



Importance of Private Education Sector in Developing Higher Education

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Abstract

One of the modes to enhance the knowledge and range of obtaining employments is education. The information and intellectual capacity that is accumulated during our lives enables one to confidently cross the hurdles faced. In the last few decades, higher education system in India has attained newer dimensions with a tremendous increase in the enrolment of students crossing twenty million admitted to more than seven hundred universities across the country. These admissions have been done into around 3500 affiliated institutions, an exclusive target that was attained with the participation of the private sector. The contribution of the private sector being as high as 30% by the end of 2020. The private universities and institutions with their world class standards have played a key role in the fiscal development of the country. The present paper aims at attaining a bird's eye view of the higher education scenario and the importance of private institutions in the development of newer goals, catering to the needs of the modern society of the 21st century (Mishra and Vasisht, 2017) It highlights the influence of private education system in building quality education and explores the needs, challenges of private education system in present society as well as analyses the role of private sector in the economic development of the country.

Introduction

Education has always been one of the most important intellectual necessity of human beings. It is the medium of instruction that perceives at the all-round development of children. Bajaj (2012) mentions in his paper that "Human development is the real indicator of the advancement and promotion of a society". Pujar (2014) has described in her report that "higher education is very vital to achieve sustainable growth and development of any country. The university Education Commission (1948-49), under the Chairmanship of Dr. S. Radhakrishnan, gave the foundations of the future of Indian Higher Education". Dr. D.S. Kothari Report of the education commission submitted in 1964-66 highlighted the mutualism between education and development of the nation. A committee, Central Advisory Board of

Education (CABE) that was set up in 1921 by the then central government was to aid the role played by the governmental body in the upliftment of education the basis for which was the agreement between the different provincial governments to this effect.

The components of higher education are the courses that are grouped as “under-graduate, post-graduate, Pre- doctoral and doctoral level programmes” (Pujar, 2014). As per the highlights of the National policy on Education (NPE), the education level of a person enables him or her to introspect on the “critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills” (Manoharan, ---).

Education is thus, a crucial factor for survival of a nation. Being at the apex of the educational pyramid, it plays a key role in producing teachers for the Education system. Albeit, the field of education can be categorized into “technical and non-technical education”. Higher education can be perceived as education after the school level that takes place at “a university or a college or an institute”.

The major governing body for the higher education in India has been University Grants Commission (UGC), which comprises all educational institutions, that provide a degree, technical qualification, and encompass the All India Council For Technical Education (AICTE) that governs the institutions of engineering; and the Medical Council of India (MCI), governing the medical educational bodies (UGC Act, 1956).

A dire need for the private sector role in Indian higher education system was required since India happens to be the second most populous nations in the world, and the number of institutions run by the Government were not adequate to cater to the needs of such a big population.

Objectives of the study

1. To know the evolution of private education in India
2. To know the privatization policy in higher education.
3. Suggestion to improve the current education system in higher education.

The need for Private Sector in higher education in India

Privatization in higher education is requiring since long time as there are a lot of reasons which we needed the same as follows.

1. Right to education Act (RTE) explains the “right of children to free and compulsory education Act and defines the modalities of the importance of free and compulsory education for children between 6 and 14 in India”(Article 21 A of the Indian Constitution).
2. How will government manage to provide higher education to all students who want to study in medical, engineering, teaching training institutions etc.
3. Private universities are not governed by any rules or provisions of political intervention of either center or state government ruling party.

4. The job at the private universities has been hectic and demands meticulous performance by the faculties, failing which strict action may be acted upon or may terminate them from the job.
5. The appointment of teachers in private universities is based mainly on the basis of merit and performance
6. Private institutions host a better infra-structure than compared to the government institutions, thereby making them more efficient in imparting the education.
7. Privatization of education has brought about a significant increase in the numbers of opportunities in job market by increasing the scope of admission at all levels of Education.
8. There is a continuous striving by the Private universities and colleges to upgrade the level of education in their institutions, for upgradation of the technologies so that they are always ahead of their contemporaries.

Objectives of private education sector in India

- To provide quality education
- Promotion of technologies advancement.
- To reduce the gap between industry and education
- To achieve a wide span of private ownership in the society and decrease the load on government.
- To impart education in areas that are far reaching or inaccessible and smaller urban or semi-urban areas
- To generate a skilled man power for the workforce in industries and institutions required for the development of the nation, (Parmar, 2019)

Evolution of privatization in higher education

The reactions to the privatization of higher education in India has been mixed and has gradually varied from the dependence up on the “public institutions to the acceptance and spread of Private institutions offering higher education”, (Parmar, 2019).

It has been noted that the developmental strategy in India brought about the implementation of privatization as in several other nations along with supporting the bloom of private educational institutions in the country (Parmar, 2016).

In India, during the beginning years of the independence, the role of public sector received a lot of encouragement and was promoted well. During this phase, several private higher educational universities and colleges were nationalized to form public universities thus bring about a transformational change in the functioning of the older educational bodies into “ thus public institutions” giving rise to the era of “Publicization of private institutions”, (Monika, 2016).

This trend of privatization of public institutions changed when certain self-financing courses were introduced in public institutions and led to a stage of privatization of higher education in public institutions, though the ownership of the institutions was controlled by the public managements even after some of the courses were self-financing. UGC states that "the

committee were appointed by the University Grant commission (UGC) and the All India Council of Technical Education (AICTE) that also recommended privatization of higher education” (Genesis, 1956). Several state governments introduced these “Self-financing” courses in many colleges and universities. The fees fixed for such courses was controlled by the State government or the University of affiliation.

The surge in the self-financing courses in the colleges and universities began in the year 1990s with the institutions offering these courses for a higher stake than the conventional courses. Such courses incurred higher profits for the institutions, which were known as “capitalization fee colleges” and offered wide variety of subjects in the field of engineering, medicine and management (Tilak 1994; Agarwal 2007).

A high inflow of students to these courses was seen in the South Indian States, viz., Andhra Pradesh, Karnataka, Tamil Nadu and the western state of Maharashtra led private higher education institutions to flourish extremely well giving higher profits to the managements. As these courses were offered only by a few states, students from all over the country flocked to these courses.

During the late 1990s, the emergence of the private universities began in India with the course providers relaxing the rules and regulations so as to enable more students to study in such universities. This led to the establishment of private, “Deemed to be Universities” seeking status of Private institutions that later were declared Deemed Universities (Agrawal, 2007).

“A private universities Establishment and Regulations Bill was introduced in the Rajya Sabha in August 1995 with a view to providing for the establishment of self-financing private universities” this excerpt taken from paper by Varghese (2012) gives the glimpse of the condition of the private universities in India. It shows that things were not smooth with the private institutions after the bill was introduced. Though the bill was held up and failed to be passed, it led to serious debate on the matter (Varghese, 2012).

In 2002, many of the state Universities proceeded to pass the “Private University Acts” and Chhattisgarh was the first state to establish the first private university in India in the year 2002, named, Sri Rawatpura Sakar International University (Varghese 2012) and went on to start some 97 more private universities. The same trend was followed in other states like Assam, Haryana, Himachal Pradesh, Gujarat, Odisha, Punjab, Uttar Pradesh, Uttarakhand, (Varghese 2012).

Privatization policies for higher education

At the policy level the process of privatization is rather complicated especially so in the field of higher education. We can classify three major magnitudes of higher education.

- a) This involves transfer of ownership and management of institutions from government to private sector or a combination of Government and private sector.

- b) This refers to the shifting from present public financing of government and government financed private colleges to private financing.
- c) This includes private foreign financing as well. There can also be a combination of public private financing of government colleges.

Research methodology is descriptive and data is based on secondary. For this study data and information has been collected with the help of research articles and internet.

Higher education institutions in India

The higher educational can be categorized in to the following kinds,

- a) **Universities:** These are establishing by an act of parliament or state legislature and are of unitary or affiliating type. They are called Central Universities and State Universities respectively.
- b) **Deemed to be Universities:** These institutions are private higher education institutions that have been allotted the “Deemed to be University” status by the central Government as per the recommendations of the UGC in terms of Section 3 of the UGC Act. Several institution sunder this group offer advanced level courses various fields of specialization at the same time many others award general degrees.
- c) **Private Universities:** These are established by various State governments through their own legislation.
- d) **Institutes of National Importance:** These institutions are declared as such by the Government of India by an Act of parliament and are empowered to award degrees. In some cases, such institutes are also set up by the Government through an Act of state legislature.
- e) **Premier institutes of Management:** These are the institutes that have been set up by the Central Government and are outside the formal university system. They offer Post-graduate Diploma Programmes which are equivalent to Master's Degree Programmes in area of management.

Conclusion

Education is a fundamental right of everyone in the society. In India there are 2 providers of education one is public sector and another one is private sector. Now a days private educational sector are leading in providing quality education especially in higher education with their well-built infrastructure. Indian higher education is dominated by private sector because of the inefficiency of the public sector. The GER in economy is increasing because of the tremendous contribution of the private institutions.

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