



PRIVATIZATION IN HIGHER EDUCATION – AN ANALYTICAL STUDY OF LITERATURE REVIEW

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ABSTRACT:

India has been leading the world in the privatization of higher education, especially during the years 2010 to 2020. The primary research inquiry in the current study is concerned with the development of privatization in India from 2010 to 2020 and its effects on entry into India's higher education system. Secondary data and descriptive analysis is employed in this paper. Although it was noted that the Government's overall expenditure on higher education has increased, as a percentage of GDP, it has decreased between 2010-20. Private educational institutions' proportionate share of enrollments has grown steadily and quickly and the public sector has either decreased or remained stagnant. Also, this paper investigates the impact of ICT on boosting the privatization of higher education in India.

KEYWORDS:

HIGHER EDUCATION, PRIVATIZATION, INDIAN EDUCATION SYSTEM, ICT.

INTRODUCTION

After China, India has the second-highest population in the world. The percentage of people aged 15 to 34 in India (34.46) in 2020 was greater than the global average (31.12), while the predicted median age of the overall population in 2021 was 27.73. (MOSPI, 2017). Before the first segment of this group retires, this young population will continue to be active in the labor market for around the next three decades. So long as India can turn its demographic dividend into an asset, it enjoys a demographic advantage. To effectively involve the youthful population in rewarding productive activities that can aid in India's economic development, knowledge generation, and dissemination are required. Such circumstances can be made easier by expanding access to higher education. **According to Joshi and Ahir (2013)**, Indian higher education has transformed from an "elitist" to a "system for the masses"; the sector has experienced tremendous institutional expansion and an increase in enrollment, especially from 2010 to 2020. Additionally, this period sees a discernible rise in the institutional support for higher education provided by the private sector and a comparatively stagnant state sector.

The goal of the current research article is to examine the emergence of higher education privatization. Access to and funding for education in India. A literature review aims to offer a critical analysis of an understanding of the many components of higher education in India before 2010 to construct the knowledge of the environment in which private higher education grew from 2010 to 2020. **The conceptual framework uses the high-publicity, high-privateness model proposed by The impact of Johnstone (1999)** evaluated higher education in India from 2010 to 2020. Therefore, India's development of private higher education financing and private access to

higher education India is rated for the years 2010 to 20. Finally, policy repercussions and conclusions have been provided. Researchers have looked into several different elements of Indian higher education, in addition to publications and reports from the government and other organizations. While the paper mulls over In India in 2010, private funding for higher education and private access to higher education This literature review offers a viewpoint on several issues relating to higher education from now until 2020. India's education system before 2010.

Contrary to many other nations, such as Japan, South Korea, the US, and the Philippines, the privatization of higher education in India is a comparatively recent occurrence (**Altbach, 2013**). For the past two decades, a significant aspect of the Indian higher education system has been privatization, both in terms of access and financing (**2000-2020**). The projected future shows various levels of higher education privatization (**Tilak, 1991**). Tilak specifically refers to four models: public provision of higher education but with a reasonable level of financing from nongovernmental sources; privately managed but government-aided higher education institutions; and management and funding of colleges and universities primarily by the private sector with little government intervention.

The Indian higher education sector has encountered numerous financial difficulties since its independence. Over the past three decades, these have gotten worse. The problem of prioritizing public finance for higher education is one of them (**Agarwal, 2006; CABE, 2005b**), as is the dilemma of whether and to what extent to allow higher education to be privatized.

(**CABE, 2005a, 2005b; Gupta, 2004, 2005; Joshi & Ahir, 2015b; Kapur & Mehta, 2004**), understudied sources of

finance for higher education, such as philanthropic donations, bank loans, stocks, contributions from alumni, and offering commercial services like consulting training, or space rental (Joshi & Ahir, 2015b). Several authors, including Ambani and Birla (2000), Agarwal (2006), and Joshi and Ahir (2015a), stress the difficulties the governance systems provide. Regarding government funding, Gupta (2005) and Tilak (2002) noted that the majority of household spending on higher education is made up of tuition and other fees, followed by books, travel expenses, stationery, and private coaching. Although Chandrasekhar, Rani, and Sahoo highlight that household spending has significantly grown (2019).

Several scholars, including Agarwal (2006), Ved (2007), Joshi, and Ahir, have studied institutional growth and the rise in absolute enrolment (2013, 2016a, 2019). They show that enrollments increased very little between 1950 and 1980, somewhat between 1980 and 2000, and dramatically after 2000. The Gross Enrolment Ratio (GER) has increased slowly over the course of more than 40 years, rising from 1.5 in 1960 to 9 in 2003-04 (CABE, 2005b; Thorat, 2006). However, there has been noteworthy development in the GER, which went from 9 percent in 2003-2004 to 23 percent in 2013-2014 (Joshi & Ahir, 2016a). Additionally, it was stated that the private sector has witnessed the majority of the increase in institutions and enrollments. (Joshi & Ahir, 2016a; Agarwal, 2006). Equity issues based on gender, ethnic background, geography (such as rural versus urban), economic background, religion, and interstate versus interprovincial travel have been brought up during the process (Thorat, 2006; Khan & Sabharwal, 2012; Chandrasekhar, Rani & Sahoo, 2019; MOSPI, 2015; Joshi & Ahir, 2016b, 2019, 2021; Tilak, 2002). By emphasizing equity, inclusivity, and improved quality, the National Education Policy 2020 intends to restructure the current higher education system in India. The goal is to create a multidisciplinary, expansive higher education system with modernized curricula, pedagogies, and evaluation practices. It will be encouraged to establish private universities with "philanthropic and public-spirited goals." Through freeships and scholarships, private institutions are expressly expected to commit to ensuring quality and equitability in education.

Regarding governance, educational outcomes, transparency of disclosures (particularly in fee setting to ensure reasonable cost recovery and fulfillment of social obligations of the institute), encouragement of regional Indian languages as a medium of instruction, and financial stability and security, regulatory regimes for both private and public institutions are expected to be treated equally. The policy also focuses on a trend to provide faculties and institutions more autonomy where the institutes are managed by autonomous boards with competent members who are independent in their academic and administrative pursuits (NEP, 2020).

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data. The current study makes an effort to analyze the privatization of higher education in India using comparable data that is currently accessible from official sources for the years 2010 to 2020.

India's higher education system is extensive and complicated. India has the second-biggest higher education system in terms of students enrolled and the largest in terms of institutions (Joshi & Ahir, 2013). Due to the wide range of higher education institutions in India, the particular features of the private higher education system in that country can be understood by using a privatization model put forth by Johnstone (1999).

According to Johnstone (1999), privatization in higher education refers to both public and private organizations adopting operational rules and managerial techniques that are often associated with for-profit businesses. Higher education's privatization traits include autonomy from the government, aggressive employee relations, top-down decision-making, raising tuition fees, offering disciplines based on demand to the point where students are treated as clients, placing more emphasis on marketing for "enrolment management," and choosing not to offer unattractive disciplines as a substitute for cross-subsidizing some units or disciplines by others (Johnstone, 1999). He then illustrates the transition from high publicness to high privateness.

To improve equity, inclusiveness, and quality, the National Education Policy 2020 suggests overhauling the current higher education system in India. The goal is to transition to a higher an education system with numerous institutions of various disciplines an updated curriculum, pedagogy, and a system of evaluation. It will be encouraged to establish private universities with "philanthropic and public-spirited goals." With freeships and scholarships, private institutions are expressly expected to commit to ensuring quality and equitability in education. In terms of governance, educational outcomes, transparency of disclosures (particularly in fee setting to ensure reasonable cost recovery and fulfillment of social obligations of the institute), and encouragement of regional Indian languages as a medium of instruction, regulatory regimes for both private and public institutions are expected to be treated equally. The policy also focuses on a trend to provide faculties and institutions more autonomy where the institutes are administered by independent boards with competent members possessing academic and administrative.

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TYPES OF EDUCATIONAL INSTITUTIONS

The majority of public universities can be divided into two groups: those run and supported by the federal government (such as Central Universities, Institutions of

National Importance, Central Open Universities, Government Deemed Universities, and Government Aided Deemed Universities), and those run and supported by state governments.

State or provincial government (like State Public Universities, and State Open Universities). Also, there are private universities that are run by a person, a trust, a society, or a private business (State Private Universities and Private Unaided Deemed Universities). The federal government has given a high-performing institution of higher education a special status known as a "deemed university," which entitles it to confer degrees similarly to universities. As a result, they are known as "Deemed-to-be-universities." Institutions created by a parliamentary act are known as Institutes of National Significance. Several government institutions also provide self-financed courses, in which ongoing costs, such as the compensation of lecturers, are covered by the tuition fees charged to students who sign up for the course. corresponding self-finance program. These are the most sought-after courses, and they are only offered if enough applicants show up to cover costs or generate more money. The central, state and local governments give both recurring and one-time subsidies to private-aided institutions.

Universities' parent institutions have more control over the academic and financial autonomy of colleges that are affiliated with them. The rules of affiliating institutions control things like tuition costs, course requirements, evaluations, and faculty appointments. Management and ownership are done by their recognized public, private-aided, or private-unaided colleges as mentioned above. The types of SAIs include government, private-aided, and private-unaided. Joshi and Ahir provide a thorough explanation of the governance of Indian universities, colleges, and SAIs (2015a). In contrast to state public universities and government colleges, changes in the relative percentages of state private universities and private, unaided colleges in the total number of universities and colleges were observed to show a rapid rise during the period 2010–20. respectively, decrease. As enrollments in state public universities and government colleges decreased, the relative percentages of state private universities and private, unaided colleges in overall enrolment in universities and colleges experienced a tremendous rise. Hence, it is clear that higher education in India has also undergone Johnstone's indicated transition from "high publicness to high privateness." Using the supporting data and arguments provided below, it will be easier to comprehend the subtleties of every argument in the conceptual framework.

TYPE OF INSTITUTION AND THEIR MECHANISM

Private unaided and aided universities, private unaided and aided deemed universities, and private aided and unaided colleges are all examples of private higher education institutions in India, as was previously addressed. In this part, the related regulatory provisions are examined in more detail. With the aim of preserving

quality at these institutions and preventing commercialization, private universities are governed by a unique structure. This is necessary to safeguard the interests of students enrolled in higher education. The UGC has established requirements for the creation and operation of such universities to achieve these goals. All private institutions that grant degrees, diplomas, or certifications through formal, informal, or distant learning must abide by these rules.

All private universities in the nation were founded by a unique state statute and are subject to UGC standards, which are periodically updated. The degrees and courses that these colleges offer must unavoidably receive approval from their academic bodies. Moreover, the UGC established rules for determining private university tuition and the admissions process. The UGC periodically inspects institutions as well, and the body may request information from them for the purpose. The UGC notifies the institute if there are any deficiencies with the established regulations after inspecting and evaluating the university. The university is then given a window of time to make the necessary corrections. If the university doesn't comply with the standards within the designated time limit, necessary action is taken against the university (UGC, 2003).

Universities that are classified as private receive funding from private sources. The UGC also has regulations for deemed universities to make sure the institution's caliber is upheld. It must have been in operation for more than 20 years for the institution to be recognized as a considered university. The institute must also achieve certain minimal ratings from several certification authorities. For an institute to be designated as a presumed university, there are also other requirements connected to the ranking of the institute, the publications by the faculty, the student-teacher ratio, and numerous infrastructure-related requirements. If an institution complies with the aforementioned criteria, It may request the designation of deemed university. The UGC also keeps an eye on these universities' performance regularly (UGC, 2019).

In contrast to private aided colleges, which are primarily funded by the government but are managed by private organizations, private unaided colleges are managed and funded by private organizations. However, the parent institution to which all private colleges are connected is in charge of them.

CONCLUSION

Higher education in India is massive and complex. The growing aspirations of citizens and the nation's urge to contribute as a knowledge economy have increased the pressure on higher education access in India. Scarce government treasury and alternately prioritized fiscal policies have resulted in a reduction in the real share of public expenditure on higher education as a percentage of GDP. Consequently, private higher education proceeded to fill the gap between the demand for and supply of higher

education in India. Particularly for the decade 2010-20, it was observed that the proportionate share of private higher education institutes and enrolments was growing rapidly and that of public sector institutes and enrolments was stagnant or shrinking. This refers to the transition of higher education from 'high publicness to high privateness'. The household expenditure on higher education was observed to be higher in private institutes as compared to government institutes, considering expenses on books, stationery, transportation, and private coaching, besides tuition fees. When taking into account costs for books, stationery, transportation, and private coaching in addition to tuition fees, it was shown that household spending on higher education was higher in private institutes than in government institutes.

If the pattern shown between 2010 and 20 continues, private institutions and enrollments in higher education in India would undoubtedly increase. Since that trends indicate a declining public sector involvement in higher education, increasing public sector participation is necessary if NEP 2020 targets are to be met. It will be necessary to give private higher education a boost. Although caution must be exercised to ensure that India does not jeopardize one of the goals of higher education, it is important to note that anybody who wants to pursue higher education should have access to it. As a result, it is important to provide the required financial provisions, fellowship, and scholarships for underprivileged groups to ensure that higher education is growing inclusively and fairly, giving everyone a chance to participate. Higher education in India must be privatized, and this development should be welcomed for the chances it presents to guarantee greater accessibility and effectiveness. As a result, the government may concentrate on guaranteeing accommodating yet competitive and responsible regulatory structures. Together with that, the government will also be in charge of ensuring fair access , responsible to provide programs that promote cultural heritage, whereas privately run institutions that prioritize the market may be less interested in doing so. The National Education Policy (2020) pledges to close the skills gap between employers' expectations and graduating students' abilities as well as the demand-supply gap. Using the best elements of both, NEP (2020) seeks to achieve the ideal balance between conventional Indian education and cutting-edge international educational systems.

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