

## **PUBLIC PRIVATE PARTNERSHIP IN STRENGTHENING THE BASE OF HIGHER EDUCATION IN INDIA**

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### **Abstract**

The current situation calls for the expansion of higher education facilities. An effort was made to strengthen the open and distance learning system at the university level when the New Education Policy (1986–1992) was implemented. International assistance was focused more on broadening the foundation of elementary education during the 1990s, nevertheless. Since then, a number of funds have been made available to improve the lower levels of education in developing nations like India. The use of qualified human resources is required in all areas of development in the twenty-first century. From a quantitative standpoint, the higher education system in India enrolls about 2% of the 17–23 year old age cohort. To demonstrate our strength in the area of higher education in a knowledge society, we need to double this number. A few factors prevent government-run or -aided organizations from growing quickly. Although limited finances are anticipated to be a significant hurdle, lack of political will to build the foundation of higher education through government initiatives stands in the way. The bureaucratic system also interferes with the higher education system's ability to operate independently. Delays in product delivery, apathy among the staff, and a top-down, directive governance structure all hinder the system's ability to operate efficiently. Particularly in the domain of professional education, the private unaided systems provide a considerable contribution to the expansion of higher education. Lack of a service-oriented strategy coupled with a profit-driven goal contributes to the exploitation of target populations by offering meager incentives for the employability of its products in niche job markets. In order to promote higher education in its truest sense, neither the government nor the private sector can function well.

**Keywords:** Public Private Partnership, Higher Education, Employability, Populations.

**Introduction**

Education providers can be of two types – government and private. Private schools can be run with partial funding from the government (known as aided) or completely self-financed (known as un-aided). Government schools are established and managed by the government. It also gives grants to these schools. When the government has limited resources to provide universal access to education, the help of the private sector is taken. In most economies the private sector operates with the profit motive. But when it comes to education, the private sector is expected to operate on a non-profit basis. Srivastava, P. (2010).

Some experts are of the view that due to lack of regulation some private sector schools are affecting the quality of education. Apart from this, due to high fees, many students are not able to reach them. On the other hand, some believe that due to increased competition in higher education, private sector participation is necessary to increase investment and quality in this sector. Mgaiwa, S. J., & Poncian, J. (2016).

The Standing Committee on Human Resource Development is currently examining the 'Role of the Private Sector in Higher Education'. In this context, we present an analysis of the role of the private sector in higher education in India. This note explains the regulatory structure of the education sector and outlines key issues related to private sector participation in higher education. Shiji, O. (2014).

Depending on the contextual conditions, government systems that have rich and qualified human resource potential for teaching and research are either overutilized or underutilized. Even while the private sector has a desirable and lucrative infrastructure of professional programs, it lacks competent and motivated employees and a defined objective for delivering commodities to its stakeholders. In order to fulfill the formal requirements for the awarding of degrees and certificates, they primarily focus on activities that are exam-oriented. The need for recognition and a higher grade at any cost, despite the existence of regulatory authorities, distances higher education from its true purpose in society. Unfortunately, politically and financially powerful groups choose to support these kinds of for-profit businesses while ignoring their responsibility for overseeing the management of the public system since it is more lucrative.

In the Knowledge Commission Report from 2006, it was emphasized that higher education institutions must quickly expand while placing appropriate emphasis on the private sector's obligations. In order to improve the system's quality, the public sector must go forward and lead organizations in the private sector that are highly driven. By collaborating with academics and innovators who might be employed in the public sector, the private system must be willing to support high standards in educational procedures. Given that they rely heavily on government benefits and subsidies to fund higher education programs, they must provide material assistance to the government system. It is imperative that business leaders step forward to assist infrastructure development and research initiatives at government-funded research institutes. In order to perform research and development activities aimed at increasing production and satisfying the needs of the outside community, higher education institutions and the businesses must work together. The country's progress toward high-quality higher education will be aided by ongoing networking and communication across various government and non-government institutions. Kumari, J. (2016).

### **History of higher education in India**

The history of education in India is very old. When there was not even a trace of the so-called developed countries of the world, since then we had got the form of esoteric texts like Vedas. All the knowledge and science contained in them have not been revealed even today, that is, education in India is not the gift of foreigners, but India has been very prosperous in the field of education. Doctor. F. W In the words of Thomas (1955) "There is no exotic plant of learning in India, there is no country in the world where the love of learning has originated so early or has exerted such a lasting and powerful influence.

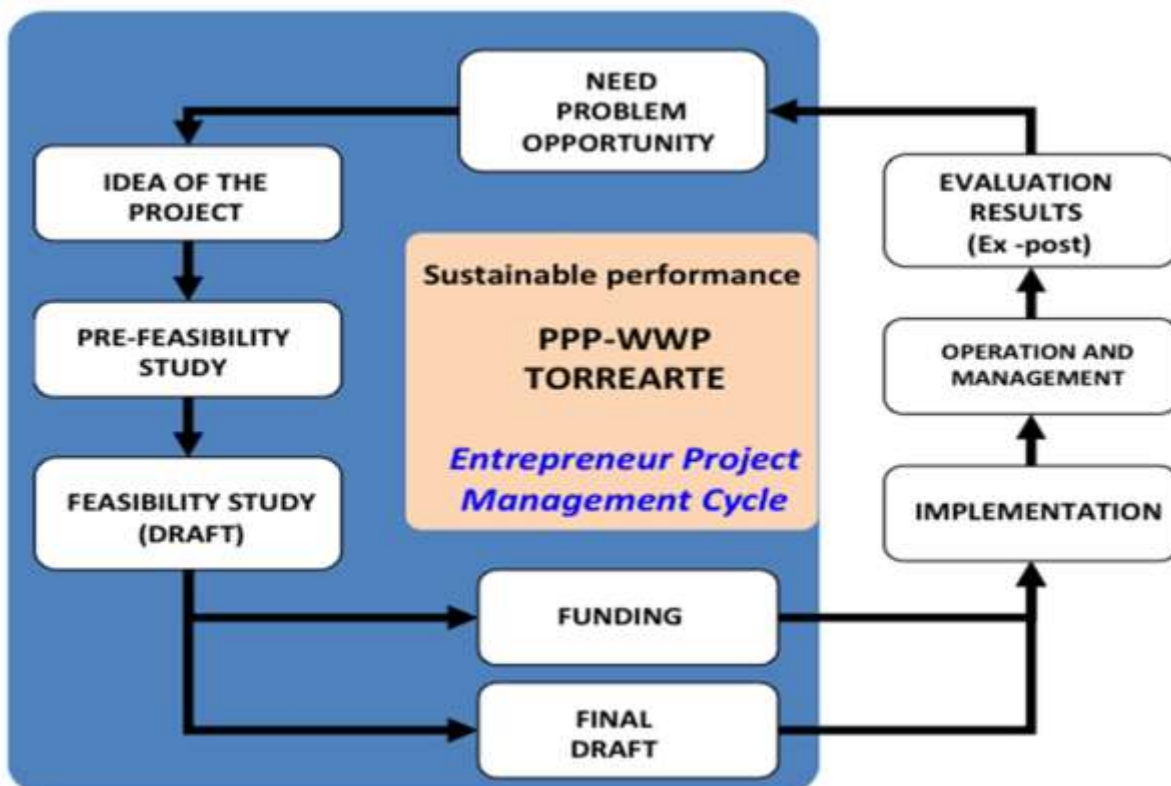
Indian civilization is one of the oldest civilizations of the world. On the basis of the available evidence, it can be said that the Indian civilization was advanced and prosperous in comparison to other civilizations of the world even at that time. Surely, the contribution of education must have been in the root of the prosperity of that time, because education and society are dependent on each other. Mital, K. M., & Mital, V. (2016).

Although the seed of education was sown in India in the distant past about 400 years ago. Visions of its harmonious form are from the beginning of the Vedic period. The basic reason for

this was probably the oral form of the then education system, because the development of the Indian script system took place much later and after that the texts were scripted. All the literature prior to this was passed orally to the next generation and continued to prosper.

It is clear from the history of India that the political scenario of India has been of many ups and downs. Which also made its impact on the social system of India. Because of which there were many changes in the Indian education system as per the time and the spread of education continued continuously. Witters, L., Marom, R., & Steinert, K. (2012).

**Examining the ideas of private public relationship**



Source: <https://www.mdpi.com/>

A new development is the widespread encouragement of private sector initiative in higher education. Up until the 1990s, this component was not seriously discussed in policy texts or commission findings. The idea of encouraging private investment in higher education using a standard model of cost-benefit analysis was not considered until after the promotion of the liberal economy and the globalization of society. Thadani, K. B. (2014).

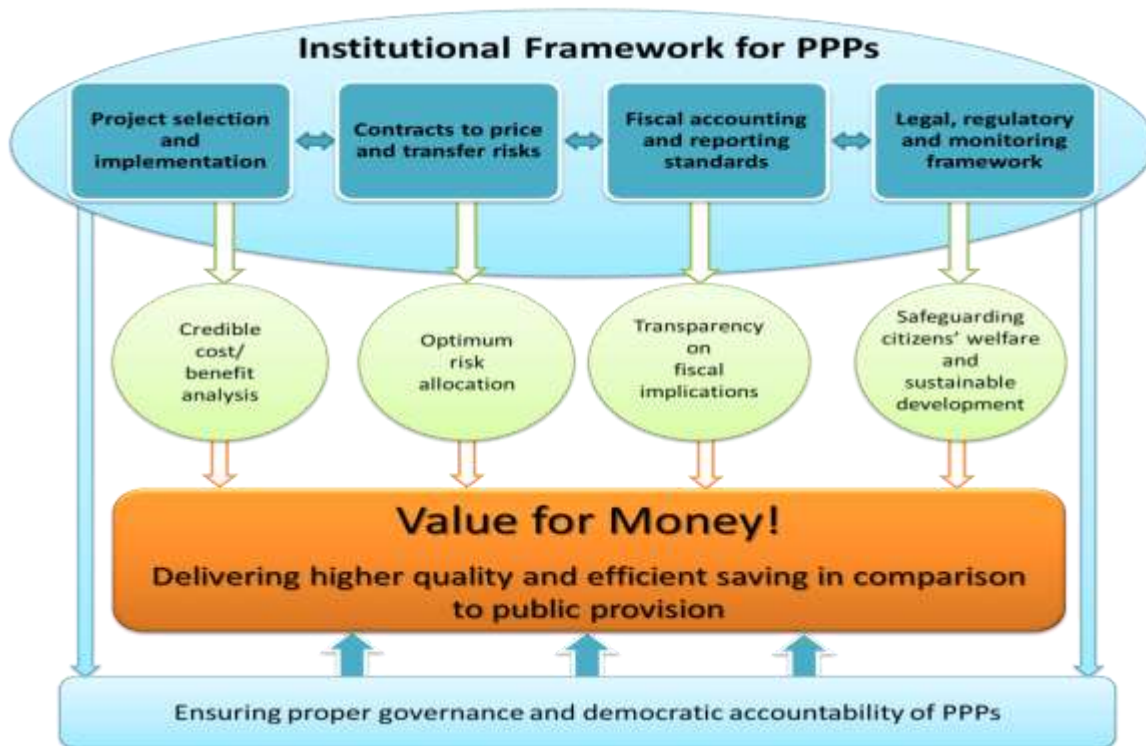
Through the Ambani-Birla report in 2000, industrialists took a risk by attempting to formulate educational policy for the first time in India. A policy framework for education reforms was published concurrently with the NDA regime and emphasized the necessity of private involvement in the sector. The development of "a credit market for education, together with selective scholarships, especially in higher education," was encouraged. In addition, the research emphasized the need to promote a competitive environment among educational institutions. The main recommendation was to decentralize public institution management while also growing private institutions. It may be observed that a company model promoted rivalry over collaboration, with the goal of competition remaining the improvement of financial output in any given business sector. When businessmen's primary goal is to generate greater financial returns, competition in quality products is not evident. In this situation, the industrialists' desire for higher education autonomy is fairly sincere in order to further their objectives. Luthra, M., & Mahajan, S. (2013).

The Yashpal committee report, an important document from the UPA I administration on the reconstruction and revitalization of higher education (2008–2009), explored the phenomenon of privatization in higher education. It called attention to the unethical and opaque behavior of private institutions and universities. Furthermore, it was attacked for saying that "the solution to the dishonest practices of some private investors should not mean doing away with their participation in the field of higher education collectively." Even if the government supports the private sector's involvement in higher education, it cannot afford to completely turn over the responsibility for expanding the capacity already in place to the private sector. A prospective regulatory organization like NCHER may be expected to deliver more than is anticipated in the comments on this study. In the era of privatization, it is a major subject to consider what magic it can work to increase the quality control processes at the national and state level. The UPA I

administration also established the National Knowledge Commission (NKC) as a modern endeavor to enhance higher education in the knowledge economy. The NKC spoke extensively about how higher education contributes to economic development. It stated that in order for a country to participate in the global information economy, developing new knowledge and safeguarding current resources are essential. It emphasized the importance of broadening possibilities to around 1500 universities worldwide, which would allow India to reach a gross enrollment percentage of at least 15% by 2015. It challenged private entities' monetary interests for believing that reviving and expanding the current colleges would be a better policy effort. Although not at the expense of quality, it placed emphasis on private initiatives in higher education. The NKC advised that an independent organization called IRHAE be established to start quality control mechanisms at the national level. Chattopadhyay, T., & Nogueira, O. (2014). The National Knowledge Commission (NKC) was constituted in the year 2005 with the objective of creating a knowledge based society in the country. Under this, there was also a target of improving the education sector. NKC did not promote profit making educational institutions.<sup>3</sup> Yashpal Committee was constituted in the year 2008 to reform the higher education sector. This committee also recommended that private institutions providing higher education should not function solely with profit motive. However, both the NKC and the Yashpal Committee suggested that private investment in higher education should be encouraged to increase educational opportunities. It is imperative to be encouraged. This aspect is discussed in detail in this booklet under the heading Fee Structure. Medhekar, A. (2014).

Various private, but non-profit higher educational institutions have been functioning for many years in many countries including America. These include Standford University, Massachusetts Institute of Technology etc. Apart from this, there is also a private and for-profit university called University of Phoenix in the US. On the other hand, in the higher education system of Britain, many private institutions are working on non-profit basis.

### **Why PPP needed in Higher Education**



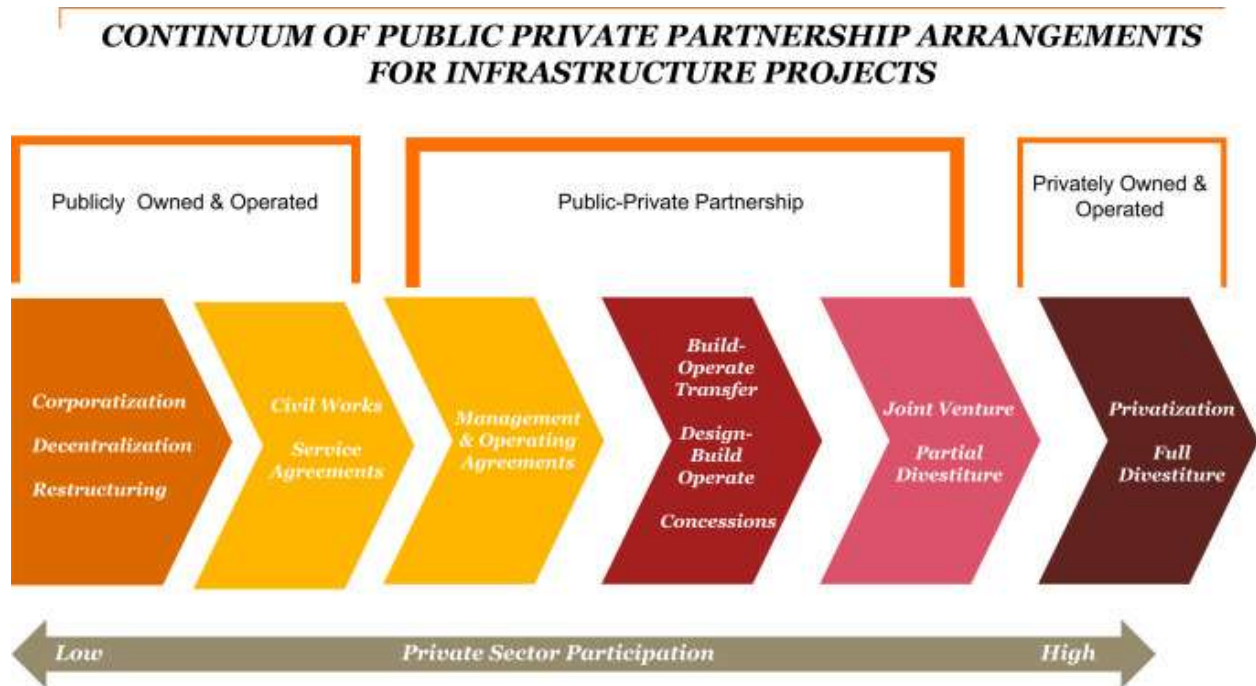
Source: <https://worldbank.org/ppps/public-private-partnerships>

Particularly in the previous two decades, public-private partnership (PPP) has turned into a trendy buzzword in new development plans. The idea of using private resources and promoting the active involvement of the private sector in national development is regarded as being novel. It is promoted more vehemently when it is anticipated that public resources won't be sufficient to meet needs. In several areas of infrastructure development, including the construction of roads, trains, and airports, PPP is already being used. But based on media reporting, these have had a mixed bag of results. These policy efforts are no longer the only ones being implemented; now, areas of human development like education and health are also being covered. Chenoy, D. (2013).

PPP has been suggested as a significant option for the education sector in the Eleventh Five Year Plan. The Eleventh Plan, among other things, suggested the creation of 6,000 new model secondary schools connected to the Central Board of Secondary Education. Of them, 2,500 will follow the PPP model. The goal is to establish these schools in underdeveloped and rural

locations where there aren't any good educational facilities, so that quality education is also available there. Verger, A., & VanderKaaij, S. (2012).

**Public Private Partnership in Higher Education**



Source: <https://www.sciencedirect.com/>

Alternative strategies for fostering global collaboration in research and education are being studied by governments. The guiding principle for government engagement in education is dependent on a number of contributing elements, including (i) externalities, (ii) capital market imperfections, (iii) agency concerns, (iv) equity, and (v) information asymmetries. The government can achieve its policy goals, which pertain to ownership/delivery, funding, and regulation, by using a range of policy instruments. PPPs acknowledge that other service delivery methods, outside of the "traditional" public finance/public delivery paradigm, can help governments achieve their policy goals. The majority of PPPs in education stem from service delivery initiatives that can be broadly categorized as private management of public educational institutions, contracting with private institutions for education delivery, private information/testing services, outsourcing of non-core functions, and outsourcing of delivery by public tertiary institutions. Kutumbale, V., & Telang, V. P. (2014).



Similarly, public-private partnerships (PPPs) in infrastructure play a large role in education, with the majority of these projects involving private funding for the development and upkeep of both essential and auxiliary educational assets. A significant financial effort in PPPs that are supply driven is the private leasing of public institutions' and tertiary institutions' premises, as well as the provision of tools and ongoing support for IT labs in educational institutions. However, when we examine the current PPPs, we find that demand-side finance programs typically include publicly funded student loans, privately funded student loans, publicly supplied student scholarships, and subsidies for private institutions. The private sector's involvement in curriculum creation and quality control are some examples of strategic partnerships in PPPs designed for the education sector. As part of PPPs, certain universities and institutions have MoUs for social marketing, public/private tertiary institution affiliations, on-the-job training, and research collaborations. Lee, M. N. (2016).

**Reduction in Public Spending:** India spends over 3% of its GDP on education. This is less than the suggested 6% that is required in some policy papers. The fiscal allocation for higher education has gradually increased in real terms over time. Higher education institutions have actually been pushing for the creation of resources. According to RUSA, institutions must produce resources and should include this as a strategic component of their development strategy. Commercial use of university resources would be necessary for institutional resource generation. This may entail collaboration with businesses in the private sector. While the value of public spending on higher education cannot be understated, the private sector's contribution in terms of resource development and philanthropy is growing more significant. Lee, M. N. (2016).

**Government Failure in Higher Education:** While the value of public higher education in India cannot be understated, the growing inefficiency of the public education system is a cause for serious worry. While the majority of students enroll in public higher education, most public higher education institutions, particularly colleges, suffer from poor teacher quality, teacher absenteeism, poor infrastructure, out-of-date curricula, a lack of supportive governance systems, and a lack of a conducive research environment. In the literature on economics, the failure of government sector organizations is frequently attributed to an unbalanced incentive structure that promotes slackness in the educational providers' attitudes. This prevents people from coming up

with new ideas for problems, which lowers the standard of higher education as a whole. Even inside institutions run by the public sector, this necessitates private sector involvement. Panda, D. K. (2016).

### **Conclusion**

The most recent texts emphasize on the quick expansion of higher education institutions while placing proper focus on the role that the private sector should play in it. However, the public sector needs to step up and show well-motivated private institutions the way in order to improve the system's quality. By including innovators and researchers who might be employed in the public sector, the private system must be willing to support high standards in educational procedures. In order to conduct higher education programs, they rely heavily on government perks and subsidies, so they must provide material assistance to the government system. To encourage research activity and infrastructural support in government-funded higher education institutions, industrialists must step forward. In order to perform research and development activities aimed at enhancing production and meeting the needs of the outside community, higher education institutions and companies must collaborate.

The country's progress toward high-quality higher education will be aided by ongoing networking and communication across various government and non-government institutions. Along with connecting public institutions with private institutions, quick action needs to be made to connect and collaborate public institutions, such as govt/semi-govt universities, colleges, and research institutions. Instead of fostering competition among institutions of higher education, collaboration and cooperation should be the guiding principles for the development of higher education. Conclusion: In the era of globalization and ICT, there should be more room for sharing material and human resources, academic programs, and learning materials, as well as for offering students a variety of alternative opportunities for higher education, not only at the state/national level but also at the international level.

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