

Abstract

The world is becoming a global village and information technology is at peak, with this kind of competitive and demanding environment, the demand for professionals is continuously increasing. The ever increasing demand gives rise to the demand of higher education. The enrollment in higher education when compared to its demand is still very less. This is majorly because of three concern areas : Accessibility, Equality and Quality. The higher education is still accessible to only limited population or strata of society. Only the limited or selected strata of society can take up the higher education. The spread of higher education is also unequal. The major role played by the private sectors in various countries is increasing the equality, accessibility and quality of education. India still the role of private sector players in higher education is yet to be explored. It is estimated that India has the highest and largest market of higher education which attracts high returns for the private players. The paper tries to read from different source about the role and importance of private players in higher education. Paper tries to focus on the expansion in higher education and the contribution in education sector and its returns. Government is continuously loosing its emphasis on the higher professional education. Various state private universities and deemed universities have been established during recent years. In spite of such an expansion still there is a growing demand for the expansion of private sector institutions and colleges in Indian higher education.

Introduction

The world is becoming a global village and information technology is at peak, with this kind of competitive and demanding environment, the demand for professionals is continuously increasing. The ever increasing demand gives rise to the demand of higher education. The enrollment in higher education when compared to its

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demand is still very less. This is majorly because of three concern areas:

1. Accessibility
2. Equality
3. Quality.

The higher education is still accessible to only limited population or strata of society. Only the limited or selected strata of society can take up the higher education. The spread of higher education is also unequal. There is a lot of disparity between the statuses of higher education among the different states of country due to sociopolitical factors. The inequality amongst the gender and castes is always prevailed in Indian context. The disparity is also evident in urban rural comparison. Quality of Indian higher education is another basic factor of low rate of enrollment. Lack of qualified and dedicated faculties, inadequate physical infrastructure, lower academic standards and unaccredited institutes are the major reasons of poor quality of Indian higher education.

The major role played by the private sectors in various countries is increasing the equality, accessibility and quality of education. India still the role of private sector players in higher education is yet to be explored. It is estimated that India has the highest and largest market of higher education which attracts high returns for the private players. With the enforcement of RTE, under which government forces the primary and middle schools to give admission to certain number of students of financial disability, the eligible population for higher education will surely increase in longer run. This will further increase the returns of private players.

In recent years the role of private institutes has increased manifold. The number of unaided institutes has increased tremendously during last few years. This in turn has increased the enrollment of students in higher education enormously in the private institutes. The various reports indicate the private sector participation in the establishment of various professional institutes offering various courses like engineering, management, hotel management, law etc. is increasing day by day. This increase increases the accessibility and equality of higher education. The quality of higher education is still one of the major dimensions to be improved upon. The private players can enter through various options such as State universities or deemed universities, affiliated colleges or institutes approved by certain regulatory body such as AICTE or they can offer online distance learning courses through the study center. The private players through the above mentioned entry options can offer various general courses of professional courses. To reduce the initial investments and fixed cost burden many private player starts by offering distance education rather than opening their own centers. Most of the private reputed players are coming up with the higher professional courses such as engineering, Business management, natural sciences, communication, law etc. The major emphasis of these

players is quality education to students to make them employable and sustainable. To achieve this objective most of the players are imparting inter and multi disciplinary courses which allows the student to choose from basket of courses which make them market ready. The global orientation and exposure is another area of concern of these private players. Most of the private players have started focusing on the quality of education which forces them to emphasize on global orientation, training and research and global exchange programs not only for student development but also for the development of the faculties. The institutes have started collaborating with the corporate, industries and schools all over the world for the qualitative and sustainable education. The pedagogy and assessment is becoming more and more effective and learning based. The paradigm of teaching has shifted from traditional classroom teaching to out of the box thinking so that practical and research based education can be imparted. To increase the accessibility and affordability many private players have started imparting the quality education through distance learning mode. In this mode the players keep their focus on local partnership, innovative and market ready robust courses, deep penetration and transparent assessment methodology to leverage the market.

With all these aspects the private players have marked their presence felt very strongly in the education market and going to be the most competitive and qualitative in the emerging scenario of higher education.

Foreign Universities

Foreign universities are also playing important role in the growth of professional education in the world around. In India the predicted role of foreign universities cannot be ignored. Before allowing the foreign universities to enter and play in the battlefield their purpose and vision should be very clear to us. Universities grow in organic manner and it is not sure that the successful university of one place will also be the successful university at other geographical place. The universities are known not only for their courses and faculties; but also for the physicality of it. This physicality is the unique character of any university.

Demand Supply Scenario in Indian Higher Education

The expansion in higher education really take a leap in past few years and the major contribution to this jump is due to the private sector interest in education sector and its returns. Government is continuously loosing its emphasis on the higher professional education. Various state private universities and deemed universities have been established during recent years. In spite of such an expansion still there is a growing demand for the expansion of private sector institutions and colleges in Indian higher education. This increase in demand for professional higher education can be understood by various factors like system enrollment capacity, focus towards particular program, and distribution between the different regions of country, pedagogy and role of technology in

delivery, quality, innovation and social issues. Even though the role of private sector is tremendous in managing the demand for professional higher education the universities the responsibility of government state universities and institutions is still has its strategic importance since most of the students in professional higher education prefer the ranked state universities and institutions and get enrolled in them. The situation of most the state university is not very lucrative as most of them managed by the government directly and hence are less maintained and remain undeveloped. The major problem with the management of state universities is the fund allocation and developing the facilities for academicians to innovate the academic programs for the innovations to match the market need. Technically the state universities been created and managed by state as an independent identity and hence they lack in several grants and funds whereas the central universities are the responsibility of centre, therefore get more grants and funds. Though, both the types of universities have been established for the same purpose therefore the state universities should also get support from the central to develop the resources. This can be done only if the states start giving the universities more importance and facilities as well as the central universities should club them schemes with state and make both the universities as national treasure and of national repute and importance. One of the most important reasons of ill management of state and central universities is the volume of work these universities have. In the present system of professional higher education most the colleges are affiliated to the state or central universities which increases the enrollment volume of students. The voluminous tasks burden the universities and make them slow in their working. On the same hand the colleges with efficient systems felt muffled with the slow system and delays. This whole drama leads to deterioration of quality of academic courses, their evaluation and hence the academic facilities. Due to this corrosion the innovation and creativity for the betterment of higher professional education is lost. To cope up with the situation the qualitative improvement with the quantitative development should be the prime area of concern for the decision makers. Most of the academicians started requesting to revamp the system in a manner where college is been treated as the base for the higher education and hence it should be maintained with high quality. The central, state or the private, no matter which way the inception of university done it should emphasize on quality education and the start should be through the undergraduate basic courses and then to take these qualitative batches to post graduate courses and become the resource for others in the state or domain. Thus, in the scenario the need is to reduce the burden on state and central universities by liberating the large and efficient colleges to handle independently and innovate, thus improving the quality of professional higher education. The major issue in the demand of professional education and its supply is the faculties and trainers. Again it is not only the number but in qualitative aspects also. This all increases the demand for the qualified trainers and teachers. This increase would be in all the segments of education including professional higher education. The target population for the various sectors of education is the people

from 5 to 24 years of age. This is the population segment which is targeted for the education and skill development. Various studies of UGC, MHRD depicts that there is a huge demand for courses, seats and teachers in coming future.

Table1 : Trends Expected In Population And Relevant Age Groups ('000s)

(in '000s)	2008	2022
Total Population	1,144,734	1,352,695
Population in the age group of 5 To 14	247,593	228,196
Population in the age group of 15 to 24	227,463	232,166

Source: Report of Technical Group on Population Projection by National Commission on Population and IMAcS analysis

With the regular increase in population and laws like RTE the school going population would continuously increases which is a positive sign for the increase in the demand of professional higher education. Not only the rate of admission, the rate of dropout form the schools is also expected to decline with the agendas like grading system, project based evaluations and mid day meal programs. The increasing rate of industrialization, globalization and emergence of service economies is generating the demand for professional qualified candidates. Thus it is projected that the demand will going to increase for the professional higher education.

Table 2 : Incremental Human Resource Requirement in Vocational Stream (in '000)

	2008	2022	Incremental	Proportion in Vocational Stream	Incremental Human Resource Requirement in Vocational Stream	Annual Requirement in Vocational Stream
Textile(Spinning, Fabric Processing, Garmenting)	13100	29900	16800	85%	14289	1020
Electronics and IT Hardware	906	4129	3223	35%	1128	81
Leather	2500	7139	4639	85%	3943	282
Organized Retail	283	17623	17340	80%	13872	991
Gems & Jewellery	3335	7943	4608	75%	3456	247
Building, Construction and Real Estate	35968	83270	47302	70%	33111	2365
BFSI	4250	8500	4250	65%	2763	197
Furniture and Furnishing	1455	4873	3418	80%	2734	195

Auto and Auto Components	13000	48000	35000	54%	18900	1350
Tourism and Hospitality	3530	7172	3642	65%	2367	169
Food Processing	8531	17808	9277	80%	7422	530
Construction Material	1140	2497	1357	40%	543	39
Building hardware Chemicals and Pharmaceuticals	1668	3546	1878	25%	470	34
Transportation, Logistics and Warehousing	7374	25101	17727	40%	7091	506
Total	97040	267501	170461	66%	112080	8006

Source: NSDC & IMaCS. Human Resource and Skill Requirement in Education and Skill Development Services 2022. NSDC, New Delhi.

The whole demand for professional higher education would also lead to the demand for the skilled faculties to impart those education with academic excellence. As per the National Policy on Skill Development, it is proposed to develop the capacity to train about 12 to 15 million persons annually.

Table 3: Projected Demand for Trainers till 2013 as per UGC

	2010-11	2011-12		2012-13		Total
No. of Skill Development Centres	300	900	1150	1150	1500	5000
No. of Trainers	2400	7200	9200	9200	12000	40000

Source: NSDC & IMaCS. Human Resource and Skill Requirement in Education and Skill Development Services 2022. New Delhi: NSDC.

The whole scenario indicates that the current availability of faculties is much lesser than what is required. Increase in enrollments, existing workforce, requirement of globally competitive academic quality and many more reasons will lead to large jump in faculty requirement. From IMaSc source and data from MHRD it is estimated that around 80,00,000+ would be the requirement in education sector in coming years.

These all are the signs for the universities and institutes to retain their qualified employees and to make policies which will be attracting new and qualified talent towards the sector as well as towards their institute.

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