



PRIVATE AND PUBLIC EDUCATIONAL INSTITUTES

ASSMA PERVEZ

Research Student

Department of Management Science

Dr. Babasaheb Ambedkar Marathwada University,

Aurangabad. (MS) INDIA.

ABSTRACT

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The ratio of public schools to private schools in India is 7:5.

Introduction

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three-quarters of the population in the 7–10 age group, by 2011 India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a Gross Enrolment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post-secondary technical schools are also private. The private education market in India had revenue of US\$450 million in 2008, but is projected to be a US\$40 billion market.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrolment above 96%. Another report from 2013 stated that there were 22.9 crore students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 23 lakh students over 2002 total enrolment, and a 19% increase in

girl's enrolment. While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. Some of the reasons for the poor quality include absence of around 25% of teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools.

It is important to clarify that while there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all other aspects of operation. Hence, the differentiation of government schools and private schools can be misleading.

In India's education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the federal government, there is a maximum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservations in India.

The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 10 years is done in schools and 2 years in Junior colleges, and then 3 years of graduation for a bachelor's degree. The first 10 years is further subdivided into 4 years of primary education, 6 years of High School followed by 2 years of Junior colleges. This pattern originated from the recommendation of the Education Commission of 1964–66.

The role of the private sector in Indian higher education has increased significantly over the last decade, with majority students currently enrolled in private institutions. This role will only increase considering the substantial investments required in the sector.

However, Indian higher education continues to suffer from three fundamental challenges: access, equity and quality which are explore briefly:

Access: While India's higher education system is the world's third largest in terms of enrollment, next only to China and the USA, its GER-currently at 13.8%-significantly lags the world average at 26%.

Equity: There is wide disparity in GERs across states, urban and rural areas, gender, and communities:

Inter-state disparity: 31.9% in Delhi vs. 8.3% in Assam

Urban-rural divide: 23.8% in urban areas vs. 7.5% in rural areas



Gender disparity: 10.6% for female vs.14.4% for male

Differences across communities: 6.6% for SCs, 6.5% for STs, 8.7% for OBCs, and 17.2% for others

Quality:

Faculty shortage: 45% of the positions for professors, 51% positions for readers, and 53% positions for lecturers were vacant in Indian universities in 2007-08.

Deficient physical infrastructure: 48% of universities and 69% of colleges have infrastructure deficiencies.

Poor academic standards: The system is plagued with outdated curricula and ill-equipped libraries (average 9 books per student vs. 53 in IIT Bombay).

Unaccredited institutions: As of March 2011, only 161 universities and 4,371 colleges had been accredited by the NAAC.

The government has also shown its commitment to improve quality and transparency in the Indian higher education system by introducing various bills:

National Council for Higher Education and Research Bill, 2010

The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010

Prohibition of Unfair Practices in Technical, Medical Educational Institutions and Universities Bill, 2010

Foreign Educational Institutions Bill, 2010

The Educational Tribunal Bill, 2010

To encourage private players to set up high-quality institutions, the government could consider the following measures:

Simplifying regulations by reducing input-based constraints that stifle operational autonomy
Introducing student-side financing to ensure a level-playing field between high quality public and private institutions



Creating enabling legislations at the state level to encourage private players to set up universities in those states

Expediting passage of the Innovation Universities Bill to encourage private players to invest significant amounts in setting up innovation universities which are independent of geographical constraints

Allowing players to set up of for-profit institutions, while putting in place a regulatory framework to ensure quality and transparency

The base of any nation that is willing to be a superpower in every sense of the term always needs to be commendably strong so that it is able to realize that ambition. One of the several ways in which this can be achieved is through education for one and all. India, as a nation, has taken some steps in that regard with the institution of steps such as compulsory free education for each child till the age of 14 years and so on. However, the real problem is perhaps not with the question of access to education but rather the quality of education being provided.

The government schools are indeed doing a commendable job of making education available to a greater number of people and are normally doing it for free or for fees that are really within the reach of everyone. They are of great help for people in urban areas for whom it is impossible to get their children to the more expensive private and government aided schools and in the rural areas, perhaps, they are the only ways in which children can get educated and dream of a better future.

Perhaps this is an area that the authorities in question need to look into if the education movement is to attain success in the rural areas. This is because the skill and competence of workforce is something that can make or break a nation's fortune and India is no exception. Secondly, the government has been hiring many teachers for schools in the rural areas but they are not always reporting in time or not even coming at all for days on end and are yet being paid their full salaries, which is a sheer travesty of justice. If the teachers are not coming, then obviously the students do not report to school as well. On the other hand, since students are dropping out, in some places teachers are feeling disillusioned and leaving their jobs as well and this leaves the students who are willing to learn in a lurch. In this way the whole process of education is devalued and it is reduced to a farce.

In the urban areas, the problems, or rather the gaps, are of a different dimension. In the cities and towns there are the private schools that provide the best of facilities to their students and ideally are preparing them for a better future. However, the problem is that their fee structure puts them out of the reach of most and they are understandably not willing to lower the same since they require sufficient capital to procure the facilities they offer to the students. The



government aided schools also offer similar facilities and are well equipped to include children from the economically backward sections in the region in which they are based. The same cannot be said of most of the governmental schools though.

It is said that a team is as strong as its weakest member and India lives in the villages. Until the supposed weaker sections of our great country are properly empowered it is better to not think of being one of the major superpowers of the world as such thoughts may never fully materialize.

Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named called the Annual Status of Education Report (ASER), shows that even though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems.

Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Though Government schools exist, but when compared to private schools then quality is a major issue. Majority of people living in villages have understood the importance of education and know that it is the only way to get rid of poverty. But due to lack of money they are not able to send their children to private schools and hence depend upon government schools for education. Above that, in some of the government schools there is only one teacher for the entire school and if they don't show up at work, then it is a holiday. If the quality along with number of teachers and that too committed teachers can be improved in these schools, then aspiring rural children and India can fulfill their dreams of doing something great.

Some government schools in rural India are overly packed with students, leading to a distorted teacher- student ratio. Every village is not provided with school which means that students have to go to another village to get education. Owing to this parents usually do not send their daughters to school, leading to a failure in achieving rural education in India.

Poverty is another setback. Government schools are not as good and private schools are expensive. This results in a very low number of students actually clearing their secondary education and taking admission in a colleges for further studies. So the drop-out-rate at the secondary level is extremely high in villages. Only parents who can afford college education send their kids to secondary schools. If parents are not able to send their wards for higher education then all their previous efforts get wasted as completing just secondary education means a low paying job and the person is again struck in the same never ending cycle of money, life and poverty.

The foundation to turn India into a strong nation has to be laid down at primary and rural levels and so the quality of education right from the beginning should be excellent. Education and text books should be made interesting. For rural students textbooks related to their culture, their traditions and values should also be there so as to create their interest in studies. The reasons behind so many drop-outs in spite of free education should be found out as this is a hurdle on the road to progress. Improvement in the condition of government schools, education quality, committed teachers and more salaries to these teachers should be part of development.

In short Public education and Private education must work hard to make India a strong and super powered Nation and the work should start from rural region as India constitutes major part of rural area.

REFERENCES

1. Desai, Sonalde, Amaresh Dubey, Reeve Vanneman and Rukmini Banerji. 2009. "Private Schooling in India: A New Landscape," India Policy Forum Vol. 5. Pp. 1-58, Bery, Suman, Barry Bosworth and Arvind Panagariya (Editors). New Delhi: Sage
2. Singh, Y.K.; Nath, R. History of Indian education system. APH Publishing. pp. 172–175. ISBN 978-81-7648-932-4. Retrieved 11 January 2013
3. "No of Colleges in India - India Education Statistics". Retrieved 25 February 2014.
4. "Call for a national policy on Internationalisation". EDU Magazine. August 2011. Retrieved 28 August 2011.
5. "Asia's Best Science and Technology Schools". Cgi.cnn.com. 22 June 2000. Retrieved 1 September 2010.
6. "Over a quarter of enrollments in rural India are in private schools". The Hindu. Retrieved 21 August 2014.