



OPEN ACCESS INTERNATIONAL JOURNAL OF SCIENCE & ENGINEERING

PRIVATE SECTOR PARTICIPATION IN DIFFERENT SECTOR OF EDUCATION SYSTEM IN M.P.

Dr. HARSHIT DWIVEDI¹

Head, Deptt. of Economics Govt. College, Saikheda, Distt. Narsinghpur (M.P.)¹

I INTRODUCTION

The objectives of higher education have gradually become more and more precise and a system of governance is developing in the direction of increasing autonomy and accountability. In the field of professional education, stress has come to be laid on new areas of studies, which have direct relevance to new industries. The new trends of thinking and

overall constraint in resources call for private initiative and community support. In the Indian mixed economy, while the contribution of private sector has been significant in general, its contribution to higher education has not been encouraging. The growth trend of Higher Education clearly indicates it as shown in the following table 1.1.

Table 1.1: Typology and Growth Trends of Higher Education Institutions

Type	Ownership	Financing	Number of institutions	Number of Students	Growth trends
Universities under Govt.	Public	Public	240	1,000,000	Not growing
Private university	Private	Public	7	10,000	Emerging on the scene
Deemed university (aided)	Private of public	Public	38	40,000	Growing slowly

Deemed university (unaided)	Private	Private	63	60,000	Growing rapidly
Colleges under govt.	Public	Public	4.225	2,750,000	Not growing
Private colleges (aided)	Private	Public	5,750	3,450,000	Not growing
Private colleges (unaided)	Private	Private	7,650	3,150,000	Growing rapidly
Foreign institutions	Private	Private	150	8,000	Emerging on the scene
Total			18,123	10,468,000	

Source: Pawan Agarwal “Higher Education in India: the Need for change”. ICRIER working paper. June 2006.

Private colleges form about three-fourth of the total number of colleges. These are of two types: privately management but publicly funded colleges familiarly known as (government) “aided” colleges, and privately managed and funded colleges, known as “unaided” colleges. A substantial number of private colleges belong to the former category, and they receive government aid to meet almost the contributed significantly to easing the financial burden of the government, as more than 95 percent of the recurring expenditure, and sometimes even the capital expenditure, is met by public exchequer. Hence strictly from the point of view of finances. Such private colleges do not have any significant role.

Pure or “unaided” private colleges do provide financial relief to the government in providing higher education, but at huge and long-term economic and non-economic cost to the society. Such institutions have been really a recent phenomenon. They are the result of private enterprise and initiative. While these colleges are, by definition, non-profit institutions, many of

these institutions not merely cover their costs, but also make profits, which are not necessarily re-invested in education. The government wants encourage private initiatives in higher education but not commercialization.

Financial strain in the educational sector imposes several difficult tasks not only relating to fee structure and new partnership of education with industry and various income and profit generating sectors but also to the cost-effective designs of structures and methodologies of education that can cater to the needs of massive programmes of education as also to those of intensive education that aim at individual perfection. The advances in communication technology, specially the satellite based teleconferencing, have made it possible to use distance education for training skills in virtual classrooms. It is expected that technology, rightly designed for developing deeper and higher dimensions of personality, will at once bring down the costs and increase the efficiency of the educational system.

II REVIEW OF LITERATURE

• Russell (1973) has investigated in “Higher education versus School education” that analyzed in our changing and evolving society the explicit and will continue no increase Adult. In their own right, have claims for the provision of a comprehensive service which can satisfy these demands in appropriately adult ways; all if demands for the education of adults are met. within the community there exists an enormous reservoir of human and material recourses; a relatively modest investment in adult education in staff, building, training and organization – could release these resources to adult education for the benefit of individual and the good of society. The successful development of adult education depends in very large measure on a consistent. Lead and direction being given by the secretary of state. It may be noted that the workforce needs to be significantly skilled and of high Quality for accommodating them in skilled jobs , Higher education is playing a vital role in producing quality labor force in the state .Expansion of higher education is a powerful force for change .

• Kalam, APJ Abdul, (2004) has investigated in “Education is the Engine of Economic Growth and Social Change” that It creates motivation for ideas necessary for the progress of the country. It teaches honesty, inspires and promotes economic development. When people are educated we not only get teachers, Professionals and executives but more importantly citizens who are aware sensitive and responsible. It makes people place social good above personal gains. Not only has this it transformed a human being in to a whole sole whole, a noble soul and an asset to the universe.

III OBJECTIVES

• To quantify private sector participation in different sector of education in M.P.

IV HYPOTHESIS

• There has been pre-dominance of specialized technical education including engineering, medicines & management over general education.

V RESEARCH METHODOLOGY

To fulfill the above mentioned objectives and to test the hypothesis, following methodology is developed in the study where ever necessary.

VI THE AREA AND SOURCES OF DATA

• The present Research Paper is confined in different sector of education in M.P.

• The data required for present research is collected from secondary as well as primary sources. The publications of govt. of India & govt. of Madhya Pradesh has been used as secondary sources and for primary data a survey of above mention districts with the help of a structured Questionnaire, is conducted.

VII TECHNICAL EDUCATION

Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. In India, technical education is imparted at various levels such as: craftsmanship, diploma, and degree, post- graduate and research in specialized fields, catering to various aspects of technological development and economic progress. The beginning of formal Technical Education in India can be dated back to the mid 19th Century. The major policy initiatives in the pre- independence period included appointment of the Indian Universities Commission in 1902, issue of the Indian Education policy resolution in 1904 and the Governor General’s policy statement of 1913 stressing the importance of Technical Education, the establishment of IISc in Bangalore, Institute for Sugar, Textile and Leather Technology in Kanpur, N.C.E. in Bengal in 1905 and Industrial schools in several provinces. Significant developments include:

- Constitution of the Technical Education Committee of the Central Advisory Board of Education (CABE) of 1943;
- Preparation of the Sergeant Report of 1944; and
- Formation of the All India Council for Technical Education (AICTE) in 1945 by the Government of India

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in, the National Policy of Education (1986), AICTE be vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

VIII MEDICAL EDUCATION

The Medical Colleges in Madhya Pradesh offer both undergraduate and postgraduate programs in Medical Education. To study medicine in Madhya Pradesh, you need to first select quality medical colleges those who can provide quality medical education. Medical colleges in Madhya Pradesh offer medical education in Allopathy, Homeopathy, Ayurveda, Unani, Nursing, Pharmacy etc. Here is a comprehensive directory of medical/MBBS colleges in the state of Madhya Pradesh. In order to help students in finding information about top Medical colleges in Madhya Pradesh we have listed them here. Below is the List of Private and Government Medical Colleges in Madhya Pradesh. These Medical Colleges in Madhya Pradesh is selected by many

students for various diploma and degrees courses in medical field.

The People's College of Medical Sciences & Research Centre is affiliated to Barkut-ul-lah University, Bhopal. The college is the result of untiring efforts of the Sarvajanik Jankalyan Parmarthik Nyas. The Nyas has identified Healthcare & Education as a tool for its humble contribution towards the betterment of mankind. The People's Group under the Nyas is engaged in establishing hospitals for providing the latest and the best possible treatment to the masses as well as imparting education in the field of medicine. The medical college has received letter of permission from the Ministry of Health, Govt. of India to start admissions in the MBBS course for the session 2005-06. Also in the campus are, a 450 bedded specialty teaching hospital established in October 2002 and four storied medical college and a residential complex. The 750 bedded hospitals attached with People's College of Medical Sciences and Research Centre.

IX MANAGEMENT EDUCATION

The seventh plan's actual expenditure on higher education was Rs. 1201.13 crores of which Rs. 659.96 crores was in central sector and Rs. 541.17 crores in state sector. Strategies, thrust areas and programmes as highlighted above, represent the priorities for implementation during the eighth plan. They are by no means exhaustive. Higher education is a vast sector and its significance as a source of new knowledge, research and manpower for proceeding stages of education namely, elementary and secondary, should not be minimized. Adequate resource should be mobilized and provided to support the higher education sector so that the nation is fully equipped to face the challenges of the future, which is increasingly becoming information and knowledge-intensive.

X CONCLUSION

Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. The Medical Colleges in Madhya Pradesh offer both undergraduate and postgraduate programs in Medical Education. To study medicine in Madhya Pradesh, you need to first select quality medical colleges those who can provide quality medical education. Medical colleges in Madhya Pradesh offer medical education in Allopathic, Homeopathic and Ayurvedic. Higher education is a vast sector and its significance as a source of new knowledge, research and manpower for proceeding stages of education namely, elementary and secondary, should not be minimized. Adequate resource should be mobilized and provided to support the higher education sector so that the nation is fully equipped to face the challenges of the future, which is increasingly becoming information and knowledge-intensive.

REFERENCES

- [1] Kalam, APJ Abdul, (2004), "Education is the Engine of Economic Growth and Social Change"
- [2] Russell, (1973), "Higher education versus School education".
- [3] Dwivedi, Harshit (2016), "Private sector participation in development of Education in M.P." pp-178-188.
- [4] Dwivedi, Harshit (2016), "Research Methodology in Social Science" pp – 1-33.