for the purchase / construction of dwelling house during the period of membership. On retirement or on leaving service, the Provident Fund accumulations can be withdrawn in full. In case of premature death, the Provident Fund is payable to Nominee(s) or family members. A member of provident fund is also a member of Employees Deposits Linked Insurance Scheme. In case of death of an employee while in service, insurance benefit is payable to the nominee / family members. A member of Provident Fund also acquires membership under pension scheme. The pension benefit is not related to the quantum of contribution paid. Pension is based on age, wage and service of an employee at the time of his/her leaving service. As per one of the recent government decision, with effect from 1st April 2014, the minimum monthly pension for the employees having coverage under the EPF & MP Act has been fixed at the rate of ₹1000 per month. (The payment of Pension is guaranteed and assured even in cases where the employer fails to deposit the pension contributions).

It is pertinent to mention in this context that there is one more pre-independence legislation relating to provident fund i.e. the Provident Funds Act, 1925. The same is applicable even now. Like EPF & MP Act, 1952 this Act is also contributory in nature, in which the employer and employees both have to contribute the specified percentage of their salary towards the fund. The peculiarity of this legislation is that from the very beginning it had specific applicability to teachers in educational institutions; it does not have any monetary ceiling for the purpose of coverage. The coverage of this legislation was extended to non-teachers as well employed in educational institutions or bodies existing solely for educational purposes by insertion of the relevant provision by the A.O. (Assembly Order) 1937 by way of substituting the word 'teachers' by

'persons'. Most of the government; semi-government; autonomous; aided educational institutions; universities and colleges etc. in the country have constituted provident funds under this legislation.

3.4.3 The Maternity Benefit Act, 1961: This Act seeks to regulate the employment of women in certain establishment for certain periods before and after child birth and to provide maternity benefit and certain other benefits to women workers/ employees. This Act is applicable to every establishment including shops and commercial establishments employing 10 or more persons excluding the establishments covered under the Employees State Insurance Act, 1948. As per this Act, no woman can be compelled or allowed to work during six weeks immediately after the day of her delivery, miscarriage or medical termination of pregnancy. Further, during one month before the expected date of delivery she is not to be engaged on work of arduous nature or which involves long hours of standing or which in any way is likely to interfere with her pregnancy. In addition, every pregnant woman having coverage under the Act is entitled to 12 weeks maternity leave at the rate of her wage / salary provided she has worked minimum 80 days in the establishment during the preceding 12 months. There is also a provision under the Act for leave for miscarriage or medical termination of pregnancy (six weeks paid leave after abortion), leave for tubectomy operation (two weeks paid leave immediately after operation) and leave for illness during pregnancy or tubectomy (one month additional paid leave). The Act also provides for payment of medical bonus of an amount of ₹3500 (at present) to the woman employee/worker if no prenatal and postnatal care is provided free of charge. As per the Act, failure on the part of the employer to provide maternity benefit / payment of medical bonus or discharge / dismissal during the absence of the woman on account of maternity is punishable and attracts penalty both in terms of fine or /and imprisonment.

3.4.4 Payment of Gratuity Act, 1972: The Payment of Gratuity Act provides for payment of gratuity to employees employed in establishments engaging 10 or more persons at the time of termination of employment on account of superannuation, retirement or resignation or death or disablement due to accident or disease subject to completion of five years of continuous service in the establishment. The Act provides that for the purpose of calculation of gratuity, the period in excess of six months is to be rounded off to 1 year. The Act also provides that the completion of five years of continuous service is not necessary where the termination of employment of the employee takes place due to death or disablement. As per the Act, an employee is entitled to receive gratuity at the rate of 15 days salary for every completed year of service subject to a maximum amount of ₹10 lakh (the maximum ceiling under the Act at present) and the formula for calculation of gratuity is as under:

Gratuity Payable = (Last monthly salary / 26) x 15 x Number of years of service

The employer is duty bound under the Act to arrange to pay the amount of gratuity within 30 days from the date it becomes payable to the person. If the amount of gratuity is not paid within the specified period of one month, the employer has to pay from the date on which gratuity becomes payable to the date on which it is paid, simple interest at such rate not exceeding the rate notified by the Central Government from time to time for repayment of long term deposits. Under the Act, every employer other than an employer or an establishment belonging to or under the control of the Central Government or a State Government is duty bound to obtain an insurance in the manner prescribed for his liability for payment towards gratuity under this Act from the Life Insurance Corporation or any other prescribed insurer. The Act clearly mentions that the provisions of this Act or any rule made under this Act shall have overriding effect in case of any inconsistency with any of the provisions contained in any other enactment or any instrument or contract having similar purpose. The gratuity payable to employee is not liable to attachment in execution of any decree or order of any civil, revenue or criminal court. As per the Act, any failure on the part of the employer in payment of gratuity is punishable and attracts penalty both in terms of fine or /and imprisonment.

3.4.5 Equal Remuneration Act, 1976: The objective of this Act is to provide equal remuneration to both men and women who are employed for doing the same work or work of a similar nature. Discrimination in payment of remuneration on the basis of sex of worker / employee is prohibited. According to the Act if men and women perform same work or work of similar nature they are entitled to get similar remuneration. The term '*remuneration*' has been defined under the Act to mean basic wage or salary and any additional emoluments whatsoever payable either in cash or in kind to a person in respect of employment or work done in such employment if the terms of employment express or implied were fulfilled. The Act provides for strict penalty for any failure / omission or commission on the part of the employer in violation the provisions of the Act by the employer.

3.5 Guidelines of Supreme Court in Unnikrishnan Case (1993)[6]

In this landmark decision of the Supreme Court of India, one of the important issues for consideration was whether private aided recognized / affiliated educational institutions are bound by government rules and regulations inter-alia in terms om f recruitment and conditions of service etc. of teachers and other staff engaged in such institutions. It was to be

[6] J.P.Unni Krishnan And Ors etc.. vs State of Andhra Pradesh And Ors. 1993 AIR 2178, 1993 SCR (1) 594

decided further whether private recognized / affiliated institutions are obliged to act fairly consistent with Article 14 and 15 and in accordance with conditions of grant of recognition and affiliation. The court in this case categorically held that as conditions of grant of aid to such institutions were governed such rules and regulations and that private institutions receiving aid were obliged to act fairly in consonance with various fundamental rights as well as regulations framed by the government and/or recognizing and affiliating authorities inter-alia in the matter of recruitment of teachers and staff and other conditions of service. The court further observed that the reason for the same was quite simple: public grants, when given as grant and not as loan carry the public character wherever they go; public funds cannot be donated for private purposes. The element of public character necessarily means a fair conduct in all respects consistent with constitutional mandate of Article 14 and 15. The court observed that in view of these facts all the government and other authorities in charge of granting aid to such institution shall expressly provide for such conditions (among others), if not already provided and shall ensure compliance with the same. It observed that educational institutions may be aided as well as un-aided. Aid given by the, Government may be cent per cent or partial. So far as aided institutions are concerned, it is evident, they have to abide by all the rules and regulations as may be framed by the Government and/or recognizing / affiliating authorities in the matter of recruitment of teachers and staff, their conditions of service….

3.6 The Educational Tribunals Bill, 2010

On May 3rd, 2010 the Ministry of Human Resource Development introduced in Lok Sabha the Educational Tribunals Bill, 2010.[7] This bill sought to set up Educational Tribunals at the National and State level inter-alia to adjudicate disputes related to service matters pertaining to teachers and other employees engaged in higher educational institutions. The bill had the provision of adjudication of the disputes by the State tribunals and appellate jurisdiction of the National Tribunal on the orders of the State Tribunals. The tribunals envisaged under the bill were quite high powered in terms of composition and the powers vested in them.

These tribunals were to be composed of judicial, academic and administrative members and to be headed by judicial member. As regards the eligibility for appointment as Chairpersons of these tribunals, the bill provided that the Chairman of the State Education Tribunal shall be a current or former judge of High Court and that of

[7] The bill was referred to the Standing Committee on Human Resource Development (Chair Person Shri Oscar Fernandes on May 14th, 2010). The Committee submitted its report on August 20, 2010

the National Educational Tribunal, a current or former judge of the Supreme Court to be appointed in consultation with the Chief Justice of India. As regards other members of the tribunal, the bill provided that in addition to Chairperson, the State Educational Tribunal would have 2 other members (one of whom should be a woman) who shall be at least 55 years old with knowledge and experience in higher education or public affairs for 20 years and who has been the Vice Chancellor or the Chief Secretary in the state government. Similarly, the bill provided that the National Educational Tribunal, in addition to Chairperson would have 8 other members (2 judicial, 3 academic and 3 administrative). It provided that the academic and administrative member shall be at least 55 years old with experience in higher education or public affairs for 25 years. An academic member shall be a current or former Vice Chancellor or Director of an Institution of national importance. As regards the administrative member, it was provided that he / she should be current or former Secretary in government of India. There was a provision under the bill to treat the order of this tribunal as decree of Civil Court. It further provided that if the orders of the National or State Tribunal were not complied with, the person responsible for non-compliance of the orders shall be liable to imprisonment extendable up to three years or fine up to `10 lakhs or both. However, unfortunately this bill with all its noble intentions could not take the shape of an Act.

3.7 AICTE Guidelines

The All India Council for Technical Education (AICTE) was initially constituted in 1945 as an advisory body in various matters relating to technical education. It was granted the status of a statutory body through the All India Council for Technical Education Act, 1987. It was established inter-alia with a view to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith. In the exercise of its power under the AICTE Act, 1987, the AICTE has formulated a number of guidelines and regulations from time to time for regulating various aspects pertaining to the institutions engaged in imparting technical education in the country. From the view point of the focus of this study, the most important of these guidelines and regulations are the *AICTE (Pay Scales, Service Conditions and Qualifications for the Teachers and other Academic Staff in Technical Institutions (Degree) Regulations 2010); AICTE (Career Advancement Scheme for the Teachers and other Academic Staff in Technical Institutions' (Degree) Regulations, 2012) and AICTE (Grant of Approvals for Technical Institutions' Regulations, 2012)*. The following sections provide an overview of the key aspects covered by these regulations.

3.7.1 Faculty Designations and Conditions for Appointment as Professor: These guidelines provide that there shall be only three designations in respect of faculty / teachers in universities and colleges (engaged in technical education), namely, Assistant Professors, Associate Professors and Professors. Guidelines further provide that no one shall be eligible to be appointed, promoted or designated as Professor, unless he or she possesses a Ph.D. degree and satisfies other academic conditions, as laid down by the AICTE from time to time. This shall, however, not affect those who are already designated as 'Professor'.

3.7.2 Pay Scales and Career Advancement: As per these guidelines the pay of faculty in technical institutions shall be fixed according to their designations in two pay bands of `15600-39100 and `37400-67000 with appropriate "*Academic Grade Pay*" (AGP in short). Each Pay Band shall have different stages of Academic Grade Pay in order to ensure that teachers covered under this Scheme, subject to other conditions of eligibility being satisfied have multiple opportunities for upward movement during their career. Designation wise more specifically details in this regard are as follows:

i) Assistant Professors: As per these regulations (i) Persons entering the teaching profession in technical institutions shall be designated as Assistant Professors and shall be placed in the Pay Band of `15600-39100 with AGP of `6000. Lecturers already in service in the pre-revised scale of `8000-13500, shall be re-designated as Assistant Professors with the said AGP of `6000. (ii) An Assistant Professor with completed service of 4 years, possessing Ph. D. Degree in the relevant branch / discipline shall be eligible, for moving up to AGP of `7000. (iii) Assistant Professors possessing Master's degree in the relevant branch / discipline as defined for technical education shall be eligible for the AGP of `7,000 after completion of 5 years service as Assistant Professor. (iv) Assistant Professors who do not have Ph.D. or a Master's degree in the relevant branch / discipline of a program shall be eligible for the AGP of `7,000 only after completion of 6 years of service as Assistant Professor. (v) The upward movement from AGP of `6000 to AGP of `7000 for all Assistant Professors shall be subject to their satisfying other conditions as laid down by AICTE. (vi) The post of Lecturer (senior scale) (i.e. the pre-revised scale of `10,000-15200) shall be re-designated as Assistant Professor, and shall be fixed at the appropriate stage in Pay Band of `15600-39100 based on their present pay, with AGP of `7000.

ii) Associate Professors (i) Assistant Professors with completed service of 5 years at the AGP of `7000 shall be eligible, subject to other requirements laid down by the AICTE, to move up to the AGP of `8000. (ii) Posts of Associate Professor shall be in the Pay Band of `37400-67000, with AGP of `9000.

Directly recruited Associate Professors shall be placed in the Pay Band ' of `37400-67000 with an AGP of `9000, at the appropriate stage in the Pay Band in terms of the conditions of appointment. (iii) Incumbent Lecturers (Selection Grade) who have completed 3 years in the pre-revised pay scale of ` 12000-18300 on 1.1.2006 shall be placed in Pay Band of `37400-67000 with AGP Pay of ` 9000 and shall be re-designated as Associate Professor. (iv) Incumbent Lecturers (Selection Grade) who had not completed three years in the pay scale of ` 12000-18300 on 1.1.2006 shall be placed at the appropriate stage in the Pay Band of `15600-39100 with AGP of `8000 till they complete 3 years of service in the grade of Lecturer (Selection Grade), and thereafter shall be placed in the higher Pay Band of `37400-67000 and accordingly re-designated as Associate Professor. (iv) Lecturers (Selection Grade) in service at the time of implementation of these regulations shall continue to be designated as Lecturer (Selection Grade), as the case may be, until they are placed In the Pay Band of `37,400-67000 and re-designated as Associate Professor in the manner described in (iii) above. (v) Assistant Professors completing 3 years of teaching in the AGP of `8000 shall be eligible, subject to other conditions, that may be prescribed by AICTE as applicable, to move to the Pay Band of `37400-67000 with AGP of `9000 and to be designated as Associate Professor.

iii) Professors: These guidelines provide that (i) Associate Professor completing 3 years of service in the AGP of `9000 and possessing a Ph.D. degree in the relevant discipline shall be eligible to be appointed and designated as Professor, subject to other conditions of academic performance as laid down by the AICTE. However, no teacher other than those with a Ph.D. shall be promoted, appointed or designated as Professor. The Pay Band for the post of Professors shall be `37400-67000 with AGP of `10000. (ii) The pay of a directly recruited Professor shall be fixed at a stage not below `43000 in the Pay Band of `37400-67000, with the applicable AGP of `10000. (iii) Ten percent of the posts of Professors in a AICTE approved Institution shall be in the higher AGP of `12000. However, teachers appointed to the posts shall continue to be designated as Professor. (iv) Eligibility for appointment as a Professor in the higher Academic Grade Pay shall be as may be laid down by the AICTE, and such eligibility conditions shall, inter alia, include publications in peer reviewed/ refereed Research Journals, and the requirement of at least 10 years of teaching as Professor and post-doctoral work of a high standard. No person appointed directly as Professor in the AGP of `12000 shall be fixed at a stage less than `48,000 along with the AGP.

3.7.3 Eligibility Conditions in respect of Direct Recruitment at the level of Associate Professor and Professor: For initial direct recruitment at the level of Associate Professors and Professors, the eligibility conditions in

respect of academic and research requirements shall be as may be or have been prescribed by the AICTE, through Regulations and as may be laid down by the AICTE.

3.7.4 Award of advance increments and advancements to higher grade pay: These regulations also provide for (i) The discretionary award of advance increments for those who enter the profession as 'Associate Professors' or 'Professors' with higher merit, high number of research publications and experience at the appropriate level. The same shall be within the competence of the appropriate authority of the concerned University or recruiting institution while negotiating with individual candidates in the context of the merits of each case, taking into account the pay structure of other teachers in the faculty and other specific factors. (ii) All advancements to higher grade pays in various cadres will be effected subject to completion of two AICTE approved refresher programs of not less than two weeks duration each and two one week each Technical Education Quality Improvement Programme (TEQIP).

3.7.5 Incentives for Ph.D./M.Tech. and other higher Qualification: These regulations also provide that (i) Five non-compounded advance increments shall be admissible at the entry level of recruitment to persons possessing the degree of Ph.D. awarded in the relevant discipline by a university following the process of registration, course-work and external evaluation as prescribed by UGC. (ii) M.Phil degree holders at the time of recruitment to the post of lecturer shall be entitled to two non-compounded advance increments. (iii) Those possessing Post Graduate degree in a professional course such as M.Tech. in relevant branch / discipline recognised by a statutory University shall also be entitled to 2 non-compounded advance increments at the entry level. (iv) Teachers who complete their Ph.D. degree while in service shall be entitled to three non-compounded increments if such Ph.D. is in the relevant branch / discipline and has been awarded by a university complying with the process prescribed by the UGC for enrolment, course-work and evaluation etc. (v) However, teachers in service who have been awarded Ph.D. at the time of coming into force of this Scheme or having been enrolled for Ph.D. have already undergone course-work, If any, as well as evaluation, and only notification in regard to the award of Ph.D. is awaited, shall also be entitled to the award of three non-compounded increments even If the university awarding such Ph.D. has not yet been notified. (vi) Teachers in service who have not yet enrolled for Ph.D. shall therefore derive the benefit of three non-compounded increments on award of Ph.D, while in service only if such enrolment is with a university recognized by UGC. (vii) Teachers who acquire M.Phil. degree or a M.Tech degree in a relevant Branch / discipline recognised by

a Statutory University while in service, shall be entitled to one advance increment. (viii) Not withstanding anything in the foregoing clauses, those who have already availed the benefits of advance increments for possessing Ph.D / M. Tech, at the entry level under the earlier scheme shall not be entitled to the benefit of advance increments under this Scheme. (ix) For posts at the entry level where no such advance increments were admissible for possessing Ph.D / M. Tech, under the earlier scheme, the benefit of five advance increments for possessing Ph.D./ M. Tech, shall be available to only those appointments which have been made on or after the coming into force of this Scheme.

3.7.6 Other terms and conditions

a) Pay fixation and Increments: The regulation provide that the 'pay fixation formula' recommended by 6th Central Pay Commission as accepted by the Central Government shall be adopted for Technical teachers. With regard to increments, the regulation provides that (i) Each annual increment shall be equivalent to 3% of the sum total of pay in the relevant Pay Band and the AGP as applicable for the stage In the Pay Band. (ii) Each advance increment shall also be at the rate of 3% of the sum total of pay in the relevant Pay Band and the AGP as applicable and shall be non-compoundable. (iii) The number of additional increment(s) on placement at each higher stage of AGP shall be as per the existing scheme of increment on promotion from lower Pay Scale to higher Pay Scale.

b) Allowances: With regard to allowances the regulation provide that (i) Allowances such as Leave Travel Concession, Children's Education Allowance, Transport Allowance, House Rent Allowance, Travelling Allowance, Dearness Allowance and Area based Special Compensatory Allowance etc. as applicable to teachers shall be at par with those accepted by the Central Government for Central Government employees on the recommendations of 6th Central Pay Commission and shall be applicable from 1.09.2008. (ii) For Technical teachers in AICTE approved Institutions, the rates of allowances as applicable to Central Government Group 'A' employees shall be adopted. (iii) Teachers in AICTE approved Institutions, with visual, orthopedic, hearing or other disabilities under the provisions of 'Persons with Disabilities (Protection of Rights, Equal Opportunities and Full Participation) Act, 1995' shall be entitled to twice the normal rate of transport allowance as accepted by the Central Government on the recommendations of 6th CPC for Central Government Employees with disabilities.

c) Study Leave: For encouraging teachers entering service without Ph.D. or higher qualification, the AICTE regulations also envisage the revision in

AICTE guidelines in respect of granting study leave with pay for acquiring Ph.D. in the relevant disciplines while in service at the earliest rather than at a later stage of the career by relaxing the number of years to be put in after entry keeping in mind the availability of vacant positions for teachers in technical institutions.

d) Sabbatical Leave: To encourage interface between technical education and industry, the guidelines also envisage that a faculty member in an engineering college should be given a sabbatical leave for six months for working in an industry after the completion of six years of teaching. Such leave, however, shall be available to a teacher only twice in his/her teaching career.

e) Research Promotion Grant: AICTE regulations also envisage a scheme with suitable guidelines for providing appropriate 'start up grants' to teachers for taking up research in all disciplines including basic science research as recommended by 'Prof. M.M. Sharma Committee on Strengthening of Basic Science Research' (2005).

f) Age of Superannuation: (i) In order to meet the situation arising out of shortage of teachers in technical institutions and the consequent vacant positions therein, the age of superannuation for teachers in technical institutions has been enhanced to sixty five years, vide the Department of Higher Education letter No.F.No.l-19/2006-U.II dated 23.3.2007, for those involved in class room teaching in order to attract eligible persons to the teaching career and to retain teachers in service for a longer period. (ii) Subject to availability of vacant positions and fitness, teachers are entitled to be reemployed on contract appointment beyond the age of sixty five years up to the age of seventy years. As per the regulations the Re-employment beyond the age of superannuation shall, however, be done selectively, for a limited period of 3 years i.e. the first instance and then for another further period of 2 years purely on the basis of merit, experience, area of specialization and peer group review and only against available vacant positions without affecting selection or promotion prospects of eligible teachers.

g) Pension: In this regard the regulations provide that for teachers in AICTE approved institutions in receipt of pension, the Central Government rules for pension and gratuity as applicable to Central Government employees shall be applicable.

h) Family Pension: In this regard the regulations provide that the family pension facilities as approved by the Central Government in respect of Central Government Employees on the recommendations of Sixth CPC shall be available to teachers in Technical Institutions who are eligible for

such Pension at present. **(i) Additional Quantum of Pension to senior pensioners:** The regulations provide that the facility of additional quantum of pension accepted by the Central Government on the recommendation of 6th CPC for senior pensioners of the Central Government shall be extended to persons who are or were in teaching and other cadres on attaining the age of eighty years if they are already in pension scheme in AICTE approved institutions. **(ii) Gratuity and Encashment of Leave:** The regulations provide that the facilities of gratuity and encashment of leave accepted by the Central Government on the recommendation of 6th CPC for Central Government employees shall be extended to teachers in AICTE approved Technical institutions. **(iii) Ex-Gratia Compensation:** The regulations provide that the families of teachers who die in performance of their bona fide duties shall be compensated in the same manner as similarly placed families of Central Government Employees.

i) Consultancy Assignments: AICTE guidelines also envisage consultancy assignments for faculty engaged in private technical institutions on revenue sharing basis between institutions and consultant teachers as prevalent in the Indian Institutes of Technology, Indian Institutes of Management and other institutions.

j) Grant for Professional Development: The regulations also envisage a one-time start up grant of ₹2 lakh for professional development to new faculty entrants and existing faculty members for purchase of computers, teaching material including books, research aids and office furnishings etc. The regulations also provide for giving to all teachers a grant up to ₹ 2 lakh on reimbursement basis for a period of three years towards acquiring the membership of Professional Societies and for participating in national / international conferences / workshops etc. The regulations provide for extending this scheme to all technical Institutions coming under the purview of State legislatures, provided State Governments wish to adopt and implement the Scheme subject to fulfillment of certain terms and conditions.

3.7.7 Ratio of Professors, Associate Professors and Assistant Professors: With regard to ratio of Professors, Associate Professors and Assistant Professors, the regulations provide that posts of Professors shall be created in under-graduate (UG) institutions as well as in post-graduate (PG) institutions. The ratio of Professors to Associate Professors to Assistant Professors in a UG College shall be in the ratio, ordinarily of 1:2:6. The ratio of Professors to Associate Professors and / or Assistant Professor in a PG College shall be in the ratio ordinarily of 1:2.

3.7.8 Punitive action for Violation of AICTE Regulations: In addition to the above aspects covered by these regulations, the AICTE (Grant of Approvals for Technical Institutions) Regulations, 2012 also provide for punitive action to the extent of withdrawal of approval of the institution in case of violation of various AICTE Regulations inter-alia Non fulfillment

in Faculty: Student ratio, not adhering to pay-scales and / or qualifications prescribed for teaching staff for more than the prescribed period[8].

3.8 Role of AICTE vis-à-vis Universities

It is pertinent to mention in the context of AICTE Regulations, the recent debate in the Supreme Court over the role of AICTE vis-a-vis Universities. The Hon'ble Supreme Court of India in one of its recent judgements dated April 25, 2013 in Civil Appeal No. 1145 of 2004, *Association of Management of Private Colleges Vs. All India Council for Technical Education and Others* held that the role of AICTE vis-à-vis universities was only advisory, recommendatory and one of providing guidance and it has no authority empowering it to issue or enforce any sanctions by itself. This particular judgement came in the context of MBA programmes. The court in this case held that only MCA fell under the definition of technical education. The approval of AICTE is not required to obtain permission and run MBA courses by private institutions since it does not fall under the definition of technical education. The court in this case further observed that AICTE is supposed to regulate stand-alone technical institutions. However, it has taken upon itself the right to cover colleges and universities which were specifically excluded from its scope within the AICTE Act. Later in the last week of May 2013 the HRD Ministry cleared a proposal to bring an ordinance seeking to restore the powers of AICTE. The proposed ordinance aimed at stopping mushrooming of institutes offering management programmes and at rectifying the anomalies by redefining technical education and making clear mention of institutes and universities or courses in the university which required the priors AICTE approval.

3.9 Conclusion

The above elaboration clearly reveals that we have in our country a host of regulatory measures for addressing the various labour, employment and social security concerns of the faculty engaged in large number of private engineering institutions. However, still there is a need of strengthening these measures as well as of effective implementation of such measures.

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[8] The period prescribed for attracting punitive action under these regulations is more than 18 months.

Chapter - 4

Profile of the Colleges and the Respondents

4.1 The Colleges

The colleges / institutions covered under the study capture almost each and every possible aspect to make the selection as representative as possible of the universe i.e. private engineering colleges. The key aspects taken into account for this purpose include: Period of establishment, Faculty strength, status of college in terms of degree offered (UG/PG), Student intake capacity and Number of branches of engineering available at UG/PG level etc. Other major aspects in this context include: Ratio of male-female faculty and the permanent & temporary / adhoc faculty. The following sections provide the details with regard to the same.

4.1.1 Profile of the colleges in terms of period of establishment: There were very limited private engineering colleges in the country till 1980. The decade of 80s witnessed the establishment of large number of private engineering colleges in various parts of the country. However, most of the private engineering colleges in India have been established after the initiation of the new economic policy in 1991 and there has been a continuous increase thereafter. This aspect has been duly taken care of in selecting colleges selected under the study. The following table presents a clearer view of the colleges selected.

Table 4.1
Profile of Colleges in Terms of Period of Establishment

Period of Establishment	Number of Colleges					Percentage	Cum. Per.
	U.P	M.P.	Maharashtra	Karnataka	Total		
Till 1980	0	1	1	2	**04**	6.9	**6.9**
1981-1985	0	0	6	0	**06**	10.3	**17.2**
1986-1990	1	0	1	0	**02**	3.4	**20.6**
1991-1995	3	1	3	0	**07**	12.2	**32.8**
1996-2000	4	2	1	7	**14**	24.1	**56.9**
2001-2005	1	4	4	5	**14**	24.1	**81.0**
2005 Onwards	5	4	0	2	**11**	19	**100**
Total	**14**	**12**	**16**	**16**	**58**	**100**	**-**

Source: Field Survey, 2013

Almost 7% of the colleges have been selected from the colleges established till 1980, almost 14% from the ones established in the decade of 80s, over

36% from the colleges established during 1991-2000 and the remaining 43% colleges established in the post 2000 period. Out of this 19% colleges are from the categories of colleges established after the year 2005.

4.1.2 Profile of colleges in terms of college type: The engineering colleges covered under the study represent all existing types and varieties in terms of management and source of fund. The various types of existing private engineering colleges in the states covered under the study include: Private Government Aided Colleges, Private Unaided Colleges run by Trust, Unaided Linguistic Minority Colleges, Unaided Religious Minority Colleges and privately run Unaided Colleges. The following table provides the description of various types of colleges covered under the study.

Table 4.2
Classification of Colleges Selected as per College Type

Name of the State	Govt. Aided	PUA Run by Trust	UA Linguistic Minority	UA Religious Minority	PUA	Total
Uttar Pradesh	00	02	00	00	12	**14**
Madhya Pradesh	01	00	00	00	11	**12**
Maharashtra	00	02	04	01	09	**16**
Karnataka	00	00	00	00	16	**16**
Total	**01**	**04**	**04**	**01**	**48**	**58**

Note: PUA – Private Unaided, UA - Unaided

It is pertinent to mention in this context that the proportion of government aided colleges is very limited and most of the colleges are private unaided colleges. Some states also have the colleges were run by trust or society. Similarly some states also have unaided linguistic minority and unaided religious minority colleges. However most of the private engineering colleges in most of the states are private unaided colleges. Accordingly, colleges from various types have been selected almost in proportion to the existing colleges in that category.

4.1.3 Profile of colleges in terms of per college faculty strength: The private engineering colleges in the country have a wide variation in terms of overall faculty strength depending upon the level of degree offered and branches available in the college. In the colleges selected under the study there was found to be an extremely wide variation ranging from the faculty strength of just 15 (M.P) to 375 (Karnataka) with an average of 124 faculty per college. The following table provides a clearer view about the same.

Table 4.3
Profile of Colleges in Terms of Per College Faculty Strength

Range of faculty strength	Number of Colleges					Percentage	Cum. Per.
	U.P.	M.P.	Maharashtra	Karnataka	Total		
Upto 50	3	1	1	1	**06**	10.3	**10.3**
51-100	5	4	5	4	**18**	31.1	**41.4**
101-150	3	4	7	7	**21**	36.2	**77.6**
151-200	2	2	2	2	**08**	13.8	**91.4**
201-250	1	1	1	1	**04**	6.9	**98.3**
Above 250	0	0	0	1	**01**	1.7	**100**
Total	14	12	16	16	58	100	-

Source: Field Survey, 2013

The above table reveals that almost 2/3rd of the colleges (67.3%) are in the cohort of the faculty strength of 51-100 (31.1%) and 101-150 (36.2%). The second largest proportion is in the cohort of the faculty strength of 151-200. There is also a substantial proportion of colleges having faculty strength upto 50. However, the proportion of colleges having faculty strength above 250 is quite negligible.

4.1.4 State wise strength of faculty in colleges selected under the study: The following table provides a state wise picture of minimum, maximum and average strength of faculty in colleges selected under the study.

Table 4.4
State Wise Distribution of Faculty in the Colleges Covered under the Study

State	Total Strength	Per College Average Strength	Minimum Strength	Maximum Strength
U.P.	1537 (14)*	110	35	250
M.P.	1532 (12)*	128	15	250
Maharashtra	1952 (16)*	122	50	250
Karnataka	2192 (16)*	137	47	375
Total	**7213 (58)***	**124**	**15 (M.P)**	**375 (Karnataka)**

Source: Field Survey, 2013

* Numbers in parentheses indicate the total number of private engineering colleges selected under the study

The above table reveals that there was not much state wise variation in the colleges in terms of average faculty strength. However, there was a substantial variation in terms of state wise minimum and maximum faculty strength.

4.1.5 Profile of the colleges in terms of courses offered and branches available: Out of the colleges selected under the study 57% offered only UG course and the remaining 43% offered UG and PG courses both. The analysis in this regard reveals that in Maharashtra and Karnataka the proportion of colleges offering UG and UG & PG courses both is almost equal. On the contrary in the state of M.P. a large number of colleges have only UG course.

Table 4.5
Profile of the Colleges Covered in terms of Degrees (UG /PG) Offered

Level of Course Offered	Number of Colleges				Total
	U.P	M.P.	Maharashtra	Karnataka	
Only UG	09	08	08	08	**33(56.9%)**
UG & PG Both	05	04	08	08	**25(43.1%)**
Total	**14**	**12**	16	16	58(100%)

Source: Field Survey, 2013

As regards the number of branches of engineering available under UG and PG courses, the analysis of data reveals that at the UG level, more than 2/3rd of the colleges (68.9% to be more precise) were having 4-6 branches. The following table presents a clearer picture of the same.

Table 4.6
Profile of Colleges in Terms of Number of Branches Available at UG Level

Range of Branches	Number of Colleges					Percentage	Cum Per.
	U.P	M.P.	Maharashtra	Karnataka	Total		
Upto 3	00	00	01	02	**03**	**5.2**	**5.2**
4-6	10	11	10	9	**40**	**68.9**	**74.1**
7-9	04	01	04	02	**11**	**19**	**93.1**
10-12	00	00	01	02	**03**	**5.2**	**98.3**
Above 12	00	00	00	01	**01**	**1.7**	**100**
Total	**14**	**12**	**16**	**16**	58	100	-

Source: Field Survey, 2013

Some of the major branches available in these colleges included: Mechanical Engineering, Electrical Engineering, Computer Science and Engineering, Civil Engineering, Information Technology, Electronics and Communication Engineering etc.

So far as the number of branches of engineering available at PG level is concerned the analysis of data reveals that there was a wide variation in this regard from colleges offering 1-14 branches per college with an average of 3 branches per college. The following table seeks to present a more vivid picture in this regard.

Table 4.7
Profile of Colleges in Terms of Number of Branches Available at PG Level

Number of Branches	Number of Colleges					Percentage	Cum. Per.
	U.P	M.P.	Maharashtra	Karnataka	Total		
1	1	2	1	0	**04**	**16**	**16**
2	1	1	1	1	**04**	**16**	**32**
3	1	0	5	1	**07**	**28**	**60**
4	2	0	1	1	**04**	**16**	**76**
5	0	0	0	1	**01**	**04**	**80**
Above 5	0	1 (14 Branches)	0	4 (7,7,12&14 Branches)	**05**	**20**	**100**
Total	**05**	**04**	**08**	**08**	**25**	**100**	**-**

Source: Field Survey, 2013

The above table reveals that 32 % of the colleges were offering 1-2 branches each, 28% offering 3 branches each, and remaining 40% colleges had the provision of offering courses in more than 3 branches at the PG level. The analysis of the table reveals that 20% of the colleges had the provision of offering more than 5 branches.

As regards the state wise averages in terms of number of branches at UG and PG level, the following table provides a picture of the same.

Table 4.8
State Wise Average Number of Branches Available at UG & PG Level

Courses Offered	Average Number of Branches				Total
	U.P	M.P.	Maharashtra	Karnataka	
Only UG	5.7	5.3	4.8	6.6	**5.6**
PG	2.8	4.8	2.8	6.8	**3.00**

Source: Field Survey, 2013

The above table reveals that in all the average number of branches at the PG level was almost half of the branches at UG level. The analysis of the table reveals that Karnataka was offering the maximum number of average branches per college both at UG and PG level. The analysis of the table further reveals that Karnataka had the provision of offering PG courses in more than double the branches available in U.P. and Maharashtra.

4.1.6 Profile of the colleges in terms of intake capacity at (UG & PG) level:
The colleges covered under the study had a wide variation in terms of per college students intake capacity ranging from 180 (Maharashtra) to 1338 (U.P.) with an overall average (all the four states) of 505 students. The following table provides the state wise as well as the overall picture in this regard.

Table 4.9
Profile of the Colleges Covered in terms of Intake Capacity at UG & PG Level

Range of Intake Capacity	Number of Colleges					Percentage	Cum. Per.
	U.P	M.P.	Maharashtra	Karnataka	Total		
Upto 200	00	00	01	00	**01**	**1.7**	**1.7**
201-400	06	05	08	06	**25**	**43.1**	**44.8**
401-600	01	06	05	03	**15**	**25.9**	**70.7**
601-800	04	01	02	03	**10**	**17.3`**	**88**
801-1000	01	00	00	01	**02**	**3.4**	**91.4**
Above 1000	02	00	00	03	**05**	**8.6**	**100**
Total	**14**	**12**	**16**	**16**	**58**	**100**	**-**

Source: Field Survey, 2013

The above table reveals that the maximum proportion of the colleges (above 43%) in terms of student intake capacity was in the cohort of 201-400. It further reveals that around 29% of the colleges had the intake capacity of more than 600 students out of which 12% of the colleges had even the intake capacity of more than 800 students.

As regards the state wise comparison in terms of student intake capacity, the analysis of the data reveals that there was not much variation in the states selected under the study. The same varied from 180-300. The following table provides a clearer picture with regard to the state wise comparison in this regard.

Table 4.10
Profile of the Colleges in Terms of Minimum, Maximum and Average Students Intake

State	Average Intake	Minimum Intake	Maximum Intake
Uttar Pradesh	593	240	1338
Madhya Pradesh	384	240	633
Maharashtra	392	180	658
Karnataka	631	300	1086
Overall Picture	**505**	**180(Maharashtra)**	**1338(U.P)**

Source: Field Survey, 2013

The table clearly reveals that there was a very wide variation in terms of maximum student intake capacity ranging from 633 in case of M.P to 1338 in case of U.P which comes to more than double the maximum student intake in M.P. The analysis of the table further reveals that in M.P. and Maharashtra had an almost equal maximum student intake.

4.1.7 Profile of the colleges in terms of male - female ratio of faculty: There was a wide variation across the states selected under the study in terms of ratio of female faculty per 100 male faculty. The analysis of the data in this regard reveals that while the state of U.P. had only 52 female faculty per 100 male faculty, in Maharashtra the ratio was 145 female faculty per 100 male faculty. Karnataka ranked 2nd in terms of female faculty per 100 male faculty.

Table 4.11
Male and Female Ratio of Faculty Engaged in Colleges

State	Females per 100 Males	Avg. number of Male faculty per college	Avg. number of female faculty per college
U.P	52	72	38
M.P.	64	78	50
Maharashtra	145	50	72
Karnataka	81	76	62
Total	**83**	**68**	**56**

Source: Field Survey, 2013

The above table clearly reveals that while U.P. had the average number of 72 male faculty per college, in the state of Maharashtra it was just the reverse. The table further reveals in all (all the four states taken together) the ratio of female faculty was 83 per 100 male faculty members.

As regards the proportion of male and female faculty members engaged in the colleges selected under the study the following table presents a vivid picture of the same.

Table 4.12
Proportion of Male and Female Faculty Members Engaged in the Colleges

Sex	U.P	M.P.	Maharashtra	Karnataka	Total
Male (in %)	65.72	61.10	40.77	55.10	54.76
Female (in %)	34.28	38.90	59.23	44.90	45.24
Total	**100**	**100**	**100**	**100**	**100**

Source: Field Survey, 2013

The above table clearly indicates that while in three states i.e. U.P., M.P. and Karnataka, the proportion of male faculty engaged in the colleges selected under the study was higher than that of the female faculty members, in Maharashtra it was much lower.

4.1.8 Profile of the colleges in terms of proportion of temporary / adhoc faculty to permanent faculty: Colleges in all the four states selected under the study had a substantial proportion of temporary / adhoc faculty along with the permanent faculty. However, there was found to be a wide variation in this regard across the states from about 6% in Madhya Pradesh to around 20% in Uttar Pradesh.

Table 4.13
Ratio of Permanent and Temporary Faculty Engaged in Colleges

State	Average number of Permanent faculty per college	Average number of Temporary faculty per college	Approx. Proportion of Temporary/ Adhoc Faculty to Permanent Faculty
U.P	92	18	20
M.P.	121	7	6
Maharashtra	105	17	16
Karnataka	121	16	13
Total	**110**	**15**	**14**

Source: Field Survey, 2013

The above table clearly reveals that while in U.P. 20% of the faculty members reported as temporary/adhoc, while in M.P. only 6% were reported as temporary/adhoc. In Maharashtra and Karnataka the proportion of temporary/adhoc to permanent faculty was 16 and 13% respectively. However, it is pertinent to mention in this regard that during the course of our discussions with the respondents a substantial proportion of them expressed that the classification between temporary and permanent status does not hold good in the context of private institutions as for practical purposes nobody is permanent.

4.2 The Respondents: The respondents covered under the study represent diverse groups in terms of gender, age composition, educational qualifications, professional experience, reason(s) for joining as faculty in private engineering college / institution etc. The following sections of the chapter provide details with regard to these aspects.

4.2.1 Male-female distribution: Out of the total 260 respondents almost 58% comprised of males and remaining 42% comprised of females. In terms of state wise male-female distribution, while maximum proportion of males (71.70%) was from the state of Madhya Pradesh, Maharashtra had the maximum proportion of females (60%).

Table 4.14
Gender Wise Distribution of Respondents

Gender	Male		Female		Total	
State	No.	Percentage	No.	Percentage	No.	Percentage
Uttar Pradesh	41	68.30	19	31.70	60	23.08
Madhya Pradesh	43	71.70	17	28.30	60	23.08
Maharashtra	28	40.00	42	60.00	70	26.92
Karnataka	38	54.30	32	45.70	70	26.92
Total	**150**	**57.70**	**110**	**42.30**	**260**	**100**

Source: Field Survey, 2013

4.2.2 Age group: The analysis of data regarding age group of the respondents (Table 5) working in various private engineering colleges / institutions selected under the study, reveals that more than half of the respondents (50.80%) were in the age group of 21 to 30 years, 35% belonged to the age group of 31 to 40 years.

Table 4.15
Age wise Distribution of Respondents

Age Group (In Years)	Uttar Pradesh	Madhya Pradesh	Maharashtra	Karnataka	Total	Percentage (%)	Cum. Per. (%)
21-25	11	08	18	08	45	17.30	17.30
26-30	17	23	20	27	87	33.46	50.76
31-35	13	11	12	18	54	20.77	71.53
36-40	10	09	09	09	37	14.25	85.78
41-45	05	06	08	02	21	8.07	93.85
46-50	03	02	02	01	08	3.07	96.92
51-55	01	01	00	03	05	1.92	98.84
56-60	00	00	00	02	02	0.76	99.60
Above 60	00	00	01	00	01	0.40	100
Total	**60**	**60**	**70**	**70**	**260**	**100**	**-**

Source: Field Survey, 2013

The analysis further reveals that almost 11% of the respondents were in the age group of 41-50 years. Only a very small proportion of nearly 3% of the respondents was above the age of 50 years and those above the age of 60 years constituted a very miniscule proportion of 0.40%.

4.2.3 Educational profile: One of the key aspects pertaining to the profile of the respondents is their educational profile. The analysis of the data with regard to the educational qualifications of the respondents (Table 6) reveals that majority of respondents are well educated. The analysis of data shows that more than 60% of the respondents (62.30% to be more precise) had Post Graduate Degree and nearly 13% of the respondents reported of holding M.Phil. and Ph.D. degrees. There were also a substantial proportion of (almost 1/5th) respondents who had just completed their B.Tech and were appointed as faculty members in the various engineering colleges. The analysis of the data in this regard further reveals that many of the respondents reported that they were continuing side by side their higher studies also.

Table 4.16
Educational Qualification of the Respondents

Degree	Total Number	Total Percentage
B. Tech./ B.E	51	19.62
M. Tech./ M.E	162	62.31
M.Sc / MCA	08	3.08
M. Phil.	06	2.31
Ph.D.	27	10.38
Any Other*	06	2.30
Total	**260**	**100**

Source: Field Survey, 2013
*Any other includes courses like M.A (English) and M.P.Ed.

The educational profile thus indicates that some private colleges have the practice of appointing graduates also as a faculty member and paying them some consolidated amount as salary instead of paying salary as per approved pay structure.

4.2.4 Experience as faculty: The analysis of data pertaining to the experience profile of the respondents reveals that more than half of the total respondents (51.2%), had teaching experience of over five years of working in various private engineering colleges / institutions, almost 1/4th of the respondents (24.62%) had an experience in the range of more than five and up to ten years, nearly 1/6th (16.54%) of the respondents

had an experience of ten to fifteen years, more than 1/10th (10.76%) had more than fifteen years of experience and there was also substantial proportion of nearly 4% of the respondents who had more than twenty years of experience of working as faculty in various private engineering colleges.

Table 4.17
Experience Wise Distribution of Respondents

Length of Service as Faculty	U.P	M.P	Maharashtra	Karnataka	Total	Per. (%)	Cum. Per. (%)
Up to 1 Year	07	06	12	08	33	12.70	12.70
More than 1–Up to 3 years	10	12	14	15	51	19.62	32.32
More than 3–Up to 5 years	08	11	08	14	41	15.76	48.08
More than 5–Up to 10 years	18	13	15	18	64	24.62	72.70
More than 10–Up to 15 years	11	11	11	10	43	16.54	89.24
More than 15-Up to 20 years	05	04	05	04	18	6.92	96.16
More than 20 years	01	03	05	01	10	3.84	100
Total	**60**	**60**	**70**	**70**	**260**	**100**	-

Source: Field Survey, 2013

The analysis in this regard, further reveals that the maximum proportion of respondents were in the experience cohort of five to ten years which constituted around 1/4th (24.62%) of the total respondents and the pattern in this regard was almost similar in case of respondents from all the states with a variation of 30% in case of Uttar Pradesh, 25.7% in case of Karnataka, 21.66% in case of Madhya Pradesh and 21.42% in case of Maharashtra. The above table (Table 7) provides a clearer picture with regards to the experience profile.

4.2.5 Other professional experience: The respondents were also asked to indicate their responses with regard to the fact, whether their profession as faculty was the first profession or whether they had earlier worked in some other profession(s) also. The analysis of the data with regard to this aspect indicates that nearly 1/3rd of the total respondents had the experience of having worked in other professions also. Some of the major professions

in which they reported of having worked included: Defence services, Industry (both private and public sector) and Private business etc.

4.2.6 Designation wise distribution of the respondents: The respondents covered under the study represent all the levels of faculty engaged in various private engineering colleges i.e. Professor, Associate Professor, Assistant Professor and Lecturer (some colleges still continue to engage lecturers, though there is no such classification available under AICTE guidelines).

Table 4.18
Designation Wise Distribution of the Respondents

Designation	Number of Respondents	Percentage
Professor	12	4.6
Associate Professor	33	12.7
Assistant Professor	149	57.3
Lecturer	66	25.4
Total	**260**	**100**

Source: Field Survey, 2013

As indicated in the above table out of the total respondents almost 5% were Professors, and almost 53% as Assistant Professors. The maximum proportion of the respondent belong to the category of Assistant Professor as maximum number of faculty engaged in various private engineering colleges fall under this category.

4.2.7 Earning status of the respondents: One of the important aspects of the overall profile of the respondents is the earning status i.e. whether they were the sole earning members in their family or there were some other earning members also. The analysis of the data in this regard reveals that 120 out of the 260 i.e. (46.2%) of the respondents were sole earners and remaining 140 i.e (53.8%) were the respondents with multiple earning members in the family ranging from 2-4 members.

4.2.8 Reason(s) for joining the present profession: Out of the 260 respondents selected under the study, a total number of 114 respondents reported of having worked in other Institution(s) / Organization(s) also (including having worked as faculty) prior to joining the present profession. As regards the reason(s) for joining the present job and leaving the previous job(s), the following table (Table 4.19) gives a synoptic view of the same.

Table 4.19
Reason(s) for Joining the Present Profession

Reason	U.P.	M.P	Maharashtra	Karnataka	Total	Per. (%)	Cum. Per. (%)
Low salary	09	12	03	07	31	27.19	27.19
Delay in payment	00	01	00	00	01	0.87	22.06
Unsatisfactory working conditions	00	04	02	06	12	10.53	32.59
Due to all the above reasons	09	02	03	03	17	14.92	47.51
Any other reason	16	05	13	15	49	42.98	90.49
Termination of contract	00	02	02	00	04	3.51	100
Total	**34**	**26**	**23**	**31**	**114**	**100**	**-**

Source: Field Survey, 2013

The above table clearly indicates that out of the total (114 respondents), nearly half of the respondents (47.51%) switched to the present job because of salary related issues (low salary or delay in payment of the salary) and unsatisfactory working conditions (more specifically 27.19% due to getting less salary, 0.87% due to delay in payment of the salary, 10.53% due to unsatisfactory working conditions) and 14.92% of respondents left earlier profession(s) due to all the above mentioned reasons. Further, the table shows that, more than 40% (42.98% to be more precise) of the respondents changed their job(s) due to many other reasons such as migration to other place, more specifically female respondents who shift with their husband after marriage or due to getting better job opportunity and higher salary package etc.

4.2.9 Distance variation from residence to place of work: Distance from one's home to place of work assumes vital importance in terms of one's overall conditions of work and level of satisfaction. Accordingly, under the study we also sought responses with regard to this particular aspect.

Table 4.20
Distance from the Residence to Workplace

Range	Uttar Pradesh	Madhya Pradesh	Maharashtra	Karnataka	Total	Percentage (%)	Cum. Per. (%)
Up to 2Kms	13	02	03	10	28	10.80	10.80
3 to 5Kms	09	10	07	08	34	13.8	23.80

6 to 10Kms	15	12	11	16	54	20.80	44.60
11to 15Kms	06	18	05	17	46	17.70	62.30
16 to 20Kms	06	13	12	09	40	15.40	77.70
More than 20Kms	11	05	32	10	58	22.30	100
Total	**60**	**60**	**70**	**70**	**260**	**100**	-

Source: Field Survey, 2013

The analysis of the data with regard to this aspect (Table 4.20) indicates that nearly 55.5% of the respondents had to commute more than 10 Kms, 38% above 15Kms and nearly 22% had to commute more than twenty Kms per day between their home and college for attending their duty. Those commuting longer distances reported spending a lot of time on commuting in addition to their normal working hours in attending to various duties as faculty in the institution. Analysis of the data in this regard revealed that a large proportion of the respondents had to spend more than one hour per day in commuting. The analysis further reveals that a substantial proportion of the respondents reported had to spend even more than two hours per day in commuting.

4.2.10 Distribution as per mode of transport to commute: The respondents under the study reported of using various modes of transport to commute in connection with their work. The analysis of data with regard to this aspect (Table 4.21) reveals that more than 1/3rd of the respondents (35%) made use of public transport and almost an equal proportion (33.8%) reported of making use of motor-cycle/scooter.

Table 4.21
Distribution of the Respondents as per Mode of Transport to Commute

Mode	U.P	M.P	Maharashtra	Karnataka	Total	Per. (%)	Cum. Per. (%)
On foot	07	01	02	05	15	5.80	5.80
Motor-Cycle/ Scooter	19	29	08	32	88	33.80	39.60
Car	19	12	08	04	43	16.50	56.20
Public Transport	12	04	52	23	91	35.00	91.20
College Bus	03	14	00	06	23	8.80	100
Total	**60**	**60**	**70**	**70**	**260**	**100**	**-**

Source: Field Survey, 2013

The analysis further reveals that nearly 1/6th (16.50%) of the respondents made use of car and less than 1/10th (8.8% to be more precise) reported of making use of the transport provided by the college / institution.

4.2.11 Reason(s) for joining as faculty in private engineering college: As regards the reason(s) for joining the private engineering college, the respondents shared various reasons for the same. The following table (Table 4.22) provides a synoptic view of the same.

Table 4.22
Reason(s) for Joining as Faculty in Private Engineering College

Reason	Total Number	Total Percentage	Cumulative Percentage
No Opportunity in Govt. Colleges	104	40	40
Perception of Faster Growth	54	20.77	60.77
Due to Getting Higher Salary	13	5	65.77
Both (2) and (3)	47	18.08	83.85
Any Other	42	16.15	100
Total	**260**	**100**	-

Source: Field Survey, 2013

The above table reveals that out of the total respondents, 40% of the respondents joined private engineering college due to not getting an opportunity in government institution, nearly 44% of the respondents either due to the perception of faster growth in career (20.77%) or due to getting higher salary (5%) or due to both the reasons (18.08%). Remaining 16% of the respondents joined as faculty in private engineering colleges for reasons like, inclination for teaching, sparing time for the family, pursuing research, pursuing higher education from the same college, nature of job being women friendly and gaining experience etc.

The description provided under various sections of the chapter reveals that we tried to capture all possible varieties to make the selection of the colleges and the respondents as representative as possible for the purpose of validation and making generalizations of the conclusions and findings of the study. In the context of the respondents, in addition to the aspects mentioned specifically under the section dealing with the respondents, the respondents were also requested to provide information with regard to aspects like total monthly family income, total monthly expenditure and number of dependents etc. However, in spite of all sort of persuasion and possible efforts at our end, most of the respondents preferred not to provide responses with regard to these aspects.

Chapter - 5

Conditions of Employment and Work of Faculty Engaged in Private Engineering Colleges

Conditions of employment and work play a key role in determination of the quality of employment irrespective of the sector or kind of employment. Such conditions encompass a wide range of aspects within its scope such as, working hours, salary and its timely payment, proof of employment, periodical increments, working environment, promotional avenues, provisions of various kinds of leaves, opportunity for professional development, provision of Leave Travel Concession (LTC), various systems of reward and incentives and a host of several other aspects. The following sections of the chapter deal with the issues related to such aspects in the context of the faculty engaged in private engineering colleges selected under the study.

5.1 Prolonged working hours

As per the prevailing norms, Professors are supposed to take classes for 8 hours a week, Associate Professors 12 hours a week and Assistant Professors 16 hours a week. In addition, to delivering lectures they have to perform various other academic and related duties. As per the same setup norms the maximum numbers of working hours for faculty members at various levels are 36 hours per week. However, the analysis of the data in this regard presents an altogether different picture.

Table 5.1
Distribution of Working Hours

Hours Per Day	Number of Respondents				Total	Percentage (%)	Cum. Per. (%)
	U.P	M.P	Maharashtra	Karnataka			
Upto 05	00	00	05	03	08	3.10	3.10
More that 05 – Upto 06	02	02	08	11	23	8.80	11.90
More than 06 –Upto 08	53	56	48	52	209	80.40	92.30
More than 8	5	02	09	04	20	7.70	100
Total	**60**	**60**	**70**	**70**	**260**	**100**	-

Source: Field Survey, 2013

The analysis of the above table (Table 5.1) reveals that around 12% of the respondents had to work on an average up to 6 hours a day and out

of them around 3% had to work up to a maximum of 5 hours per day. Majority of these respondents were either those engaged in government aided and trust managed private engineering colleges or those engaged in senior position in other types of colleges. The analysis further reveal that a substantially large proportion of about 80% of respondents (80.4% to be more precise) had to work for more than six hours up to eight hours per day. It further indicates that about 8% (7.7% to be more precise) of the total respondents had even to work for more than eight hours per day.

5.2 Non-payment of salary as per pay structure

Salary constitutes one of the major aspects of overall conditions of employment. There are detailed and clear-cut AICTE guidelines regarding various scales to be paid to faculty members at different levels i.e. Assistant Professor, Associate Professor and Professor. These guidelines provide that pay of teachers in technical institutions shall be fixed according to the designation in two pay bands of `15600-39100 and `37400-67000 with appropriate "Academic Grade Pay" (AGP). However, the analysis of the data pertaining to this issue reveals that as high a proportion as 48.8% of the total respondents were being paid a consolidated amount by way of their salary rather than being paid as per pay scale. The following table provides a clearer picture with regard to the same.

Table 5.2
Salary Structure

Salary Structure	Number of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Consolidated	24(40)	53(88.3)	29(41.4)	21(30)	127(48.8)
Pay structure	36(60)	07(11.7)	41(58.6)	49(70)	133(51.2)
Total	**60**	**60**	**70**	**70**	**260**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table indicates that in all the states selected under the study a substantial proportion of the faculty were being paid on consolidated basis ranging from 30% (in case of Karnataka) to 88% (in case of M.P.). It is pertinent to mention in this regard that the state of Karnataka ranked 1st in terms of proportion of faculty members being paid salary as per pay structure, U.P. ranked 2nd and Maharashtra ranked 3rd. It is further pertinent to mention in this context that most of the faculty members engaged in government aided and trust managed colleges were being paid salary as per pay structure. Similarly, majority of the faculty members working at senior level were being paid salary as per pay structure.

5.3 Low salary

Not only that a substantial proportion of faculty engaged in private engineering colleges/institutions are not paid their salaries as per pay scale but also a substantial proportion of them (including even those being duly qualified) are paid too less as compared to their qualifications and job profile. Table 5.3 gives a glimpse about the same.

Table 5.3
Range of Salary of the Faculty Being Paid on Consolidated Basis

Range (in `)	Number of Respondents				Total	Per. (%)	Cum. Per. (%)
	U.P	M.P	Maharashtra	Karnataka			
Up to 10,000	02(8.3)	03(5.7)	02(6.9)	00(00)	07	5.51	5.51
10,001 - 15,000	01(4.2)	08(15.1)	04(13.8)	01(4.7)	14	11.02	16.53
15,001 - 20,000	05(20.8)	09(17.0)	03(10.4)	03(14.3)	20	15.75	32.28
20,001 - 25,000	04(16.7)	06(11.3)	05(17.2)	04(19.0)	19	14.96	47.24
25,001 - 30,000	04(16.7)	06(11.3)	06(20.7)	05(24.0)	21	16.54	63.78
30,001 - 35,000	02(8.3)	04(7.5)	07(24.2)	04(19.0)	17	13.38	77.16
35,001 - 40,000	01(4.2)	04(7.5)	01(3.4)	00(00)	06	4.73	81.89
40,001 - 50,000	02(8.3)	07(13.3)	00(00)	03(14.3)	12	9.45	91.34
50,001 - 60,000	00(00)	04(7.5)	00(00)	00(00)	04	3.15	94.49
Above 60,001	03(12.5)	02(3.8)	01(3.4)	01(4.7)	07	5.51	100
Total	**24 (100)**	**53 (100)**	**29 (100)**	**21 (100)**	**127**	**100**	**-**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table clearly indicates that almost 1/6th of the respondents were getting salary only upto `15000 per month and nearly 1/3rd of the respondent (32.28% to be more precise) were getting salary up to `20,000 per month and more than 47% of the respondents were getting salary up to `25,000 per month. However, there was also a small proportion of respondents (9%) getting salary above `50,000. It is pertinent to mention in this context that a substantial proportion of those getting lower salary comprised of the faculty possessing the required qualification and teaching experience of several years. It is further pertinent to mention in this context that most of the faculty members engaged in government aided and trust managed colleges as well as those engaged in minority institutions were getting more salary as compared to those engaged in private unaided colleges.

5.4 Non-payment of salary commensurate with educational qualifications

One has to spend lot of time, energy and resources both personal and national in acquiring qualification in general and higher qualification in particular. Everybody expects and needs to be duly remunerated as per one's level of skill and qualification acquired over the years. This is all the more true in the context of persons engaged as faculty in engineering colleges and holding higher degrees such as M.Tech/ME/M.Sc etc. However, the analysis of the data pertaining to this aspect of the study reveals that the average salary (gross) of the faculty engaged in private engineering colleges is quite low (` 37,915) almost equal to the gross salary of the newly appointed Group 'C' employee engaged in the government. This apart the study further reveals that almost half of the faculty (with PG degree and above, 210 in number) were getting less than the average (which is already quite low). The exact proportion of those getting more than the average and less than the average was 49.05% (i.e.103 out of 210) and 50.95% (i.e. 107 out of 210) respectively.

5.5 Non-payment of the minimum prescribed salary

Discussions held with various senior faculty members engaged in private engineering colleges revealed that as per the existing norms in this regard the engineering colleges in various parts of the country can engage persons both with UG and PG degree on an ad-hoc basis. It was further revealed that the same norm also provide that in such a situation teachers with UG (B.Tech./BE) level qualification have to be paid a minimum amount of `15,600 (minimum of basic prescribed for Assistant Professor) and those with PG (M.Tech/ME) level qualification have to be paid a minimum amount of `21,600 (Minimum of Basic and Minimum Academic Grade Pay prescribed for Assistant Professor i.e. `15600 + `6000). However, the analysis of data in this regard portrays a disappointing picture. The following table provides a synoptic view of the same.

Table 5.4
Salary Profile of the Respondents with B.Tech/BE Degree

Category	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Respondents with less than per month salary of `15600	3 (33.33%)	7 (58.33%)	8 (44.44%)	3 (25%)	21 (41.18%)
Respondents with per month salary equal to `15600	0 (0%)	3 (25%)	0 (0%)	2 (16.67%)	05 (9.81%)

Respondents with more than per month salary of `15600	6 (66.67%)	2 (16.67%)	10 (55.56%)	7 (58.33%)	25 (49.01%)
Total	**09**	**12**	**18**	**12**	**51**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table reveals that across the states covered under the study a substantial proportion of respondents ranging from 25% (Karnataka) to nearly 58% (M.P) were not getting even the minimum prescribed under the norms. The following table presents the same kind of picture of the respondents with qualifications PG and above.

Table 5.5
Salary Profile of the Respondents having Degree of M.Tech/ME and Above

Category	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Respondents with less than per month salary of `21600	4 (7.84%)	10 (20.83%)	3 (5.76%)	4 (6.89%)	21 (10.05%)
Respondents with per month salary equal to `21600	1 (1.96%)	1 (2.08%)	0 (0%)	1 (1.72%)	03 (1.43%)
Respondents with more than per month salary of `21600	46 (90.19%)	37 (77.08%)	49 (94.23%)	53 (91.37%)	185 (88.52%)
Total	**51**	**48**	**52**	**58**	**209**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table reveals that the situation of the PG degree holders was much better in this regard as compared to the respondents with simply UG degree (B.Tech./ BE), the proportion of those being paid more than the prescribed minimum was much higher. It is further pertinent to mention in this context that the situation in all the four states was better. It is also relevant to mention in this context that all those engaged in government aided, trust managed and majority of those engaged in minority institutions were being paid minimum prescribed salary.

5.6 Non-payment of full salary in case of the faculty being paid as per pay scales

Though as per the data collected under the study 51.2% respondents (i.e. 133 out of 260) shared of being paid as per scales of pay as per

the guidelines of AICTE, however, a substantial proportion of the respondents working at all the three levels i.e. Assistant Professors, Associate Professors and Professors shared of being paid much lower than the total salary payable to them. The following sections provide a detailed account of the same.

5.6.1 Status of payment of salary to Assistant Professors in terms of salary paid and salary due to them: The approximate minimum monthly net salary (Basic pay, AGP, DA, HRA and Transport Allowance etc. after deduction of income tax, and contribution towards PF) payable to Assistant Professor at the time of study was ₹42500 per month. However, the analysis of the data with regard to this aspect of the study reveals that the minimum payment was ₹23000 per month, Maximum ₹70000 per month, Average payment was ₹37924. It reveals that almost 64% (63.75% to be more precise) were getting less than the minimum payable salary. The following table provides a detailed account of the same.

Table 5.6
State Wise Picture of Assistant Professors in Terms of Minimum Salary Due and Paid

Category	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Respondents with less than per month salary of ₹42500	20 (52.63%)	16 (66.66%)	18 (47.36%)	41 (83.67%)	95 (63.75%)
Respondents with per month salary equal to ₹42500	03 (7.89%)	00 (00%)	02 (5.26%)	00 (00%)	05 (3.35%)
Respondents with more than per month salary of ₹42500	15 (39.47%)	08 (33.33%)	18 (47.36%)	08 (16.32%)	49 (32.88%)
Total	**38**	**24**	**38**	**49**	**149**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The analysis further reveals that 54% (81 out of 149) of the respondents (54.36% to be more precise) falling under this category were getting less than the average payment i.e. `37924.

5.6.2 Status of payment of salary to Associate Professors in terms of salary paid and salary due to them: The approximate minimum monthly

net salary (Basic pay, AGP, DA, HRA and Transport Allowance etc. after deduction of income tax, and contribution towards PF) payable to Associate Professor at the time of study was ₹80,000 per month. However the analysis of the data with regard to this aspect of the study reveals that the minimum payment was ₹24000 per month, Maximum ₹100,000 per month, Average payment was ₹60347. It reveals that almost 82% (81.82% to be more precise) were getting less than the minimum payable salary. The following table provides a detailed account of the same.

Table 5.7
State Wise Picture of Associate Professors in Terms of Minimum Salary Due and Paid

Category	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Respondents with less than per month salary of ₹80000	8 (100%)	10 (100%)	3 (33.33%)	6 (100%)	27 (81.81%)
Respondents with per month salary equal to ₹80000	0 (00%)	0 (00%)	0 (00%)	0 (00%)	00 (00%)
Respondents with more than per month salary of `80000	0 (00%)	0 (00%)	6 (00%)	0 (00%)	06 (18.18%)
Total	**08**	**10**	**09**	**06**	**33**

Source: Field Survey., 2013
Note: Figures in parentheses indicate the percentage

The analysis further reveals that 54% (18 out of 33) of the respondents (54.54% to be more precise) falling under this category were getting less than the average payment i.e. ₹60,347.

5.6.3 Status of payment of salary to Professors in terms of salary paid and salary due to them: The approximate minimum monthly net salary (Basic pay, AGP, DA, HRA and Transport Allowance etc. after deduction of income tax, and contribution towards PF) payable to Professor at the time of study was ₹85000 per month. However the analysis of the data with regard to this aspect of the study reveals that the minimum payment was ₹70,000 per month, Maximum ₹110,000 per month, Average payment was ₹91,916 per month. It reveals that almost 1/3rd of the respondents (33.33% to be more precise) were getting less than the minimum payable salary. The following table provides a detailed account of the same.

Table 5.8
State Wise Picture of Professors in Terms of Minimum Salary Due and Paid

Category	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Respondents with less than per month salary of `85000	03 (75%)	00 (00%)	00 (00%)	01 (50%)	04 (33.33%)
Respondents with per month salary equal to `85000	01 (25%)	00 (00%)	00 (00%)	00 (00%)	01 (8.33%)
Respondents with more than per month salary of `85000	00 (00%)	03 (100%)	03 (100%)	01 (50%)	07 (58.33%)
Total	**04**	**03**	**03**	**02**	**12**

Source: Field Survey, 2013

The analysis further reveals that 1/3rd (04 out of 12) of the respondents falling under this category were getting less than the average payment i.e. ₹91,916 per month.

The description provided under the above section clearly highlights that the issue pertaining to non-payment of full salary is one of the most crucial issue emanating from this study.

5.7 Delay in payment of salary

After working for a month everybody expects and is entitled to be paid his/her salary at the earliest. Accordingly, there is a norm and practice in the government, semi-government, public sector as well as in private sector for payment of salary to employees at various levels within 2-3 days of the expiry of the month and within a maximum period of 7 days. There is also a legislative provision in this regard under Payment of Wages Act, 1936. As per the Notification No. SO 2260(E), dated 11-9-2012 issued by the Central Government under Section 1(6) of the Payment of Wages Act, this Act has now become applicable to all those drawing wages (salary for our purpose) up to ₹18,000 per month. A broad analysis of the data under the study reveals that around 12-13% of the respondents was getting salary up to ₹18,000 per month and hence, had coverage under Payment of Wages Act inter-alia from the view point of payment within 7 days of the expiry of salary period.

Table 5.9
Date of Payment of the Salary

Date	No. of Respondents				Total	Percentage (%)	Cum. Per. (%)
	U.P	M.P	Maharashtra	Karnataka			
1st to 5th	09	11	47	32	99	38.07	38.07
6th to 10th	16	06	10	24	56	21.53	59.60
11th to 15th	18	16	05	08	47	18.10	77.70
16th to 20th	00	06	03	00	09	3.46	81.16
21st to 25th	02	07	00	00	09	3.46	84.62
Varies/ Not fixed	15	14	05	06	40	15.38	100
Total	**60**	**60**	**70**	**70**	**260**	**100**	-

Source: Field Survey, 2013

However, the analysis of the data with regard to this aspect as shown in the above table, reveals that more than 40% of the respondents (including those drawing salary up to ₹18000 per month) were not paid salary even within 10 days. The analysis further reveals that this delay in payment normally varied from 11 days to 25 days of the expiry of salary period across colleges and states covered under the study. Almost 15% of the respondents shared that there was no fixed date for payment of salary. They also shared that in the past there have been instances when the salary of two months had been paid together. It is pertinent to mention in this context that the states of Maharashtra and Karnataka were better from the view point of timely payment. It is further pertinent to mention in this context that most of the faculty members engaged in government aided and trust managed colleges were being paid salary in time.

5.8 Salary related other residual problems

The most important of the salary related problems as shared by the respondents was that almost 50% of them were not issued any pay-slip (indicating details with regard to various heads of their salary). Though most of the respondents were paid their salary through transfer in their personal bank account but there were also a few of the respondents who shared their salary being paid through transfer in the bank account and that at times they had to wait for long to get the cheque issued to them by the colleges/institutions encashed or for doing the formality for transferring the amount in their personal bank account. Further some of the respondents also shared that there was difference in their salary on record and the actual salary. However, this kind of problem was shared only by 6% of the total respondents.

5.9 Non availability of proof of employment

Appointment letter, identity card (issued by the institution) and monthly pay slips are some of the key proofs of employment. However, the analysis of the data with regard to this aspect reveals that overall more than 1/5th of the total respondents (21.5% to be more precise) had not been issued appointment letter; half of the respondents shared of not being issued pay slips and about 17% of the respondents had not been issued even the identity card. The following table provides a detailed view of the same.

Table 5.10
Status of Availability of Proof of Employment

Proof of Employment	In Percentage								Over All (In %)	
	U.P		M.P		Maharashtra		Karnataka			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Appointment Letter	66.7	33.3	55	45	90	10	97.1	2.9	**78.5**	**21.5**
Identity Card	80	20	79	21	82.8	17.2	88.6	11.4	**82.6**	**17.4**
Pay Slip	20	80	16.7	83.3	80	20	74.3	25.7	**50**	**50**

Source: Field Survey, 2013

The above table clearly indicates that Karnataka ranked 1st, Maharashtra 2nd and M.P. last both in terms of appointment letters and identity cards issued to the faculty engaged by them. The table further indicates that overall private engineering colleges in Karnataka and Maharashtra were better from the view point availability of proof of employment to the faculty engaged in these colleges as compared to the faculty engaged in M.P. and U.P. It is relevant to mention in this context that all those engaged in government aided and trust managed colleges had been issued appointment letters and were also being issued pay slips on regular basis.

5.10 Issue pertaining to Increment

The salary of every employee needs to be increased on a regular basis by the organization engaging the employee to duly compensate him/her for the services rendered. Accordingly, most of the organizations in government, public and private sector have the system of increment which may be based either on seniority or performance or both. This helps in continuation of the sense of belongingness on the part of employee with the organization concerned. As regards the system of increment in the context of faculty engaged in the colleges selected under the study, approximately 72% of the respondents shared that there was a system of increment based on seniority. Out of these about 71% shared that there was a system of annual increment and about 1% shared that increment was given once in

two years. In addition, almost 11.5% shared that the increment was not linked to seniority automatically; it was rather based on performance. 3.5% of the respondents shared that increment was linked to factors like acquiring higher qualification. Some of them also shared informally that at times the increment also depended on ensuring the admission of specified number of student in the college. Almost 13% (12.7% to be more precise) of the respondents shared that there was no system of increment in their college. The following table provides a more detailed view with regard to the Prevailing Systems of Increment.

Table 5.11
Prevailing System of Increment

Increment	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
No system of increment	11(18.3)	13(21.7)	07(10)	02(2.8)	33(12.7)
Annual increment	34(56.6)	37(61.7)	54(77.1)	60(85.7)	185(71.2)
Once in two years	01(1.7)	00(00)	01(1.4)	01(1.4)	03(1.1)
Based on Performance	11(18.3)	07(11.7)	05(7.1)	07(10)	30(11.5)
Any other	03(05)	03(05)	03(4.2)	00(00)	09(3.5)
Total	**60**	**60**	**70**	70	260(100)

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table clearly indicates that the private engineering colleges in the states of Karnataka and Maharashtra had a more liberal system with regard to granting increments to the faculty engaged by them and the private engineering colleges in the states of M.P. and U.P. were not as lenient as Karnataka and Maharashtra in this regard. The same is clearly indicated by the fact that almost $1/5^{th}$ of the respondents in M.P. & U.P shared that there was no system of increment. It is relevant to mention in this context that most of the respondents engaged in government aided, trust managed and majority of those engaged in minority institutions were being paid annual increment.

5.11 Lack of Promotional avenues

Promotions in service have an important role in overall conditions of service and job satisfaction. As regards this aspect under the study, it was shared by over $1/4^{th}$ of the respondents (25.77% to be more precise) that there was no proper system of promotion in their colleges and almost

3/4th shared that there were chances of promotions. The following table presents a clearer view with regard to the prevailing promotional avenues in the colleges/institutions.

Table 5.12
Status of Promotional Avenue

Promotional Avenue	Total	Percentage
Through seniority	48	18.46
Through merit	13	5.0
Through seniority & merit	132	50.77
No provision of promotion / No Promotion	67	25.77
Total	**260**	**100**

Source: Field Survey, 2013

As indicated above about 18% shared that promotions were based on seniority, 5% shared that the same were based on merit and 51% of them shared that the promotions were based on seniority & merit both. The colleges falling under the category of government aided and trust managed had more promotional avenues as compared to private unaided colleges.

5.12 Leaves

Everybody needs various kinds of leaves for meeting different contingencies of life. Accordingly, over the period of time the system of leaves like casual leave, earned leave, medical leave, maternity leave, paternity leave etc. for employees engaged in various sorts of employment has evolved. There are well defined norms in this regard for employees engaged in organizations in government as well as in private and public sector depending on the nature of job. The analysis of data in this regard indicates that all the private engineering colleges had the provision of Casual leave in the range of 6 to 15 days per annum. Almost half of the respondents 50.4% shared that there college have the provision of Medical leave. However, almost an equal proportion (49.6%) shared that there is no provision of Medical leave. As regards the duration of medical leave and vacation leave, it was shared that the medical leave ranged from three to fifteen days per year and the vacation leave ranged from one week to two weeks per semester. As far as the proportion of the respondents being extended the benefit of vacation leave, almost 2/3rd of the respondents were getting the same and 1/3rd shared of being deprived of the same. Quite surprisingly, 60% of the respondents shared that their college did not have the provision of maternity leave. Responding to the question with regard to the paternity leave, only a very limited proportion of about 8% of the respondents

shared that their college had the provision of this kind of leave ranging from fifteen days to one month. However, almost half of them shared that it was half pay leave or leave without pay. Alternatively the same was adjustable with other leaves. The following table seeks to provide a clearer picture of the same.

Table 5.13
Status of Availability of Leaves

Nature of Leave	Availability Status	
	Yes	No
Casual Leave	260(100)	00(00)
Medical Leave	131(50.4)	129(49.6)
Vacation Leave	174(67)	86(33)
Maternity Leave	104(40)	156(60)
Paternity Leave	20(7.7)	240(92.3)

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

As regards the other leaves such as weekly holiday, festival leave and national holiday, our analysis reveals that though most of the respondents were getting weekly off (91.5%), festival leaves (90%) and leave on the occasion of national holiday (97.3%), a small proportion of 8.5%, 10%, and 2.7% of the respondents respectively were not getting even these leaves on a regular basis. Study leave occupies an important place in the context of teachers, especially those engaged in higher educational institutions. Accordingly, a provision has been made in this regard under the relevant rules and regulations applicable to such institutions including the private engineering colleges. However, the analysis of the data pertaining to this aspect reveals that only a limited proportion of colleges extended the study leave benefit to the faculty engaged by them, which is clearly revealed by the fact that about 77% of the respondent shared that the colleges in which they were engaged did not grant this leave. It is pertinent to mention in this context that the colleges falling under the category of government aided and trust managed extend almost all kinds of leaves to the faculty members.

5.13 Provision with regard to leave encashment and compensatory off

There is a system in the government as well as in large number of organizations both in public and private sector for encashment of leaves

not availed as well as for compensatory off for duty on off days. However, the analysis of data with regard to this aspect in the context of the faculty engaged in private engineering colleges covered under the study reveals that even less than 1/6th (16%) of the respondents engaged in colleges having the provision of earned leave had leave encashment provision. As regards compensatory off, more than half of the respondents (52%) shared that their institution did not have the provision of compensatory off. The situation in this regard was almost same in the states covered under the study.

5.14 Retaining of original documents

Though a substantial proportion of the respondents were not issued any valid and formal proof of appointment (as highlighted in the section of the chapter dealing with this aspect), a large number of colleges do not forget to asked for their original documents in proof of their educational qualifications and retain those documents with them for a fairly long time after appointment, some time even till the employment. This kind of wrong practice is clearly revealed by the fact that about 25% of the respondents across the states (ranging from 5% in case of U.P to 41% in case of Karnataka) covered under the study shared that their original documents has been retained by the colleges ranging from a period of 2 months from the date of appointment till as long as the employment continued. It is pertinent to mention in this context that almost 40% of the respondent shared that their original documents were retained for more than a year. Table 5.14 provides a detailed view with regard to the prevalent practice in this regard.

Table 5.14
Status of Retention of Original Documents

Response	No. of Respondents				Total
	U.P	M.P	Maharashtra	Karnataka	
Yes	03(05)	08(13.3)	26(37)	29(41.4)	66(25.4)
No	57(95)	52(86.7)	44(63)	41(58.6)	194(74.6)
Total	**60**	**60**	**70**	**70**	**260 (100)**

Source: Field Survey, 2013

Note: Figures in parentheses indicate the percentage

It is further pertinent to mention in this context that this kind of practice was found to be more in vogue in the state of Maharashtra and Karnataka. It is interesting to note that retention of documents is

enforced / insisted by offering less salary to those not submitting the originals ranging from ₹2000 to ₹4000 per month. The colleges falling under the category of government aided and trust managed do not have this practice.

5.15 Availability of separate chamber/cabin, staff room

Preparation of teaching by its nature requires concentration and concentration requires a congenial atmosphere either in the form of availability of a properly furnished chamber / cabin or at least a well maintained staff room as per climatic conditions. The analysis of data with regard to this aspect reveals that nearly 9% of the respondents (9.2% to be more specific) did not have either a staff room or a separate chamber and 30% of the respondents shared space with other faculty members in the common staff room. The following table provides a synoptic view of the same.

Table 5.15
Status of Availability of Separate Chamber/Cabin, Staff Room

Nature of Facility	No. of Respondents				Total	Percentage (%)
	U.P	M.P.	Maharashtra	Karnataka		
Separate Chamber/ Cabin	34	31	45	48	158	60.8
Staff Room	19	19	20	20	78	30
Neither Chamber nor Staff Room	07	10	05	02	24	9.2
Total	**60**	**60**	**70**	**70**	**260**	**100**

Source: Field Survey, 2013

It is important to mention in this context that though a substantial proportion of about 60.8% of the respondents, had the facility of separate chambers, but almost 1/3rd of them did not have the basic facility in their chamber such as properly working fan, decent chair, cooler or air conditioner and blower etc. so that they could make an effective use of their potential.

5.16 Lack of awareness with regard to various social security measures

One of the important factors responsible for non implementation of various protective and social security measures is the lack of awareness

on the part of the beneficiaries. The analysis of data with regard to this aspect of the study reveals that in all as substantial a proportion as more than 2/3rd of the respondents did not have any awareness with regard to the various regulatory/legislative measures such as EPF scheme, ESI scheme and gratuity etc. A comparative analysis of the data further reveals that the level of awareness was all the more less in case of M.P (20%) and U.P (25%). The states of Karnataka and Maharashtra were better in this regard as about 46% and 39% of the respondents respectively from the states shared that they had the awareness with regard to such measures. However, when asked about the more specific details with regard to such provisions hardly half of them could provide the specific answers.

5.17 Lack of awareness with regard to AICTE guidelines

The regulations of AICTE framed from time to time provide detailed guidelines inter-alia in terms of overall conditions of work, scales of pay, increments and incentives for higher qualifications etc. applicable to faculty in private engineering colleges. Effective implementation of these guidelines is closely associated with the level of awareness among the faculty with regard to the same. However, analysis of the data in this regard reveals that though around 55% of the respondents were aware of such guidelines but a substantial proportion of about 45% of the respondents were not aware. There was a wide variation with regard to level of awareness among the respondents across various states. The following table provides a clearer picture of the same.

Table 5.16
Status of Awareness of AICTE Regulations

Status of Awareness	U.P	M.P	Maharashtra	Karnataka	Total
Yes	28 (46.67)	20 (33.33)	46 (65.72)	48 (68.57)	142 (54.6)
No	32 (53.33)	40 (66.67)	24 (34.28)	22 (31.43)	118 (45.4)
Total	**60(100)**	**60(100)**	**70(100)**	70(100)	260 (100)

Source: Field Survey, 2013

Note: Figures in parentheses indicate the percentage

As indicated by the above table, while in the state of Karnataka and Maharashtra almost 2/3rd of the respondents were aware of the

guidelines, in M.P only 1/3rd were aware of the same. U.P. with 47% of the respondents having awareness had a far better position in this regard as compared to M.P.

5.18 Lack of organization

Collective issues and collective problems can be resolved only through collective action. An effective organization can play an important role in this regard. A large number of organizations and associations of employees engaged in various private, public and government sector both at the national and international level are based on this very understanding. However, the analysis of data with regard to this aspect in the context of faculty engaged in various private engineering colleges selected under the study reveals that in all only 1/10th of the respondents shared that their college had such association. There was a variation from 0% in case of M.P to 20% in case of Maharashtra in this regard. In Karnataka 10% and in U.P., only 3% of the respondents shared that their college had any such organization. As regards the membership of the respondents of such associations only 7 of the overall respondents (4 from Karnataka and 3 from Maharashtra) shared that they were the members of various professional associations of faculty at the level of various engineering colleges in the city/state in which at times the issue pertaining to overall conditions of employment and other related aspects are also discussed.

5.19 Other residual issues

Some of the other residual issues pertaining to the overall conditions of work include opportunity for professional development, LTC benefit and payment of bonus etc. The analysis of the data with regard to the opportunity for professional development to faculty in private engineering colleges reveals that in all the four states most of the colleges provided this opportunity. The same is clearly indicated by the fact that approximately 96% of the respondents in Maharashtra, 86% in Karnataka and 85% in U.P shared that their colleges provided this opportunity. Only in the state of M.P. 28% of the respondents shared that the colleges in which they were engaged were not providing this opportunity. However, on being asked about the kind of opportunity, most of the respondents shared that their absence from college in connection with participation in various seminars, workshops etc. was treated as official duty leave. In addition, a limited proportion of about 7-8% of the respondents in Karnataka and Maharashtra shared that in case of participation in out station seminars, workshops etc, their college reimbursed rail fare by IIIrd AC class. It is further pertinent

to mention in this regard that two of the faculty members, one in one of the government aided colleges in M.P and one in one of the big private colleges in U.P. run by an old trust of South India shared that their Ph.D. was sponsored by their colleges.

As regards LTC only 7% of the respondents shared that they were given the LTC benefit. When asked about the kind of benefit it was shared that those who have completed more than 10 years of service in the college are given a cash amount of `8,000-10,000 once in two years in the name of LTC varying from college to college. The benefit of bonus was given either only in the form of small amount of cash ranging from ₹2100 – ₹5100 or in the form of gift on the occasion of festivals etc. The study reveals that over 90% of the respondents did not get any kind of bonus benefit.

Chapter – 6
Social Security Issues

Social security is one of the most crucial aspects pertaining to employment. Accordingly, a large number of social security measures have been provided for employees both in the organized as well as unorganized sector under various labour and social security legislations enacted from time to time such as the Employees State Insurance Act, 1948, the Employees Provident Fund and Miscellaneous Provisions Act, 1952, the Maternity Benefit Act, 1961, the Payment of Gratuity Act, 1972 etc. The following sections of the chapter deal with the various issues pertaining to social security in the context of the faculty members engaged in private engineering colleges selected under the study.

6.1 Non-coverage of substantial proportion of the respondents under provident fund

The analysis of data with regard to this aspect reveals that, more than half of the respondents (56.9% to be more precise) were not covered under the EPF scheme. A substantial proportion of those having coverage shared that they were supposed to pay the employer's share of contribution also along with their own contribution. The following table gives a clearer picture about the same.

Table 6.1
Status of Coverage of the Respondents under Provident Fund

Status of Coverage	U.P	M.P	Maharashtra	Karnataka	Total
Yes	15(25)	9(15)	53(75.7)	35(50)	112(43.1)
No	45(75)	51(85)	17(24.3)	35(50)	148(56.9)
Total	**60**	**60**	**70**	**70**	**260(100)**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table clearly indicates that Maharashtra had the maximum proportion of the respondents (76%) having coverage under provident fund while in the state of M.P. only 15% of the respondents were covered under the same. In Karnataka half of the respondents shared of having coverage under the same while in the state of U.P. $3/4^{th}$ of the respondents did not have the coverage. It is pertinent to mention in this context that while those engaged in government aided colleges were being extended the EPF benefit at much higher rate i.e. 12% of Basic pay and DA, those engaged in other categories of colleges were extended this benefit at much lower rate of ₹780 (i.e 12% of ₹6500 per month, the highest ceiling for the

purpose of calculation under EPF Act at the time of field survey) per month by way of employers contribution.

6.2 Non coverage of the respondents under ESI scheme or any other health / medical insurance scheme

As regards the status of other major social security benefit i.e. health or medical insurance, one of such important measures is the ESI scheme under the Employees' State Insurance Act, 1948. With effect from 01/05/2010 the existing wage limit for coverage under the ESI Act 1948 is ₹15000 per month. The scope of the ESI scheme was extended under section 1(5) of the ESI Act and as on 01/01/2013 the scheme was applicable to educational institutions in 22 states / UTs including the state of Karnataka, Madhya Pradesh and Uttar Pradesh, (three out of the four state covered under the study except Maharashtra, where the scheme has not yet been extended to educational institutions). At the time of this study a total number of 13 respondents (3 from U.P, 7 from M.P. and 3 from Karnataka) having applicability of the ESI scheme were drawing salary upto `15000 per month. All of them were eligible to be covered under the scheme. However, none of them was covered under the scheme.

As regards coverage under any medical / health insurance scheme other the ESI scheme, the analysis of the data reveals that only 38 respondents i.e. 15.38 % (out of the remaining 247 respondents) were covered under some of the medical / health insurance scheme or the other and as substantial a proportion as 84.62% (i.e. 209 respondent) did not have coverage under any of the health / medical insurance scheme. As regards the status of state wise coverage of the respondents under health / medical insurance, Maharashtra had the maximum proportion with almost 29% and U.P. had the minimum coverage of just 3.5% under the same. The following table presents a clearer picture about the same.

Table 6.2
Wise Status of Coverage of the Respondents under Health / Medical Insurance Scheme other than ESI

Response	U.P	M.P	Maharashtra	Karnataka	Total
Yes	02(3.5%)	06(11.3%)	20(28.6%)	10(14.9%)	38(15.38%)
No	55(96.5%)	47(88.7%)	50(71.4%)	57(85.1%)	209(84.62%)
Total	**57**	**53**	**70**	**67**	**247(100%)**

Source: Field Survey, 2013

Further, if we combine those respondents also who should have been covered under ESI scheme and who were not covered, the overall proportion of the respondents not having coverage under any sort of health / medical

insurance scheme becomes much more substantial i.e. 85.39% (209+13 out of the total 260 respondents). As mentioned above, less than 15% of the total respondents were covered under the health insurance scheme. There was also found to be a variation in terms of time taken for coverage under the respective scheme. The following table gives a picture of the same.

Table 6.3
Time Taken for Coverage Under Medical / Health Insurance Scheme

Duration	Total	Percentage (%)
> 6 months	19	50
6-12 months	10	26.32
<1 year	09	23.68
Total	**38**	**100**

Source: Field Survey, 2013

The table indicates that out of the total respondents who had the facility of health or medical insurance, 50% of the respondents were covered under the scheme within a time period of less than six months. 26.32% of the respondents were covered within a period 6-12 months and about 24% (23.68% to be more precise) of the respondents were covered after a period of more than one year of joining.

6.3 Status of coverage under group insurance and assistance provided in case of any other emergency

The respondents covered were also asked to share regarding their status of coverage under any of the group insurance scheme as well as provision for financial assistance in case of any emergency. Only 5% of the respondents reported that they were covered under group insurance scheme. All these respondents belonged to government aided and one of the trust managed college. Almost an equal proportion of 5% of the respondents shared that their college had the provision of financial assistance in the form of loan equivalent to salary of 1-3 months (varying from college to college) to be deducted in monthly installments from the salary of 6-12 months.

6.4 Non-coverage of majority of female faculty under maternity benefit

Quite surprisingly, more than 60% of the overall respondents shared that their college did not have the provision even of maternity leave. However, there was a wide variation in this regard ranging from a minimum of 41.4% in case of Maharashtra to a maximum of 75% in case of U.P.. In the state of Karnataka around 63% and in M.P. around 68% respondents shared their colleges did not have the provision of maternity benefit. Maharashtra ranked 1st in terms of coverage (58.6%), Karnataka 2nd (37.1%), M.P.3rd (31.1%) and

U.P. ranked the last (25%). It is pertinent to mention in this context that the colleges having the provision of maternity leave, granted the same only to those female faculty members who had worked for more than four to six years in the same college varying from college to college and the duration of the leave varied from a minimum of two months up to a maximum of six months. It is further pertinent to mention in this context that almost half of the colleges granting maternity leave paid only half of the salary during the leave period. It is relevant to mention in this context that all the colleges falling under the category of government aided, trust managed and minority institution extend the maternity benefit to female faculty members.

6.5 Non-coverage of majority of the respondents under gratuity

As regards the status of coverage of the respondents under gratuity, the analysis of data in this regard reveals that in all as high as a proportion as about 86% of the respondents did not have coverage under the same. An analysis of the data further reveals that state wise there was a wide variation in this regard. The following table provides a clearer view of the same.

Table 6.4
Status of Coverage of the Respondents under Gratuity

Status of Coverage	U.P	M.P	Maharashtra	Karnataka	Total
Yes	12(20)	03(05)	16(23)	06(09)	37(14)
No	48(80)	57(95)	54(77)	64(91)	223(86)
Total	**60(100)**	**60(100)**	**70(100)**	**70(100)**	**260**

Source: Field Survey, 2013
Note: Figures in parentheses indicate the percentage

The above table clearly indicates that a very limited proportion of the respondents ranging from just 5% (in case of M.P) to 23% (in case of Maharashtra) had the coverage under gratuity. From U.P 20% and from Karnataka only 9% of the respondents had the coverage under gratuity. It is pertinent to mention in this context that government aided, some of the trust managed and a few of the private unaided colleges extend the gratuity benefit to the faculty members while most of the private unaided colleges do not extend this benefit.

The above elaboration clearly reveals that a substantially large proportion of faculty members engaged in a large number of private engineering colleges are deprived of various social security benefits provided under different social security legislations. Though there are some private engineering institutions which have a number of non-statutory social security schemes for the faculty members engaged by them but such institutions constitute a very negligible proportion.

Chapter – 7

Case Studies on Private Engineering Colleges and Faculty Members Engaged in such Colleges

The private engineering colleges and the faculty members selected under the study represent the universe of almost 1400 colleges and 1,75,000 faculty members. All possible effort has been made while selecting the colleges to make the sample as representative as possible to capture all kinds, types and categories of colleges to the extent possible in terms of period of establishment, faculty strength in the college, student intake, ratio of permanent and temporary / adhoc faculty in the college etc. Similar kind of consideration has been kept in mind while selecting the faculty members also in terms like, their age group, male female distribution, educational qualification, professional experience, designations etc. to capture various key issues and concerns pertaining to them in terms of conditions of employment, work and social security. The following case studies provide a glimpse of various kinds of colleges and the conditions of faculty members with a special focus on overall conditions of employment and status of coverage under social security.

Colleges

College 1: 'ABC' college of engineering situated in Mysore and established in early 1960s is one of the autonomous private engineering colleges in Karnataka. The college which initially started with UG course in three major branches of engineering i.e. Civil, Mechanical and Electrical in the year 1963, at present offers UG and PG courses in more than 10 major branches of engineering. In addition, it also conducts various other courses of current topical interest. The college has a huge campus spread over an area of approximately 120 acres. This college is claimed to be having the reputation of academic excellence in various professionally oriented programmes with an equal proficiency in various extracurricular activities attracting students from all over the country. The college has 2,800 seats for various Undergraduate courses and 200 seats for various Post-graduates courses. The college runs in two shifts and has huge faculty strength of over 200. Most of the faculty members are well qualified and well trained and all of them are paid salaries as per AICTE norms. They are also encouraged by the college to participate in various academic and research related activities by granting leaves for the same in case of need. In addition, they are also covered under provident fund scheme. As regards various kinds of leaves and overall conditions of work and service of faculty in

the college, it was shared that leave is not an issue for them as college is quite liberal in this regard as compared to other colleges. It also gives four months Maternity Leave with pay to all regular female employees. The college has a massive, rich and well-equipped library with over 70,000 volumes related to Science and Engineering, Encyclopedia, Dictionaries and subscribes over one hundred magazines and journals every month. It also has a very rich collection of MCA and M.Tech. Dissertations, Doctoral theses and proceedings of large number of conferences, seminars and symposia etc. The library also has various other facilities such as audio visual facility, Xerox facility and book bank facility.

The college has separate hostel facility to accommodate more than 500 boys and 200 girls. These hostels also have proper mess facility. These hostels also have a separate TV room and Reading Hall. The college also has a well-furnished and well equipped auditorium which can accommodate 300 people which is used for conducting major official meetings, seminars and other college programmes.

In addition, the college has also a massive and gigantic sports complex with facility for various indoor and outdoor games such as football, hockey, cricket, basketball, tennis, and volleyball etc. The sports complex is maintained by the department of Physical Education in the college. It also has the facility of multi-specialty Gym. There is also a health care unit in the campus with a well qualified physician.

The college also provides various kinds of awards and scholarships especially to meritorious and needy students for pursuing their education. The eligible students can also apply for fee concession. The college also has placement cell which helps the students in getting jobs in various national and multi-national organisations.

College 2: 'DEF' private engineering college located in Noida was established in 1998. The college belongs to one of the leading Muths (trust) of Karnataka running more than 300 educational institutions across various parts of the country as well as a few other countries. The prime objective of establishing this college was to prepare trained professional manpower for fulfilling the ever growing demand of industries and to serve as a training ground for students in the engineering and other related professions. The college campus is spread over 25 acres of land in the prime institutional area of Noida. The college which is affiliated to Uttar Pradesh Technical University (UPTU) and approved by AICTE is ranked as one of the best private technical institutions in the state of Uttar Pradesh. The college runs Under-Graduate and Post-Graduate courses in more than 8

major branches of engineering including Computer Science, Electronics and Communications, Electrical, Mechanical, Manufacturing Technology, Instrumentation and Control, Information Technology and Civil. All the departments have well qualified and dynamic faculty, some of them with rich industry experience. Similarly, all the departments have well-equipped laboratories with well trained laboratory staff and technicians. In addition, the college also runs MBA and MCA courses. It has a capacity of around 3500 seats in various Undergraduate and 450 seats in various Post-Graduate courses. The total strength of Faculty members in the college is approximately 250. The college has a very rich, fully air-conditioned and well stocked library. It has more than 9000 titles and 70,000 books on various subjects. It subscribes more than 5000 magazines and about 80 National and International journals annually. The college library also has the membership of DELNET and IEEE also. It has a seating capacity of approximately 350. The library has also 20 PCs for internet access and a Xerox facility.

The college also has very good canteen which serves various food items such as lunch, tea, snacks etc. on reasonable rates. The college also has a very good separate hostel facility for both girls and boys within its campus with the capacity to accommodate over around 500 girls and 400 boys. The seats are allotted in the hostel on 'First come first Served' basis. These hostels have all the basic amenities like water and electricity supply, security, Wi-Fi etc on a 24x7 basis. Apart from that, there is also a Basic Amenity Centre within the campus for daily needs of students such as ATM facility, stationary shop, primary health centre and Public STD telephone booth etc.

The college provides ample scope for overall development of the students in addition to imparting quality education. It has two indoor Badminton Courts, a Basketball Court, Football Field, Volleyball Court, Table Tennis etc. The college organizes a sports week annually which includes games and sports like Cricket, Table Tennis, Badminton, Football, Basketball, Volleyball, Arm-Wrestling, Chess, Carom, Tug of War etc. The college has a sports association comprising of the faculty and students both for encouraging more and more students to participate in various sports activity. In addition, it also organizes various seminars, workshops and symposia etc on the frequent basis.

College 3: 'GHI' college located in Pune is one of the medium size private engineering colleges in Maharashtra in terms of strength of the students and faculty and other staff. It started in 2001 with just three UG courses in engineering and 150 students. At present, the college conducts five

UG and PG courses in various branches of Engineering i.e. Electronics and Telecommunications, Mechanical, Computer Science, Information Technology, and Civil Engineering. The college also conducts PG courses in Management (MBA) and Computer Applications (MCA). Presently, the college enrolls approximately 700 students per annum in various courses and has the faculty strength of around 150. The college has rich and fully computerized library with more than 30,000 books under various titles catering to the requirements of various branches of Engineering, Management and Computer Science. It also has a large collection of reference books, journals and educational DVDs and CDs. The library has also subscribed international online journals like IEEE, ASME, ASCE, ACM, EBSCO, Science Direct and ASTM etc. which can be accessed and downloaded through internet facility provided in digital library. The college also has virtual classrooms where students can attend live video lectures, specialists' meetings, and training sessions from any place in the world, provided through computer and Internet connection.

The college has separate hostel facility with all basic amenities for both girls and boys who can accommodate approximately 250 girls and boys each. These hostels are equipped with solar water heating system and common room facility with Cable TV. There is also high speed Wi-Fi Internet connectivity within the hostel premises. In addition, it also has mess facility, telephone and newspaper facility, ambulance facility round the clock, emergency medical services and ATM facility within the campus. The college also has canteen which provides a variety of food-items to students at subsidized rates.

As regards the salaries and overall conditions of employment, work and service of faculty members, it was shared by respondents that majority of the faculty members are paid salary as per AICTE pay structure. In addition, there is a certain proportion of teachers who are paid a consolidated amount in the range of ₹ 21,000- 30,000. **It is pertinent to mention in this context that only those faculty members who had put in more than three years of service in the college are paid salary as per AICTE pay structure and the proportion of faculty with less than three years of service was quite substantial.** As regards various kinds of leaves, it was shared that the faculty members were entitled to Casual Leave and Medical Leave at the rate of 15 days and 10 days respectively per annum in addition to weekly off and leaves on the occasion of various kinds of festivals and national holidays. The college also grants paid maternity leave up to 3 months to female faculty members. Faculty members of the do not have much work pressure and the overall atmosphere in the college is quite congenial. **However, the college does not have any social**

security benefits except provident fund and even that is available only to permanent teachers.

College 4: 'JKL' college is one of the medium size private engineering colleges (in terms of strength of the students, faculty and other staff) of Mumbai, Maharashtra. It was established by one of the private trusts of Maharashtra in the year 2001with the view of imparting quality education in the modern field of information technology and allied branches of engineering. It aims to provide the necessary dynamism to the students in the light of expanding knowledge and changing socio-economic requirements of the modern society. It extends over a sprawling area of more than 80 acres with an easy access to railway stations. The college is surrounded by a number of industries and business establishments in the heart of metropolitan city of Mumbai.

The college which claims to provide quality education to engineering students has four major departments of engineering i.e. Computer Science, Electronics and Telecommunication, Electronics and Information Technology in addition to full fledged department of basic science and humanities to accomplish the objectives concerned with various engineering courses run by the college. It has a capacity of total 1200 students with an intake of 300 students per year. It has 80 full time teaching staff with the teacher student ratio of 1:15. The teaching staff comprises of almost one-third males and two-third females. The college claims to provide all necessary students support services to ensure that students needs and concerns are duly looked into so that they can fully concentrate on their studies. To provide appropriate career opportunities to the students, the training and placement cell of the college interacts continuously with different industries and training organizations. Workshops and seminars are also organized for academic and overall development of the students. The college library is quite rich. It has approximately 14000 learning resources covering the core fields of interest in engineering and related subjects. The library also subscribes over 40 periodicals of professional and general interest. It has a seating capacity of more than 100 students. However, the college does not have hostel facility and so students from outside have to arrange their accommodation at their own. As regards various other facilities such as sports, gymnasium etc., these facilities are also not available within the college premises.

The faculty members of the college are well qualified in their respective fields and our discussions with them reveal that they are paid salaries as per AICTE norms. In addition, they are also covered under provident fund scheme. The college maintains a constant interaction with the industry so as to keep up with the cutting edge technology and to provide industry

oriented training to the faculty. As regards various kinds of leaves and overall conditions of work and service of faculty in the college, it was shared that they get Casual leaves at the rate of 8 days and Medical Leaves at the rate of 10 days per annum along with weekly offs, Festival leaves and National holidays. It was also shared by the faculty members that the college has the provision of giving six months' Maternity Leave to female faculty members up to two children.

College 5: 'MNO' college is one of the prestigious and well established private engineering colleges of Bangalore, Karnataka. It was established in the year 1946. Subsequently the college also started evening shift. At present, the college runs seven UG courses in various branches of engineering including Electronics and Communication, Mechanical, Computer Science, Electrical and Electronics, Telecommunication, Informatics Science and Civil Engineering. In addition, the college also runs PG courses in Computer Applications, Architecture, Chemistry and Physics. The college library is housed in a spacious building covering an area of approximately 1500 Square Meters. It has a rich collection of over 35,000 books related to Engineering and allied subjects catering to the needs of faculty, research scholars and students. It has the seating capacity of more than 150 students. The library also has rich collection of technical journals, magazines, projects/seminar reports. It also has the facility of discussion room, newspaper section, and personal book reading room, language laboratory and internet browsing centre attached to it.

The college also has hostel facility for both boys and girls with 280 and 70 seats respectively. It also has separate hostel for NRI students with the capacity of around 70 seats. The hostel includes all the basic facilities such as 24 hours power supply with generator back up, TV room, Wi-Fi, solar hot water, Gym, Sports and mess etc. In addition, the college also has a sports section where there are courts for Basketball, Volleyball, Khokho, Kabaddi, Hockey, Handball, Football, Athletics, Cricket, Throw Ball and Badminton. Indoor games facility available in the college includes: Carom, Chess, Table Tennis, Boxing, Wrestling, Judo, Gym hall etc. There is also a First-Aid cum Wellness Room in the college campus itself to take care of the medical needs of the staff and students of the college. The first aid cum wellness centre works on all working days. The college also has a facility of cafeteria and coffee shop with subsidized menu and 24x7 accesses to internet.

As regards the salary and overall conditions of employment, work and service of faculty in the college, it was shared that majority of the faculty members are paid salary on a consolidated basis in the range of ₹ 21,000-50,000 per month based on their performance and work experience.

However, as shared by the respondents, the college has the provision of social security benefits to faculty such as provident fund and health insurance which is restricted only to permanent faculty. As regards various kinds of leaves, it was shared that the faculty members are entitled to Casual Leave and Medical Leave at the rate of 15 days each per annum in addition to weekly off and leaves on the occasion of various kinds of festivals and national holidays. **As regards the maternity leave to female faculty members, it was shared that the college does not have any such provision. It was specifically expressed by one of the faculty members during the course of discussions that college does not consider the total teaching experience of a faculty while fixing the amount of salary, instead they count experience from the date of joining this college for the same. It was further expressed that the college also does not grant any relaxation or leaves to faculty members for doing their Ph.D. or devoting time for various other kinds of research work and academic activities.**

College 6: 'PQR' college is one of the leading private engineering colleges of Bhopal, Madhya Pradesh. It was established in mid 90s. It spreads over an area of approximately 17 Acres. It has nearly 850 seats for Undergraduate and 120 seats for Postgraduate courses in various branches of Engineering. It has spacious lecture halls and well equipped laboratories. It also has a huge auditorium for the purpose of organizing college functions and other programmes. The college has a multi-storied and well stocked central library with wide range of books on various themes in the relevant area. It subscribes more than 20 periodicals, and various English and Hindi newspapers and digital E-Journals etc. The library has sufficient number of Hi-Tech computers and Wi-Fi network facility.

The college also has separate hostels for girls and boys both with all the basic amenities. The college also has the facility of Guest house and staff quarters. The college also has the transport facility for its students and staff. As a part of the same, the college buses cover almost on all major routes of the city. The college also has an activity centre, a place for students' interaction which serves as a support for all kind of students related social activities. All the Extra-Curricular Activities organized by the students of this college are conducted from this centrally located set up. The college has round the clock access to reading room and information services. As regards the medical facilities, it has a medical centre with four patient beds, provision of regular visits of medical officer. The college has also engaged one Doctor and one Nurse on a regular basis. The medical centre provides First Aid facility, attending emergency cases, free consultation, distribution of medicines free of cost and if required, the emergency cases are also referred to hospitals.

As regards the salaries and overall conditions of employment, work and service of faculty members, it was shared by respondents that majority of the faculty members are paid salary as per AICTE pay structure in the range of amount ₹ 40,000- 100,000 varying based on hierarchy and seniority. In addition, there is a certain proportion of teachers who are paid a consolidated amount in the range of ₹ 25,000- 35,000. The senior faculty members and those having served the college for more than a specified number of years also get the facility of LTC in the form of an amount of ₹12,000 once in two years. **However, the college does not have any social security benefits except provident fund and even that is available only to permanent faculty members. As regards various kinds of leaves, as shared by faculty members, they get only one Casual Leave per month in addition to weekly offs and leaves during festivals and national holidays.**

College 7: 'STU' college located in suburbs of Bhopal, Madhya Pradesh, is one of the worst private engineering colleges covered under the study in terms of the basic infra-structure, quality of education and overall conditions of employment, work and service of faculty members. The college was established in the year 2008. It has a total number of 320 seats at the Under Graduate and 80 seats at the Post Graduate levels in Computer Science Engineering, Electronics and Communication Engineering, Information technology, Civil Engineering and Mechanical Engineering. Though, the process of admission in various private engineering colleges in Madhya Pradesh was on the verge of completion at the time of our visit to this particular college (First week of August, 2013) however, hardly half of the seats had been filled in various courses at the Under Graduate level and none of the seats had been filled at the Post Graduate level by the time of our visit. As regards the faculty strength in the college, during our discussions with few of the faculty members, it was shared that till the last year, on official records the total strength of faculty was shown above 50 however, at present in reality there were only 14 faculty members in the college comprising of 10 males and 4 females most of whom were not eligible to work as faculty as per AICTE guidelines. As regards the infra-structure, the college neither has any proper workshops or labs nor proper library. Similarly, it also does not have any facility for outdoor or indoor sports and games etc. **So far as the salary of faculty members, it was shared by the faculty members with whom we interacted, that they were getting a consolidated amount in the range of ₹10,000-15,000 per month depending on length of their service in the college**. **Similarly, it was also shared that many a times the payment of their salaries was delayed for months together (3-4 months) and those who left in between, their dues were not settled. None of them had been issued any appointment**

letters and the college did not extend any of the social security benefits to the faculty. As regards various kinds of leaves, it was shared that the college granted only Casual leave at the rate of one leave per month and weekly offs. Apart from this there was no leave except on the occasion of national holidays and festivals.

Faculty Members

Faculty 1: Mrs. 'A' aged around 38 years is an Associate Professor and Head of the Department of Mechanical Engineering in one of the large and prominent private engineering colleges in Bhopal, M.P, established in late 90s. The Engineering wing of the college, in which she works, has faculty strength of about 100 and the faculty strength of the entire group of the institutions is around 800. She holds an M.Tech. Degree in Mechanical Engineering from one of the NITs in country. She is also pursuing her Ph.D. at present. She is quite experienced as she possesses a teaching experience of almost 12 years. She has been working in this college for the last eight years. Prior to joining this college, she served in two more private engineering colleges for around four years where she used to get ₹28,000 and ₹35,000 respectively. She left these colleges for higher salary and better conditions of work.

As regards, the reasons for her joining the private engineering college(s), she shares that she decided to join private engineering college because she did not get opportunity in government institutions. Another major reason for her joining the private institution was that she wanted to stay with her family. Her husband works in one of the public sector companies in Bhopal itself. Hence, she prefers to continue to work in Bhopal itself. In the college where she is presently working, she is paid a consolidated amount of around ₹51,000. **She is paid her salary through transfer in her bank account between 20-25th of every month.** Her husband also gets a salary of around Rupees 45,000. She has two adults and two children as dependents. The total monthly expenditure of her family is around ₹45,000.

She shared that the college grants casual leave at the rate of 12 per annum, medical leave 03 per annum and earned leave 03 per annum to the faculty members. The leaves not availed get carried forward. **The college does not have the provision of paid maternity leave for female faculty members. She further shared that only a very miniscule proportion of the faculty members have coverage under the provident fund scheme but they have to pay the employer's share also by way of 'provident fund contribution' in addition to their own contribution as employee.** In spite of that she seems to be quite satisfied and feels that the overall atmosphere in their college is good as the owner and founder Director of the institution is

quite educated in the sense that he is an M.Tech from IIT with Doctorate, and the management is also quite accessible to teachers. **However, she reveals that earlier there used to be visit by team of All India Council of Technical Education (AICTE) every year but for the last three years there has been no such visit.** The college in which she works is a Grade 'A' college from the viewpoint of charging fee from students and the group of institutions has a large number of over 3000 seats in UG and PG courses in various branches of engineering out of which almost two-third of the seats had already been filled and the process of counseling for filling up of the remaining seats was still on at the time of our visit to the college and our interactions with Mrs. 'A'.

Faculty 2: Dr. (Mrs.) 'B' is a Professor and Director in one of the reputed private colleges in Bhopal. She is an M.Tech in Communication Engineering from one of the prestigious universities of South India. She also holds a Ph.D. Degree. She is around 47 years of age. Her husband is a business head in one of the private multinational companies and is paid well. Presently, he is also posted in Bhopal itself. Prior to joining this college, as Professor and Director, she has served as faculty member approximately for twenty years in various private engineering colleges, mostly in South India. When her husband was transferred to Bhopal, she also moved with him and joined the college in which she is presently serving. As regards, her choice for joining private engineering college, she responds that she preferred to join private engineering college(s) mainly due to the reason of not getting opportunity in government institution and also due to the perception of performance based faster growth opportunity.

As professor and Director, in addition to her administrative responsibilities her duties also include: taking classes, tutorials, internal assessment, invigilation, paper setting for mid-term and final examination, conducting admissions, supervising research, college discipline, conducting research etc. As per her version, she gets her salary as per AICTE pay structures and is paid an amount of over Rupees one Lakh by way of salary which is transferred in her bank account usually between 11th- 15th of every month. She is given annual increment also every year mainly based on performance in the range of ₹3,000 to ₹5,000. The college also provides her the facility of LTC at the rate of ₹12,000 once in every two years.

As regards various kinds of leaves, she gets twelve casual leaves per year, in addition to leaves during the semester break. During the course of interactions with her, she shared that faculty members of the college do not have much work pressure and they get sufficient time for preparing for their lectures and other teaching related activities. She further shares that their institution also provides ample scope and opportunity for

professional development such as nominating/sponsoring them for career advancement training programs, and participation in various kinds of seminars and workshops etc. **In terms of the coverage of various faculty members under various sorts of social security measures, the faculty members of the college are not covered under any of the provident fund scheme or any sort of medical or health insurance schemes.**

She is quite happy and satisfied with her job and would prefer to continue in the same institution, so long as she does not get a better opportunity and unless and until her husband gets transferred to some other remote location in the country.

Faculty 3: 'C' a young man, of around 25 years of age works as a lecturer in one of the private engineering institute in Gwalior established approximately a decade ago. The college offers UG courses in Computer Science, Electronics and Communications, Information Technology, Electronics and Instrumentation, Mechanical and Civil Engineering and has a total intake capacity of over 420 students in various branches of UG courses ranging from a minimum of 30 seats to a maximum of 120 seats with an average of 70 seats per branch. As per the official record (list of faculty available on the college website), total number of full time faculty in the institution at various levels i.e. Lecturer, Senior Lecturer, Assistant/ Associate Professor and Professor (including those engaged in teaching of Applied Sciences and Humanities) is above 100 out of these more than 90% are designated as either Lecturers or Senior Lecturers. Similarly, only 30% are Post Graduates and above (Ph.D. holders) and remaining 70% are only Degree holders. Mr. 'C' is an M.Tech in Geotechnical Engineering and has been teaching in this institution for the last one year. **Earlier, he used to teach in another institution where he was paid a consolidated amount of `14,000 per month by way of salary. He resigned from that institution due to excessive pressure of work**. **Presently, he is paid a consolidated amount of ₹18,000 per month by the institution.** He gets his salary by way of transfer to his bank account. **The date of payment of salary is not fixed. He is not issued any salary slip indicating the details of the breakup of salary. He shares that the college does not have any fixed and uniform system of increment in salary. He is not covered under any of the social security measures/schemes such as provident fund, health/medical insurance or any other scheme.**

As regards to his duties and responsibilities as faculty, the same include: Taking classes; Conducting practical classes; Tutorials; Internal assessment; Invigilation; Paper setting for internal examinations etc. During the interactions with him, he shared that he is working in private engineering college due to not getting the opportunity in any of the government

institution. **On discussing about the working conditions, he reveals that he faces many problems such as not getting sufficient time to prepare for classes, addressing classes with large number of students, extended time of lecture period etc. He expresses, that the future of faculty members in majority of the private engineering colleges is not very bright.** He further shares that he is not satisfied with his job but as he is the only earning member of his family, his circumstances compel him to continue in this job and as soon as he gets a better job opportunity he would immediately switch over to the same.

Faculty 4: Mr. 'D' is an Assistant Professor in one of the renowned and AICTE approved private engineering college of Meerut, established in late 90s. The college offers B.Tech courses in various branches of engineering such as Civil, Computer Science, Electricals, Information Technology, Electronics and Communications, and Mechanical. The college also offers PG courses such as M.Tech in Computer Science, Civil and Mechanical Engineering. In addition, the college also runs MCA and MBA courses. The total numbers of seats in the college under various engineering courses are around 650. There are nearly 60 Faculty members in the college out of which one-third are females.

Mr. 'D' is 46 years of age. He holds M.Tech. degree in Civil Engineering. He has been working in this college for the last eight years. Prior to joining this college he served in one more private engineering college for about a year. He left that college mainly due to less salary and unfavourable and unsatisfactory working conditions. He also has the experience of working in industry for around fourteen years. He left the job in industry mainly because of frequent transfers, sometimes even in the remote areas of the country and uncertainty of job. He preferred to join as faculty in private engineering college basically to lead a settled life and to stay with his family. **He is the sole earning member in his family and paid a consolidated amount of ₹ 35,000 per month by the college in which he works.** He is paid his salary through transfer in his bank account. **The date of the payment of his salary is not fixed. Normally, the salary is paid after 15th of every month. However, in the month of June, which is the normal month for change of jobs by the faculty, the payment of salary is further delayed by another 15 days. Whosoever, leave the job in the mid of any of the month is normally not paid salary for the number of days in that particular month.** As regards his per month family expenditure, the same is approximately ₹28,000.

During the conversation, he shared that as a faculty member he has multitude of tasks to do in addition to discharging his normal duties and responsibilities as faculty such as maintaining discipline, sports duty,

conducting admissions, invigilation duty in competitive exams conducted by the college etc. **All these activities consume lot of time and as result quite frequently he does not get sufficient time for preparing for the lectures to be delivered. During the course of discussions, he further shared that even after working for such a long time and discharging number of job responsibilities, no one has the security of job in this institution. In this context, he particularly mentioned that only a year ago more than 20 faculty members were discontinued/retrenched from the college.**

On discussing about the various kinds of leaves granted to faculty members in a year, he shared that college provides only casual leaves at the rate of 12 per annum, weekly off, festival leaves and national holidays and **there is no provision of leaves in the college such as medical leave, earned leave, maternity/paternity leave or study leave.** However, all the faculty members get leave of one week towards the semester end. **During our discussions with him, he also shared that college does not have any uniform and transparent system of increment. He further shared that as a faculty he also does not have any coverage under any of the social security benefits like, provident fund, health/medical insurance etc.** To conclude, Mr. 'D' does not seem to be very satisfied and happy with his job, but continues with the same mainly for earning his livelihood and due to the reason of not getting better opportunity.

Faculty 5: Mr. 'E', who is about 29 years of age, works as an Assistant Professor in one of the leading private Engineering colleges of Greater Noida established nearly a decade ago. The college, in which he works, offers undergraduate and post graduate courses in various streams of Engineering and Management. The total number of seats for various engineering courses in the college is around 800. The approximate number of faculty members in engineering and management is 150 out of which nearly 17% are females.

Mr. 'E' did his M.Tech. from one of the prominent colleges in U.P. He has been teaching in this college for more than five years. It is his first profession as Faculty but over the time he has become well experienced in his profession. His various responsibilities as an Assistant Professor include conducting theory and practical classes; tutorials; internal assessment; setting papers for mid-term and final examinations; class co-coordination; anti-ragging duty etc. His usual working hours in the college are 7-8 hours per day. He normally gets 2-3 hours per day for preparation various teaching related activities. As regards the reasons for his joining private college, he shared that since he did not get opportunity in government institution, he joined private institution. However, he is still trying for government job.

As regards his salary, he shared that he is paid as per pay structure. His total emoluments are ₹ 47,520. He is paid his salary by transfer in his bank account between 11th- 15th of every month. The prevailing system of increment in the college is that the increment is given annually and it varies in range of ₹3000 to ₹9000 depending on performance of individual faculty. **With regard to social security, he mentioned that the college does not provide any kind of social security either in the form of provident fund or medical/health insurance.**

As regards various kinds of leaves, he shares that they are granted casual leaves at the rate of 12 per annum and medical leave at the rate of 08 per annum in addition to weekly offs, festival leaves and National holidays. He further shared that in addition the faculty members of the college are also granted 21 days leave in summer and 7 days in winter by way of semester break. **The college does not have the provision of paid maternity leave for female faculty members.** As regards, the opportunities for professional development to faculty members, he shared that the institution provides ample scope and opportunity for the same such as nominating/sponsoring them for career advancement training programmes and participation in various kinds of seminars and workshops etc.

Mr. 'E' shares that since the institution in which he works is a private one, he lacks the job security. Therefore, he keeps on looking for opportunities in the government to get a more secured job. Finally, he suggests that there should be regular monitoring by the government to ensure that the Faculty members engaged in private engineering colleges are paid salary as per AICTE norms.

Faculty 6: Due to the perception of performance based faster growth opportunity, higher salary along with better incentives Mr. 'F', who is around 30 years of age, joined one of the leading private engineering colleges of Greater Noida eight years ago. Prior to joining the present college, he used to work in another college which he left within six months due to unsuitable working environment.

Mr. 'F' is an M.Tech in Production and Industrial Engineering and pursuing his Ph.D. from one of the Central Universities in Delhi. During our course of discussions with him on salary related aspects, he shared that he is paid an amount of ₹47,000/- as per pay structure by way of his salary. He further shared that he was getting salary as per AICTE Pay structure. In addition, he shares that the college in which he works has covered all the employees under health insurance scheme. Under this scheme, the Faculty members have a health insurance cover up to ₹1 Lakh and other employees

have health insurance cover up to ₹50,000/-. **As regards gratuity scheme, he shares that though as Faculty member he is covered under gratuity scheme but for this purpose at present, an amount of ₹3000/- per month is deducted from his salary. Similarly, though there is a provision of Provident Fund in the college but he has to pay a total amount of ₹1560/- per month by way of his share of P.F contribution (₹`780/-) as well as that of the employer (₹780/-).**

On asking about the employment conditions he shared that in addition to discharging various duties as Faculty (such as conducting practical and theory classes, setting papers for mid-term and final exam, invigilation and conducting research etc), **he has to attend to various other non-teaching jobs also such as reminding the students about regular timely fee payment, ensuring their presence in the class as well in the examinations. With regard to the overall working environment in the college he shared with disgust and dismay that the working environment in most of the colleges is not congenial and good.** Finally, he suggests that in technical institutions the conditions with regard to academic and professional qualifications for the positions of Director and other senior positions should be strictly adhered so that the people with due competence and vision can provide proper leadership and direction for various academic and professional activities.

Faculty 7: 'G' is a young woman, aged around 25 years. She works as an Assistant Professor in one of the premier private engineering institutes in Mysore, Karnataka. This institution was established approximately 6 decades ago. It offers UG and PG courses in a wide range of branches of Engineering such as: Mechanical, Civil, Electronics and Communications, Computer Science, Instrument Technology, Electronics and Instrumentations, Polymer Science and Technology, Information Science, Biotechnology, Construction Technology etc. Ms. 'G' is M.Tech in Electricals and Electronics Engineering. She has been teaching in this institution for the last two years. It is her first job as Faculty. She shared that she was being paid salary as per AICTE pay structure and getting a total amount of ₹42,000/- per month. She further shared that she was getting her salary by way of transfer to her bank account in between the 1st-5th day of every month. She informed that the college also has the system of annual increment in salary. She mentioned that she was covered under provident fund and for this purpose she was paying an amount of ₹780/- per month by way of employee's share of contribution. **However, as regards health/ medical insurance, she mentioned that she was not covered under any of such schemes**.

As regards her major duties and responsibilities as faculty, she shared that these included: Conducting theory, practical and tutorial classes, internal assessment, invigilation, paper setting for internal examinations, maintaining college discipline, conducting research etc. During our interactions with her, she expressed that she opted to join private engineering college due to the perception of performance based faster growth opportunity. In the context of various kinds of leaves provided by college, she shared that in the college there is a provision of 4 casual leaves, 15 earned leaves, 4 months' maternity leaves along with various festival leaves and national holidays. On discussing about the overall working environment and conditions of work, she expressed that college was providing almost all the basic facilities and the overall conditions of work were good. She further expressed, that the future of faculty members in the institution in which she was working was very bright, there were ample of opportunities for the employees of the institution to grow and develop. She seemed to be quite satisfied with her job. However, she expressed that there was a need of faculty development programmes on a more regular and frequent basis for continuous enhancement/improvement in their skills as a Faculty.

Faculty 8: Mr. 'H' is an Assistant Professor in a private engineering college run by one of the renowned trusts of Bangalore. He is around 46 years of age. He holds M.Tech degree in Mechanical Engineering. He has been working in this college for more than past ten years. Prior to joining this college, he has served in two more private engineering colleges for about twelve years. He left those colleges mainly due to lesser salary and for better opportunities. He opted to join as faculty in private engineering college, basically due to the perception of performance based faster growth opportunity. He is the sole earning member in his family and paid a consolidated amount of ₹48,000/- per month by the college in which he works. His salary is credited to his bank account between first and fifth of every month. As regards his per month family expenditure, the same is approximately ₹35,000/-.

During the course of our interactions with him, he shared that, apart from his usual involvement as a faculty in various activities such as: conducting classes (theory and practical both) and conducting and supervising research projects, engagement in internal assessment, invigilation during examinations, paper setting for mid-term and final examination he is also responsible for maintaining discipline in the college. During the course of discussions he further shared that the college has not provided any accommodation/ staff quarters to the faculty. **He has to spend**

approximately four hours per day in commuting from his residence (approximately 20 kilometers away from the college) to college by bus.

On discussing about the various kinds of leaves granted to faculty members, he shared that college grants casual leaves and earned leaves at the rate of 15 days each per annum, weekly offs, festival leaves and leaves on the occasion of national holidays. He further shared that there is also a provision of leave encashment in the college. He also shared that college provides performance based annual increment and the basis of promotion is seniority cum merit. He further shared that as a faculty he is covered under social security benefits like, provident fund and health insurance. He also gets bonus in terms of gifts. **Towards the end of our interactions with him, he revealed that their college ignores the total teaching experience and higher qualification (Ph.D.) while fixing salary. He also revealed that in addition the college does not have any system of encouragement for pursuing Ph.D. or appreciation for conducting any other type of research/academic work.**

Faculty 9: Mr. 'I' works as an Assistant Professor in one of the old and well established private Engineering College of Bangalore. He is around 28 years of age. He holds an M.Tech degree in Mechanical Engineering with specialization in Machine Design. He has been teaching in this college for the last two years. This is his first profession as a Faculty. As regards his choice for joining the private engineering college, he shared that he joined the same mainly due to not getting an opportunity in any of the government institutions.

As per his version, he gets his salary as per AICTE pay structure and is paid a total amount of ₹29000/- which comprises of ₹15,600/- as Basic pay, ₹6000/- as AGP, ₹3500 as DA, ₹3900 as HRA. He gets his salary through direct transfer to his bank account in between 1st and 5th of the every month. During the course of further discussions, he shared that in their college, annual increment is given on the basis of performance and varies from faculty to faculty. **It was further shared the college does not pay any bonus and also does not grant any of the social security benefits to the faculty such as Provident Fund or any other sort of Medical/Health insurance.**

With regard to various kinds of facilities to faculty by college, he shared that though they have been provided with separate Faculty Room but it does not have proper basic facilities as per the climatic changes. It was further shared that the college provides ample opportunities for professional development, such as sending faculty members for various

kinds of training/ orientation programme(s), and participation in seminars. As regards various kinds of leaves, it was shared that he gets 8 casual leaves per semester along with weekly off, festival leaves and National Holidays. In addition, the college also has system of compensatory off and provision of leave encashment.

While discussing about various kinds of problems being faced as a faculty **it was shared that their annual increment is very meager.** The other major problem he shared included lack of adequate co-operation and support by the senior faculties of the institution to the junior faculties. Finally it was shared that there should be strict implementation of AICTE rules and guidelines and also the implementation of AICTE pay structure in its true letter and spirit.

Faculty 10: Ms. 'J' aged around 37 years, is an Associate Professor and Head of the Department of Information Technology in one of the prominent private engineering colleges in Mumbai, Maharashtra. This college was established in late 90s. The Engineering wing of the college, in which she works, has faculty strength of about 80. She holds an M.Tech Degree in Information Technology. She is also pursuing her Ph.D. She is quite experienced, as she possesses a teaching experience of almost thirteen years. She has been working in this college for the last eight years. Prior to joining this college, she served in two more private engineering colleges for around four years where she used to get ₹20,000 and ₹25,000 respectively. She left those colleges for higher salary and better conditions of work.

As regards, the reasons for her joining the private engineering college(s), she shares that she decided to join the same because she did not get opportunity in government institutions. Another reason for her joining the private institution was her perception of performance based faster growth opportunity here. In the college where she is presently working, she is paid salary as per AICTE pay structure, and gets an amount of around Rupees one Lakhs per month. She is paid her salary through transfer in her bank account between1st and 5th of every month.

With regard to various kinds of leaves by the college, she shared that the college grants casual leave at the rate of 08 per annum and medical leave 10 per annum. It was further shared that the CLs and Medical Leaves not availed get carried forward. She stated that the college also has the provision of paid maternity leave of six months for female faculty members. **She further shared that only a few of the faculty members have coverage under the provident fund scheme under which they have to pay ₹780/- by way of employee's share of 'provident fund contribution'.** It was further shared that the major problem which she faces as faculty is non

co-operation by other Faculty members. Overall, she seemed to be quite satisfied as the overall atmosphere in their college is congenial and she is enjoys her work.

Faculty 11: Mrs. 'K', aged around 35 years is an Assistant Professor in one of the reputed private colleges in Pune, Maharashtra. She has done her M.E. in Computer Science from one of the prominent colleges in Pune itself. She has been working as faculty in the same college for more than 8 years. As regards, her choice for joining private engineering college, she shared that she had to join the same mainly due to not getting opportunity in government institution. As regards the reason for joining as faculty it was shared that this job was more suitable for her as it provided sufficient time for managing her home and work both.

With regard to salary, she shares that she is paid the same as per AICTE pay structures. She gets a total amount of ₹48,000 per month by the way of salary which is transferred to her bank account usually between 11th- 15th of every month. She is given an annual increment in the range of ₹2,000 to ₹4,000 which is mainly based on performance. However, in this context it was shared that only those faculty members who were working in the college for more than last three years were being paid salary as per AICTE pay Structure, and rest were being paid a consolidated amount.

As regards various kinds of leaves, it was shared that she was getting 15 Casual leaves and 10 Medical leaves per year, in addition to leaves during the semester breaks. During the course of discussion with her, she shared that faculty members of the college did not have much work pressure. **In terms of coverage under various social security measures, it was shared that the faculty members of the college were not covered under any of the social security measures such as provident fund or any other sort of medical or health insurance schemes.**

Towards the end of the our discussions with her, she shared that she finds her particular job as faculty in that college suitable for her and would prefer to continue the same as her house was quite near to the college and so she was able to manage her house and her profession both in a comfortable manner.

Faculty 12: Ms. 'L' is around 25 years of age. She works as an Assistant Professor in one of the leading private engineering colleges in Pune, Maharashtra. Ms. 'L' holds the M.E degree. She has been teaching in this institution for the last one year. It is her first job as Faculty. She shared that she was being paid her salary as per AICTE pay structure and was getting a total amount of ₹40,000/- per month by way of transfer to her

bank account. However, the date of salary was not fixed. She further shared that the college also had the system of annual increment in salary. In this context it was mentioned that AICTE pay scale were not given to all faculty members. Those only holding B.Tech. and designated as lecturer were getting the consolidated amount by way of salary. She mentioned that she was covered under provident fund and for this purpose she was paying an amount of ₹700/- per month by way of employee's share of contribution. **As regards health/medical insurance, she mentioned that she was not covered under any of such schemes.**

As regards her major duties and responsibilities as faculty, she shared that these included: Conducting theory and practical classes, internal assessment, invigilation, paper setting for internal examinations, handling projects etc. During our interactions with her, she expressed that she opted to join private engineering college due to not getting opportunity in government institution. In the context of various kinds of leaves, she shared that in the college there was a provision of 15 CL along with various festival leaves and national holidays. **She further shared that maternity leave was provided to only to those faculty members who had completed more than five years in the college. The college had the provision of six months' maternity leave on half pay salary or three months' leave on full pay salary.** On discussing about the overall working environment and conditions of work, she expressed that college was providing almost all the basic facilities and the overall conditions of work were fine, however, the future of faculty members in the institution was not much promising and secure. **Finally, she expressed that there was a need of awareness among the faculty members about the AICTE regulations and various labour law provisions applicable to faculty members in private engineering colleges.**

The above case studies reveal that there are some private engineering colleges which are quite good from the view point of overall conditions of work and various kinds of social security measures being extended by them to the faculty members engaged in such colleges. Similarly, there are some faculty members who are paid their salaries as per AICTE norms and also extended various kinds of social security measures. However, the proportion of such colleges and faculty members is very small and faculty members engaged in majority of the private engineering colleges have various issues in terms of non-payment of salary as per AICTE norms, unsatisfactory conditions of work and non-coverage under various social security measures etc.

Chapter - 8

Conclusion and Recommendations

Technical education plays a crucial role in growth of human resources, enhancement of industrial productivity and improvement of the quality of life. One of the key components of technical education system in India comprises of a large number of private engineering institutions. In fact, presently more than 3/4th of the total engineering institutions/colleges in the country are constituted by private engineering institutions. As per the latest available sources there are approximately 3200 private engineering institutions / colleges in India engaged in imparting UG and PG level education in various branches of engineering. In addition to providing employment to a large number of persons engaged in various non-teaching categories, these colleges are the source of employment to almost 4,00,000 technically qualified persons (with UG, PG, M.Phil and Ph.D. level qualifications) engaged as faculty. Most of the faculty members engaged in these colleges fulfill the eligibility criteria in terms of education and other qualification for being engaged as faculty at various levels i.e Assistant Professors, Associate Professors and Professors. However, there is also a substantial proportion of about 20% of the faculty who do not possess the required educational qualification to be engaged as faculty in permanent position. The study reveals that the situation in this regard is almost similar in private engineering colleges in all the four states covered under the study except in the colleges falling under the category of government aided or trust managed where the proportion of such faculty is quite limited as compared to private unaided colleges. There is a comprehensive regulatory framework in the form of detailed AICTE guidelines and legal measures under various labour legislations for safeguarding the interest of the faculty members engaged in these institutions covering aspects like salary, conditions of work and social security etc. The study reveals that viewed in the light of these guidelines and regulatory framework, some of the private engineering colleges are quite good in terms of overall conditions of work, various kinds of social security benefits and measures being extended by them to the faculty members engaged in such colleges. However, the study further reveals that the proportion of such colleges is very small and faculty members engaged in majority of the private engineering colleges have various issues in this regard. The following sections focus on the key issues emanating from the study (based on the analysis of the data gathered and the

focused group discussions held with groups of faculty members as part of the study) and the recommendations to address these issues.

Key Issues

- A substantial proportion of faculty members are paid a consolidated amount by way of salary rather than payment as per AICTE pay structure. Almost 49% of the faculty members covered under the study was being paid salary on consolidated basis.

- A substantial proportion of faculty members are paid very meager salary. The study reveals that almost 6% of the respondents were being paid salary only up to ₹10,000, 17% up to ₹15000 and 32% up to ₹20,000 per month. In some colleges some faculty members are paid salary in enclosed envelop and there are instances of faculty members not knowing the salary of each other.

- The study reveals that a substantial proportion of faculty members were not being paid even the minimum prescribed salary commensurate with their educational qualifications (₹15600 for B.Tech. / B.E. degree holders and ₹21,600 for M.Tech. / M.E. degree holders). 41% of the B.Tech. / B.E. degree holding respondents and almost 11% of those with M.Tech. / M.E. degree were not getting even the minimum prescribed amount.

- A substantial proportion of faculty members have prolonged working hours. About 8% of the respondents shared that they have to work for more than 8 hours per day. During the counseling for admissions, some of them have to stay in the college even up to 07:00 P.M. They are not paid any extra compensation for the same.

- Almost 64% of the respondents at the level of Assistant Professor, 82% at the level of Associate Professor and 1/3rd at the level of Professor though being paid salary as per AICTE pay structure were not getting their full salary due to them.

- A substantial proportion of faculty members engaged in private engineering colleges are not paid salary in time. The study reveals that almost 40% of the respondents were being paid salary after 10th, almost 7% after 15th of every month. 15% of the respondents shared that there was no fixed date of payment.

- Almost half of the faculty members engaged in various kinds and types of private engineering colleges are not issued pay slips. The

practice in this regard was found to be quite worse in the state of U.P. and M.P. with 80% and 83% of the respondents respectively not being issued pay slips. In Maharashtra and Karnataka 80% and 74% of the respondents respectively shared of being issued pay slips regularly. It is pertinent to mention in this context that all the colleges falling under the category of government aided and managed by trust issue pay slips.

- A substantial proportion of faculty members engaged in private engineering colleges are not issued any appointment letter and identity card as proof of employment. The study reveals that more than 1/5th of the respondents were not issued any appointment letter and 17% had not been issued even the identity card. In the state of U.P. 1/3rd and in M.P. 45% of the respondents were not issued appointment letters. Surprisingly, in U.P. and M.P. even some of those faculty members who had been working in the same institution for more than 4-5 years had not been issued any appointment letter. Similarly, in a large number of cases they are issued the letter of appointment only for the probation period and are not issued confirmation letter after probation. However, all the respondents from government aided and trust managed colleges shared that they had been issued proper appointment letter as well as confirmation letter.

- More than 1/10th of the colleges do not have any system of increment and salaries of faculty remain stagnant for years. 13% of the respondents shared that their college did not have any system of increment. 11.5% shared that the same was based on individual performance. They further shared that in a large number of cases the same was denied on one some pretext or the other. However, the state of Karnataka was much better in this regard and ranked 1st in terms of colleges having the system of annual increment in about 86% of the colleges.

- A substantial proportion of faculty members engaged in various private engineering colleges do not have promotional avenues. More than 1/4th of the respondents shared that their college did not have any provision of promotion. The colleges falling under the category of government aided and trust managed had a much more better system in this regard.

- Almost half of the private engineering colleges either do not have the provision of medical leave. Even a substantial proportion of colleges

with this provision grant these leaves to a limited proportion of faculty subject to various conditions.

- A substantial proportion of colleges have the practice of retaining the original documents of the faculty members after verification with them even up to a year and sometimes even till continuance of employment. At times, retention of documents is enforced / insisted by offering less salary to those not submitting originals.

- Some colleges or faculty in some of the private engineering colleges are not provided even the basic facility of faculty chamber/cabin or staff room to them. They have to make use of labs or a library for sitting during their spare time and have to make preparation for classes there itself.

- A substantial proportion of faculty members are not aware of various social security measures applicable to them like EPF, ESI and gratuity etc. Similarly, a substantial proportion of them are also not aware of even the AICTE regulations. The study reveals that almost 2/3rd of the respondents (80% in M.P. and 75% in U.P) were not aware of any of such measures. Similarly, as high a proportion as 45% of the respondents were not aware of AICTE guidelines. However, the states of Maharashtra and Karnataka were better in this regard.

- Faculty members engaged in some of the private engineering colleges have also to do marketing for ensuring admissions of as many students as possible. They are sent even personally to other states for door to door counseling and influencing the students to take admissions in their college. Faculty members are given a number of temptations for the same. Similarly, those who fail in ensuring admission of a minimum of 3-4 students in the college may have to lose their job.

- Majority of the private engineering institutions are owned by politicians, contractors, retired bureaucrats and big business men etc. and hence succeed in flouting most of the regulatory norms.

- Some private engineering institutions do not appoint separate Lab Assistants and their job too (security and maintenance of lab equipments) is to be performed normally by newly appointed junior faculty member.

- Some colleges have a very strict lecture monitoring system in the sense, that if somebody is late even for 5-10 minutes for the lecture

first time, warning is given, for second time delay, salary of the half day and for the third time delay salary of the full day is deduction. Situation is also similar in case of reaching the college late even by 10 minutes whatever may be the reason(s) for delay and many times due to such reasons the teachers have to lose ₹1000 – ₹1500 per month from their salary.

- One of the important issues, though not directly related to the overall conditions of work of faculty engaged in private engineering colleges is that many a times the name of the same faculty member is there on the rolls of more than one college. There are instances of many private engineering colleges giving frequent advertisements for recruitment of faculty. The purpose is that the CVs of well qualified and experienced applicants received in response to such advertisements are retained to fulfill technical requirement at the time of inspections by regulatory bodies. This kind of practice was found to be quite common in smaller colleges covered under the study.

- Many private engineering colleges take full advantage of economic compulsions of faculty members by way of assigning various kinds of administrative jobs to them such as documentation, record keeping, sending fee reminders to students, and ensuring the regular presence of the students in classes etc. in addition to their main responsibility in terms of teaching and research.

- More than half of the private engineering colleges do not extend the benefit of provident fund to the faculty members engaged by them. The study reveals that 57% of the respondents were not covered under provident fund. In U.P. 3/4th and in M.P. 85% of the respondents were not covered under the same. Maharashtra and Karnataka with 75% and 50% of the respondents having coverage were much better in this regard. However, a substantial proportion of such respondents shared that they were supposed to pay the employer's share of contribution also along with their own share of provident fund contribution.

- Faculty members in most of the private engineering colleges do not have coverage under any kind of health / medical insurance scheme. The study reveals that as substantial a proportion as 85 Per cent of the faculty members were not covered under any of the health / medical insurance scheme. The study further reveals that even those who were covered, almost 1/4th of them were extended

this kind of benefit after having server for more than a year and more than 1/4th after having served the institution for more than six months.

- Group insurance is one of the contribution based important forms of social security coverage prevalent in large number of organization in private, public and government sector. However, as far as the faculty members engaged in private engineering colleges are concerned a very small proportion of them are covered under the same. Only 5% of the respondent covered under the study shared of being covered under group insurance.

- Maternity benefit is one of the most essential and important social security needs as far as female employees are concerned. However, as far as the faculty members engaged in various kinds of private engineering colleges are concerned, a substantial proportion of them are not extended even this basic benefit. More than 60% of the respondents covered under the study revealed that their college did not have the provision of this benefit. In the state of U.P. only 25% and M.P. only 31% of the respondents shared that their college had the practice of granting this benefit. It is pertinent to mention in this context that the colleges falling under the category of government aided and trust managed and managed by trust invariably extend this benefit to the female faculty members engaged by them.

- A substantial proportion of private engineering colleges with maternity benefit provision for female faculty members engaged by them grant this benefit only to those female faculty members who have served the institution for more than a certain time period. In case of colleges covered under the study this time period varied from 4-6 years. Further, a substantial proportion of the colleges pay only half of the salary for the maternity period. Some of the colleges even do not pay any salary.

- Gratuity is also deemed to be one of the important kinds of social security. As per one of the important judgements delivered by Hon'ble Supreme Court of India teachers are also entitled for the same. However, practically most of the faculty members engaged in majority of the private institutions are not covered under gratuity. The study reveals that as high as proportion as more than 4/5th of the respondents did not have coverage under the same. The situation in this regard was by and large similar in all the four states covered

under the study. However, the colleges falling under the category of government aided and trust managed extend this benefit to the faculty engaged by them.

- A substantial proportion of faculty members engaged in private engineering colleges are not aware of various regulatory / legislative measures such as EPF scheme, ESI scheme and gratuity etc applicable to them. Similarly, a substantial proportion of them are also not aware of AICTE guidelines.

- Faculty members engaged in majority private engineering colleges do not have any job security. Similarly, a substantial proportion of them are not paid salary for the period of session break, especially for the period of semester break during summer. As regard the faculty members engaged in government aided and trust managed colleges as well as those engaged in minority institutions they are quite better in this respect.

Recommendations

- It should be mandatory for all the private engineering colleges in the country to pay salary to the faculty members engaged by them as per AICTE prescribed pay structure. For ensuring the same, the AICTE has to strictly monitor that every faculty engaged in such colleges fulfills the eligibility criteria.

- None of the private engineering colleges in the country should be allowed to pay to the faculty less than the prescribed basic pay, academic grade pay (AGP) payable as per AICTE guidelines and D.A. declared by the government from time to time.

- The norms with regard to number of periods per week to be taken by the faculty and other workload as per AICTE guidelines need to be followed both in letter and spirit.

- There is a need of effective monitoring of timely payment of salary to faculty members engaged in private engineering colleges and other related issues such as unauthorized deductions from salary, non-payment / less payment of salary to female faculty members for the period of maternity and not issuing pay slips etc. by AICTE.

- None of the private engineering colleges in the country should be allowed to engage faculty members without issuing formal appointment letter. It should also be mandatory for all the private

engineering colleges to issue the letter of confirmation to them after completion of the probation period.

- There is a need of evolving some rational criteria by AICTE for putting in place a system of increment in salary of faculty members and of an effective monitoring of payment of such increment as per these criteria from time to time.

- Faculty members engaged in various private engineering colleges need to be given time to time promotions subject to fulfillment of the eligibility criteria as laid down.

- As some private engineering colleges in the country have the unfair practice of retaining the original documents of the faculty members for long after verification of such documents, the same needs to be discouraged and discontinued.

- Faculty members engaged by various private engineering colleges in the country need to be covered under some basic health / medical insurance scheme. The government should make it mandatory for all private educational institutions to extend a minimum of health/ medical benefit to the faculty engaged by them. Alternatively, the government may consider raising the limit of ESI to ₹25,000 so that at least the Ad-hoc appointee faculty members/teachers engaged in various private educational institutions drawing salary up to this limit can have the medical coverage and other benefits in the form of ESI scheme. Similarly, they also need to be covered under provident fund by making appropriate amendment in the EPF & MP Act, 1952.

- The main job of the teachers engaged in various kinds of private educational institutions including private engineering colleges is teaching and imparting education, hence the unfair practice of compelling them to ensure admissions as a condition to continue them in job or to grant them hike in pay, as practiced in some of the private engineering colleges needs to be discontinued and discouraged. Similarly, there is also a need to absolve the faculty from kinds of clerical responsibilities.

- It should be mandatory for all private engineering colleges to grant the due maternity leaves with full pay to all the female faculty members engaged by them subject to fulfillment of the statutory criteria whenever such request is made to the college.

- There is a need of an immediate check on the illegal practice of retaining the name of the same faculty on the rolls of more than one institution to flout with the norms with regard to eligibility criteria (in vogue in some colleges) as this kind of illegal practice affords an opportunity to colleges engaged in such practice to employ non eligible candidates as faculty and pay them much less than what is actually payable to faculty.
- All faculty members engaged in private educational institutions fulfilling the eligibility criteria for payment of gratuity as per the provisions of Payment of Gratuity Act, 1972 should be extended the gratuity benefit.
- One of the important factors responsible for non-implementation of various regulatory measures applicable to faculty members engaged in private engineering colleges is the lack of awareness or inadequate awareness with regard to such provision. Hence, there is a need of raising the level of awareness among the faculty with regard to such measures by way of awareness campaigns and various other methods.

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