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## Privatization of Higher Education in India and Its Impact

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### Introduction :

The spread of University and higher education in India is noteworthy. After Independence there were only 20 universities and 500 affiliated colleges and near about 1,00,000 students were availing the facility of higher education. Today, more than 645 universities, 33023 affiliated colleges. Over 12748 diploma granting institutions, During the period, 98 private state Universities, 17 Private Deemed Universities, 7818 Private colleges and 3381 private diploma institutions and 17.9% students (2011 - 2012) are getting higher education in India. Still India couldn't pace with the so-called developed countries like UK, USA and Canada etc. as far as the enrolment of youth in higher education. India has been consistently striving hard to enhance the enrolment through public and private institutions.

### Private Higher Education in the Past and Present :

During the last decade many private universities and colleges came into existence to universities and colleges came into existence to provide quality education to all. During 1950-60 many private educational institutions started by benevolent and social workers to provide higher education to the deprived and disadvantaged section of society. Service

was exclusive purpose behind it. Tilak, Agarkar, Chiplunkar, Mahatma Phule, Chatrapati Shahu Maharaj, Karmveer Bhaurao patil, and Dr. Ambedkar were leading among such contributors. These social workers contributed a lot in providing selfless and transparent service through primary and higher education by running Private Educational Institutes.

In recent time the place of 'Service' has been taken by 'Profit' the private investors have become so commercial, collecting unlimited donations and capitation fees from the parents for professional courses. In this Globalize world education has become object, which can be bought by money. The relation between teacher and student is like 'Seller' and 'Buyer'. Man making and nation building like objectives of education are not seen. The focus of such Private Education is to provide such a education which has market values. Medical, Engineering, Technical Education, D.Ed., B.Ed. etc. are given prime importance. This privatization has created big Challenge to provide education to deprive and poor students whose share is 40% of the total population of India. It is threat to "Right to Education" and "Human Right". It is not conducive at all to the nation like India.

The universities which have different disciplines that are run the human development disciplines that are run the human development wherein loss and profit cannot be seen. So, to make higher education accessible to all on the basis of Individual capacity will be futile. Those who have the "Capacity" but not the means will be deprived from the right of education. Those who have both 'Capacity' and 'means' can pay all or a part of the cost. This will give birth to inequality in higher education. We have great examples who had capacity but didn't have means but successful in their life only with the help of scholarship and support. For example, as a chief guest

in the valedictory address of IAUP summit 2002 at Sydney University, the Chief Justice of High Court and Chancellor of a university gave a candid self – realization that he could study to be the Justice only due to the scholarship in 1951 that he could avail for higher studies. In a similar example Dr.B.R. Ambedkar, Architecture of our constitution and icon of the deprived community could get his higher education in England only because of scholarship support. Therefore, How much accessibility to the deprived in the privatization of higher education will be providing remains the big question. Such human aspects will be suffering most with the evolving pressure of privatization and commercialization of higher education. It is very contradictory to think of widening and democratization of access to higher education in the context of life –long education for all and promoting privatization of higher education.

#### **The Past Experience of Privatization of Higher Education :**

The entry of GATT in Indian Higher Education both in private and public sectors constantly damaging the public education system in India. The gradual growth of higher education has been continuous since 1947 through the role of private and public, sector. In comparison to today state of affairs, where privatization of higher education is drawing our concern of equity and accessibility for poor youth in India. The privatization of higher education increased by leaps and bounds in Southern India in all professional education in lost 20 years. Those private colleges and universities run mostly from the fees collected from students. Though Supreme Court has banned the capitation fees in private colleges but in the name of management quota they extract large amount from parents especially for professional courses. In the last five years only the private engineering college, which were in large number in South, were left with

nearly 50% vacant seats. For instance, in Tamil Nadu near about 200 private self-financed engineering colleges left 29,000 seats vacant in every year. The same story is repeated in several other states too. It shows that, it is preferred to keep vacant seats if they do not get expected donation from the students. One such private university was opened at Hyderabad and closed only after two years of it's opening.

#### **Supreme Court on Privatization of Higher Education :**

The new state like Chhattisgarh notified opening of near about 102 new private universities in the year 2002 with emphasis of regional development in higher education. However, in these universities about only 2000 student were enrolled from the Chhattisgarh state and about 27,000 were enrolled from outside the state who offered more donation to them. With this intention there was rat race of private parties or companies to open their universities without any proper address and infrastructure. It was challenged in the Supreme Court by former Chairman of UGC, Prof. Yash Pal Challenging the bonafide of such insurgence of more than 100 private universities without infrastructure and teaching staff, as they were not as per the UGC guidelines for approval of courses and infrastructure and lacking prior-approval of national regulatory bodies like AICTE, MCI and DCI etc. for professional and degrees.

The Supreme Court on its verdict emphasize closing down more than 100 private universities in the state of Chhattisgarh is record time of one year of opening should be lesson for Indian pretext of privatization of universities and higher education which were started without following standards and norms of the university.

All this can be phenomenal episode in Indian history of universities and higher education in realizing the material fact of invol-

ing the privatization and commercialization of higher education. As this practice does not increase enrolment of deprived students who cannot afford to pay commercial fees of such professional courses of higher education.

#### **Huge Vacancies in Higher Education :**

Most state govt. have stopped filling the posts that have fallen vacant for many years. This has led to the erosion of quality of teaching & extremely damaging to the interest of student. A dangerous trend is the appointment of ad-hoc, part-time, contractual & guest lectures. The state often argue that the non availability of qualified teachers is responsible for the vacant posts. The real reason is there unwillingness to appoint teachers. Adhoc-ism, contractual appointment will be detrimental to the health of higher education. Huge disparity in the scales between regular and teachers working in self – financing institution is violative of principal of fair play and justice so Govt. should appoint only qualified teachers. Otherwise quality will be a casualty.

#### **Conclusion -**

The privatization of university and higher education is the concept, which was introduced in USA having 3,500 private universities, 10 times more than the state funded universities in India. On the other hand India is just tries to follow the steps of USA which cannot be suited and fitted as far as higher education is concern. As, India is altogether different from USA and other European countries in geographical, cultural, socio-economical and historical situations. On the contrary more comprehensive schemes for equitable sharing of enlarging opportunities in higher education with SC / ST / OBC / Minorities / Physically challenged / women / the poor and deprived of the rest of the society will be worked out through state funding education and not private institutions. This alone will

enable the country to emerge as one of the most developed counties by 2020.

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## ROLE OF VALUE EDUCATION IN TEACHER EDUCATION

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### Abstract

Education is a liberating force as also an evolutionary force, which enables the individual to rise from more materiality to superior planes of intellectual and spiritual consciousness. Affective education is a significant dimension of teaching, which is concerned with the values, feelings beliefs, attitudes and emotional well-being of students. It is very difficult to examine that what value pupil teachers taking teacher education programmes hold and how these values changes throughout their course of study, since there. Pupil teachers will nurture our next generation.

Values give meaning and strength to an individual's character by occupying a central place in one's life. Values reflect one's personal attitude and judgments, decisions and choices behaviour and relationships, dreams and vision. These values influence our thoughts, feelings and actions and guide us to do right things.

Teachers are one of the main pillars of sound and progressive society. They bear the weight and responsibilities of teaching and apart from parents are the main source of knowledge and value for children.

Value education is education for becoming. It is concerned with the development

of the total personality of individual intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and relishing them in thought and action.

The goal of value education is not to promote passive conformity and blind obedience to whatever values are passed on, but to encourage critical and reflective thinking, rational choice and responsible behaviour, respecting the autonomy of the learners. When we are value educating, we are putting the learners in situations that enable them to think, to reason, to question, to reflect, to care, to feel concern and to act.

The role of value education is very important to shape the nature and behaviour of the students. Values are integral to the process of education. They are not add-ons. All education is, in sense, value education. Value less or value neutral education is a contradiction in terms, given the meaning of value and education.

The present paper focuses on that what is value? role of values in teacher education. This paper addresses the issue of teachers' training for value education and its response to the demand for value education in teacher education programme.

Part one of the papers describes values, its needs and importance and present scenario. Part two examines the role of teacher and challenges which are being faced, Part third conclude with some Strategic points of solution which may be implemented.

### PART 1

Introduction

***"No great moralist was made so in neither a day nor any one of them was a born moralist"***

"Education without vision is waste,