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Public Private Partnership and Higher Education System in India: An Economic Analysis

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Abstracts: India is a land of education; it is most effective instrument to mould the responses of the agents of production for a common goal. It can generate potent forces helpful in the transformation of a traditional society. It is very essential for the economic growth and development of a country. Education is human indicators of life, and it requires for a nation making and nation building. Higher education is a one of the major factor which has made a great deference in the evaluation of mankind in his capacity to store and transmit knowledge. Gross enrolment Ratio (GER) has increased during the last five years, from 20.8 in 2011-12 to 24.5 in 2015-16.Total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment during the 2015-16.Enrolment in Arts /Humanities, Social Science courses 40%highest number of student enrolled, Science 16% and Engineering and technology14.1% enrolled in higher education. Public private partnership are increasingly seen as playing a critical role in improving the performance of higher education system and bring together the best characteristics of public private sectors to improve efficiency, quality, innovation, impact in both public private partnership in higher education system. In conclusion, Higher Education is the most important concept of global prospect of aspect, it is considered as a public good and private good, producing a huge set of externalities, and social merit good. Education is an invisible hand to the development of the overall pattern nation.
Key words: Higher Education, PPP, Privatizations, Innovation.

I. INTRODUCTION

India is a land of education, it most effective instrument for mould the responses of the agents of production to a common goal. It can generate potent forces helpful in the transformation of a traditional society. It is very essential for the economic growth and development of a country. Education is a human indicator of life, and it requires for a nation making and nation building. Which means educationist indispensable to economic development and no economic development is possible without education (Ozturk,I.,2001, Sabira Firdous, et al. 2016,p25).According to Alfraid Marshal, education as a national investment and most valuable of all capital is that invested in human beings. Education is generally considering more a merit good rather than public good. But perhaps, this is based on the assumption that the government steps into provide education services, because it is good for society. Higher education is a one of the major factor that has made a great difference in the evaluation of mankind is his capacity to store and transmit knowledge. Education gives higher earning capacity to people, better social status and greater knowledge to understand the changing society and empowers a human being to make better choice in life. Further, it stimulates innovation and encourages adoption of new technology. Thus expectation of educational opportunities in a nation accelerates the development process. Education not only increases the economic returns but also has a significant effect on poverty, Income, Distribution, health, fertility, mortality, population growth and overall quality. If this assumption is relaxed, education may be easily considered as a private good in number of countries. The present study is an attempt to study the concept of public private partnership and higher education system in India.

II. REVIEW OF LITERATURE

The selection provides a review of related studies and these are reviewed in the objective.

Dr. Medha Gupte.,(2015), study on "public private partnership in Indian Higher Education" his observe that. Education is essentially a government supported merit good. The rationale of public private partnership can be linked to resource crunch, increased demand rising global competition, adequate infrastructure and greater accessibility. The concept has its share of

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challenges and opportunities, but through self-discipline and proper policy mix the economy can move forward and reach greater highest.

Dr. Mohithsharma et.al.,(2015), role of public private partnership in higher education, focus on a public private partnership has the potential of optimizing existing resources, as the public sector plays the role of enabler and facilitator, and the private sector contributors its experts, technology and management practices, the higher education system suffers from several challenges that act as hurdle in the growth of the ppp concept in India. Despite these challenges, the ppp concept in the education sector needs to be explored. Since there are regulations with respect to being a not-for-profit entity, the infrastructure for educational institutions can be created through ppp model .the small number of studies that have been carried out so for suggest that contracting out to the private sector cane have several benefits, including greater efficiency, increased choice, and wider access to education, particularly for those households who have been poorly served by traditional methods of providing education.

C. Vijaya lakshmi(2013)said that "prospects and strategies public private partnership in higher education in India", the article focused on study the trends in higher education, identify the role of the public private partnership in higher education, as facilitating trust between public and private sector. Participation in higher education as facilitating trust between public and private sector, designing transparent and accountable management system and establishing an accreditation ensures quality higher education.

O.A.Thomas and A.S.Thomas-olufuwa(2013) public private partnership and management of higher education in Nigeria, this paper examines the effectiveness of public private partnership in higher education, challenges limiting their activities and strategies to be adopted for effective public private partnership. It was recommended that government and private organizations should adopt the identified strategies to develop a strong and effective public private partnership for the provision of desired higher education.

Jandhyala.B.G.Tilak(2005) "Higher Education in Trishanku: hanging between state and market", said that .the article focused on the higher education systems in many countries today are at the crossroads. There is a gradual shift from education being a state responsibility to its privatization. Many consider the public sector as efficient and therefore desirable; nevertheless, the case for public provisioning of education remains strong. It's imperative for the state to play a dominant role in this field.

III. OBJECTIVES

To study the paper based on the following major objectives.

A. To study the concept of Public Private Partnerships in higher education.
B. To analyze the Status of Public Private Partnerships higher education in India.
C. To oversee existence of public private partnership in India.

IV. METHODOLOGY

The study is purely based on secondary data. The data and information has been collected with helpof Articles, ResearchJournals, E-Journals, Books, Newspaper, Magazines and ASHE(Annual status of higher education status -2012) and AISHE(All India Survey and Higher Education-2015-2016), planning commission report, websites and economic survey.

V. LIMITATION OF THE STUDY

The research work has a major important concept for the information about the issues of public private partnership and higher education system in India. Even study has its own limitation and the study has a narrow structure study on India.

VI. CONCEPT OF PUBLIC PRIVATE PARTNERSHIP

The efficiency of Private sector is most important part in the countryand the combination sectors of Public Private Partnership is believed to help not only the people of the country, and it also improve and regulate the strategies of the human life, so framed in the quality of life and standard of living of the people. The concept of Public Private Partnership requires adequate amount of capital investment, technical expertise and assessment of cost benefit analysis and keeping in view the development of the economy. Public private partnership is a new concept adopted by both central and state governments of India. This Public Private Partnership module includes sector such as infrastructure, health care, public transport, education and service that aim to provide quality education services of acceptable standard to large sections of the population. With public private partnership, both the Government and private sector would initiate the system and adopt frame and execute various policies, programmes, strategies and also face challenges as higher education is a prime concern in the task of the nation building.

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Public private partnership is nothing but government service or private capital venture that is funded and managed a partnership of government or private sector companies' According to the report of Landon school of Economics, Public private partnerships 'are not regarded as an appropriate investment (Information Technology) projects, or where social concern place a constraint on the user changes that might make a project inters testing for the private sector. According to Canadian council, 'A public Private Partnership is a cooperative venture between the public and private sectors, which built on the expertise of each partner that best meets clearly defined public needs through the appropriate allocation of resources'. According to Government of India, 'the terms refers to forms of cooperation between public authorities and the cooperate world, with the purpose of ensuring, funding construction, renovation, management or maintenance of a public infrastructure or making provision for public services. It implies an arrangement, between the public authority on one hand and a private entity on the other, for a providing public asset and or public service through investments made by a private sector body for a specified time period'.(Dr. Medha Gupte,2015,p.21) Public private partnership is a long-term important factor this including contract or direct investment between a public sector authority and a private party, which means the private party provides a public service or project and assumes substantial financial ,technical and operational risk in the project the government may provide a capital subsidy in the form of a one-time grant, so as to make it more attractive to the privet investors.in some other cases, the government may support the project by providing revenue subsidies, including tax breaks or by providing guaranteed annual revenues for a fixed period. The public private partnerships has been heavily promoted in key sectors such as health care and higher education with the aim of improving efficiency and innovation in the generation and performance of public services.

VII. PRIVATIZATION OF HIGHER EDUCATIONS

Higher education not only meet the growing demand but it also realize the huge and quick profit potential, Private sector investment into supplementary investment sector. The private institutions including colleges, training institutions, etc. Neither the department of education nor the University Grants Commission collects, and it propagate the information on the size and growth of institution and enrolments on this rapidly growing of private higher education.

In India public private partnership improved higher education in the late 1990s government it has made liberalization, privatization, and globalization. Perhaps, continuous improving the private sector in higher education institutions. Privatization of higher education has emerged in several forms and types in the recent decade in India. Privatization within government higher education institutions take place in the form of introducing self-financing courses within government institutions, Converting government -aided private institutions into private self -financing institutions. Allowing to expand self-financing private institutions with reorganization and also without reorganization.

VIII. HIGHER EDUCATION SYSTEM IN INDIA

Education is the engine of economic growth and social change. It's creates motivation for progress and brings revolution in the ideas necessary for the progress of the country. It is also one of the human indicators of life. The higher education system in India includes both private and public universities; public universities are mostly supported by the government of India and the state government, while private universities are mostly supported by various private bodies and society India will have more number of youngster's by the year of 2030 in the world. With nearly 140 million people are in the colleges who are already going persons. One in every four graduates in the world will be a product of the Indian education system. Higher education in India has recorded impressive growth since independence. University Grants Commission (UGC), by designing programmers and implementing various schemes through academic, administrative and financial support, has contributed in the growth and development of Indian higher education. In the changing landscape, entrance of private universities is a game changer. Many new institutions of medicine, science, technology and other have been introduced. We have gross enrolment ratio of about 17.9%, while an ambitious target of 25.2% has been envisaged by the end of 12^{th} plan.

IX. HIGHER EDUCATION REFORMS AND INNOVATION

Higher education has given ample proof its viability over the countries and its ability to change and progress in society. Owning to the Scope and pace of change, Society has become increasingly knowledge, it is a foundation of learning research innovative ideas, Cultural, Socio Economic and Environmentally Sustainable development of individual community and nations. According to World Bank (2002) the quest for development and developing countries has acknowledged that investment in adequate funding of higher education and viable conditions that facilitate national development.

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Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has even been required to undertake, so that our society, which is currently undergoing profound crisis of values, can transcend mere economic consideration and in corporate deeper detentions of morality and spirituality. According to Schumpeterian, out of that innovation based on valuable endogenous growth model, the paradigm relies on three main ideas ways as explained below.

A. Long-run growth relies on innovations, these can be process innovations, namely to increase the productivity of production factors (e.g., labour or capital: or product innovations (introducing new products); or organizational innovations (to make the combination of production factors more efficient).

B. Innovation result from investments like research and development(R&D), firms investments in skills, search for new markets,…that are motivated by the prospect of monopoly rents for successful innovators, An important consideration for thinking about the role for public intervention in the growth process, is the innovation generate positive knowledge spillovers (on future research and innovation activity)which private firms under-laisez-faire tend to under invest in R&D, training,…this propensity to under invest is reinforced by the existence of credit market imperfections which become particularly tight in recessions. Hence an important role for the state as a co investor in the knowledge economy.

C. Creative destruction. Namely new innovation tends to make old innovations. Old technologies, old skills, become absolute, thus growth involves a conflict between the old and the new: the innovators of yesterday resist new innovations that render their activities obsolete. This also explains why innovation –led growth in OECD countries is associated with a highest rate of firm and labor turnover. And it suggests a second role for the state, namely as an insurer against the turnover risk and to help workers move from one job to another. More fundamentally, governments need to strike the right balance between preserving innovation rents and at the same time not deterring future entry and innovation. (Philippe Aghion & UfukAkcigit, 2015, P.4-5.).

Innovation should be at the forefront of all education. An education not driven by innovation is bereft of purpose and will function like a headless chicken. Innovation should be the fruit resulting from research. Innovation lies developing products and process that successfully solve points of pain in existing technologies in an economical, scalable and vastly more efficient manner leading to significant value addition to the end user. It is important for innovators and innovative companies to become financially very success full because that will enable them to plow back their rewards into more research and more products as well as fund other innovators. Teaching staff as well as students in universities should cooperate in and economically benefit from innovation. Once this process is in place, Indian higher education will be on the right path.

X. PUBLIC PRIVATE PARTNERSHIP HIGHER EDUCATION SYSTEM IN INDIA

Higher education in India has recorded impressive growth since independence. India's higher education system presently the third largest in the world, is likely to surpass the United State in the next 15 years to be the largest system of higher education in the world. Indian higher education has a complex structure riddled with many contradictions, still has great possibilities. According to World Bank public private participation discussion though India has the 5th highest of the public private participation of any developing country it is still one of the lowest as share of GDP while it is 51 percentage Argentina, 41 percent in Malaysia and 37 percent in Philippines. Public private partnerships are collaborations between public and private sectors. With focus on system efficiency innovation and accountability in education, they bring together the scale of the government system with innovation of the private sector to improve the quality of the system as a whole (FICCI Report 2014, PP.12).The National Knowledge Commission observe that in discipline such as engineering, medicine and management there has been a raise in Privatization of education such that two-three to three-fourth of these seats are in private institution. A UGC Report in 2012 noted that the distribution of the public and private institutions inIndia. This is because enrolment in public universities largely concentrated in conventional disciplines (Arts and Science) whereas in private institutions, more students are enrolled in market –driven disciplines (engineering, management, etc.). A British council report focusing on India, in 2014, suggested the types of disciplines are typically more employable and that majority of forms hire engineering management graduates' (Appoorva Shanker, 2016, p.7).According to UNESCO Report India has the highest number of universities and second highest number of University students in India. Gross enrolment Ratio (GER) has increased during the last five years, from 20.8 in 2011-12 to 24.5 in 2015-2016. Total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment during the 2015-2016.Enrolment in Arts /Humanities Social Science courses 40%highest number of student enrolled, Science 16% and Engineering and technology14.1% enrolled in higher education. Public private partnership are increasingly seen as playing a critical role in improving the performance of higher education system bring together best characteristics of public private sectors to improve efficiency, quality, innovation, impact both public private partnership higher

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education system.Public private higher education continuous progressive of development in country, furthermore, improved human capital increase in income poverty elimination and socio economic political sustainable development of country.

XI. MODELS OF PPP HIGHER EDUCATION

Recently, K.B. Pawer Committee constituted by the university grants commission (UGC) has recommended four modules Public Private Partnership to the Planning Commission.

A. The four module proposed by the planning Commission are in terms;

1) *Basic Infrastructure Module:* Private sectors invest in infrastructure and the government runs and operates the institutions and in terms pays private investor.
2) *Outsourcing Module:* The private will not only invest in the infrastructure but also run and manage the institution and the government will pay for the selective services it will avail from the institution.
3) *Equity/Hybrid Model:* The investment will be done by both the government and private sector but the institutions will be run and managed by the private players.
4) *Reverse Outsourcing Module:* The government will invest infrastructure and private sector will run and manage the institution.

The public private partnership in higher education is mostly essential to bring in quality in the higher education.
According to Odekunle and Babalola(2008) the benefits the public private partnership include cost saving and reduction through innovative technologies; cost sharing with a private partner; enhancement of revenue generation from different sources and economic benefit in terms of transfer of expertise and economic growth.(O.A. Thomas & Olufuwa,(2013)P.110)s

B. Data Analysis Of Public Private Partnership And Higher Education In India

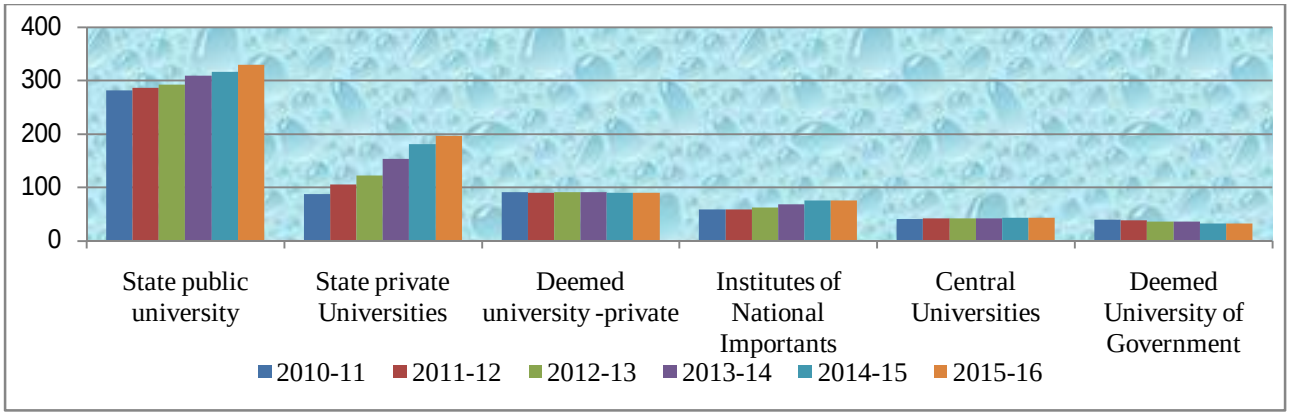
Private partnership and higher education system in India, various periods details trends public universities, institutions and private universities , institutions on higher education showing the following table ,as below**.**

Table: 1. Number of Universities and Institutions

Universities Types	No of Universities					
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
State public university	281	286	292	309	316	329
State private Universities	87	105	122	153	181	197
Deemed university -private	91	90	91	91	90	90
Institutes of National Important	59	59	62	68	75	75
Central Universities	41	42	42	42	43	43
Deemed University of Government	40	38	36	36	32	32

Source: AISHE-2015-2016, pp.39.

Figure: 1. Number of Universities and Institutions



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From the table -1:It's clear that the Universities and institutions number has been increasing the over the period of 2010-2011 to 2015-2016. The State Public Universities was 281 in the year 2010-2012, which increased to286,292, 309,316 and 329 in theyear2011, 2012, 2013,2014,2015,2016, respectively in India. However, the State private universities was increased from 87 to 197 in the year 2010-2011 to 2015-2016, and Deemed Universities of Private appreciatively marginal was 91 to 90 in the duration of the 2010-2011 to 2015-2016, and Deemed government Universities decreased from 40 to 32, However, Central Universities 41 to 43, Institutional National Important increased from 59 to 75 respectively. It can be observed from this table 4. State Public Universities, State Private Universities, Institutional of National Important and Central Universities, are showing increased trend. Similarly, Private Deemed Universities and Government Deemed Universities are showing decreased trend during the period of 2010-2011 to 2015-2016.

C. State and Type Wise Number of Universities

A comparative analysis of the PPP and higher education in India overall stats reveal that public and private institutions. It can be shows in the following table below.

Table-2: State and Type Wise Number of Universities

SI.No	state	Central University	Central Open University	Institute of National Importance	Others	State Public University	Institute under State Legislature Act	State Open University	State Private University	State Private Open University	Deemed University-Government	Deemed University-Government Aided	Deemed University-Private	Grand Total
1	Andhra Pradesh			1	1	20	1				1		4	28
2	Arunachala Pradesh	1		1					5	1	1			9
3	Assam	2		2	1	11		1	4					21
4	Bihar	2		3		14	1	1			1			22
5	Chandigarh			1		1					1			3
6	Chhattisgarh	1		2		11		1	7					22
7	Delhi	4	1	4	1	6					7	2	1	26
8	Goa			1		1								2
9	Gujarat	1		2	1	28		1	22			1	1	57
10	Haryana	1		1	1	14			17		2		3	39
11	Himachal Pradesh	1		2	1	4			17					25
12	J &Kashmir	2		1		7	1							11
13	Jharkhand	1		1		7			3		1		1	14
14	Karnataka	1		1	1	25		1	8		4		11	52
15	Kerala	1		3	1	13					2			20
16	Madhya Pradesh	2		7		18		1	14		1			43
17	Maharashtra	1		3		19		1			7	2	12	45
18	Manipur	2		1	1									4
19	Meghalaya	1		1					8					10
20	Mizoram	1		1					1					3
21	Nagaland	1		1					2					4
22	Odisha	1		3		12			3				2	21

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23	Pondicherry	1		2								1	4
24	Punjub	1		4		9			10		1	1	26
25	Rajasthan	1		3	1	22		1	34			8	70
26	Sikkim	1		1					5				7
27	TamilNadu	2		6	1	20		1				2	26	58
28	Telaghana	3		2		12	1	1					2	21
29	Tripura	1		1					1					3
30	Uttar Pradesh	4		5	1	23	1	1	23		2	3	4	67
31	Uttrakhand	1		3		9		1	11		1	1	1	28
32	West Bengal	1		5	1	23		1	2				1	34
33	All India	43	1	75	13	329	5	13	197	1	32	11	79	799

Note: In UTs of, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu and Lakshadweep, there are no Universities.
Source: All India Survey and Higher Education Report (AISHE)-2015to 16. Table -1, pp.51.
Uttar Pradesh has the highest number of central universities, Gujarat has the highest number of the state universities, Tamilnadu has the highest number of private deemed universities, Delhi has the highest number of Government deemed universities ,Andraprdesh only private university and Delhi only one central universities

D. Number of Public Private College in Higher Education

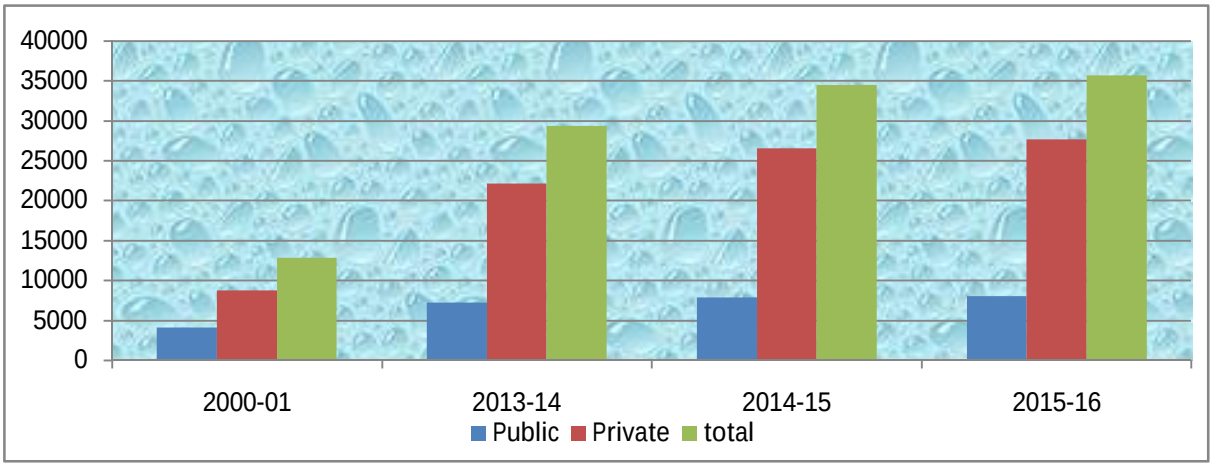
The given below table indicates that the public and private partnership colleges of higher education in the various periods. The details trends of public and private partnership colleges show in the following table as below.

Table – 3: Number of Public Private College in Higher Education

S. No	Type of Management	2000-01	2013-14	2014-15	2015-16
1	Public	4097	7230	7885	7988
2	Private	8709	22100	26567	27679
	total	12806	29330	34452	35667

Source:UGC (India) Agarwal (2006), C.Vijayalakshmi.2013,pp .4 and AISHE-2016.

Figure-1 Number of Public Private College in Higher Education



It can be observed from that table- 3: details of Public Private Partnership's colleges in higher education in India, during the period from 2000-2001 to 2015-2016. The public sector Management Colleges was 4097, in the year 2000-2001.Whichincreased 7230, 7885 and 7988 in the year 2014, 2015 and 2016 respectively. Similarly, the private sector Management Colleges was 8709, in the year 2000-2001.which has increased 22100, 26567and 27679during the same years. As regarding the increasing total government sector and private sector colleges 12806, 29330, 34452 and increased in rapidly from 35667 number of colleges in the year 2000-2001 to 20015-2016,respectively.

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TABLE-4: Enrolment Professional cources-2015-2016

Level	Management	Academic			Professional		
		Male	Female	Total	Male	Female	Total
Under graduate	Government	4804109	4607280	9411389	1133482	774881	1908363
	Government-aided	2036170	2289780	4325950	421130	336689	757819
	private	2916609	2963991	5880600	3628496	2092802	5721298
Post graduate	Government	708625	964413	1673038	409274	316850	726124
	Government -Aided	153667	269403	423070	55691	72421	128112
	Private	139813	210610	350423	533839	419571	953410

Source: AISHE-2015-2016.Pp.33.

The above table- 4, shows that public private partnership and higher education system in India 2015-16.public private partnership higher education enrolment professional coerces has been enrolment ratio is concerned the management level of academic and professional coerces, is Under Graduate academic level the highest enrolment in Government is 9411389.and in highest enrolment in Post Graduate level in Government 1673038. Similarly, in is Under Graduate professional coerces highest enrolment in Government management 1908363. Professional coerces in Post Graduate the highest enrolment in private management 953410in the year of 2015-16.

XII. FINDINGS OF THE STUDY

From the above discussion some of the important findings have been listed as follows.

A. Public private partnership brings together a set of action for common goal based on the mutually agreed roles and principles.
B. Public private partnership is effective in the management of higher education institutions**.**Increase in universities, institutions, colleges, promotes the better country.
C. Higher education in India ranking today very high in terms of the size of the network of educationinstitutions.
D. The government of India initiated various higher education incentives for the improvement of higher education institutions.
E. Higher education institutions during the period 2010-11 to 2015-16. Increased in institution.
F. Higher education colleges (PPP) during the period 2000-01 to 2015-16, the total number of colleges increased 12806 to 35667.

XIII. SUGGESTIONS

A. Strategies for improvement of public private partnership in higher education system.
B. Specialties trust between public and private sector.
C. Designing transparent and accountable management system.
D. Establishing an accreditation that ensures quality higher education.
E. Public and private sector are eligible for best so in future government should take a crucial role to improve the infrastructure.
F. There is need to improve the higher education incentives programs effectively and efficiently in the pro poor young people.

XIV. CONCLUSION

Higher Education is the most important concept of global prospect of aspect, it is considered as a public good and private good, producing a huge set of externalities, and social merit good. Education is invisible hand of the country. No economic development without education. Public private higher education system promotes not only economic development but productivity and generates individual's income percapita. Its influence is noticeable at macro level development of country. It is very indispensable and very much needed Public private partnership successful in managing higher education institutions were identified with strategies continue for an extended period of the country.

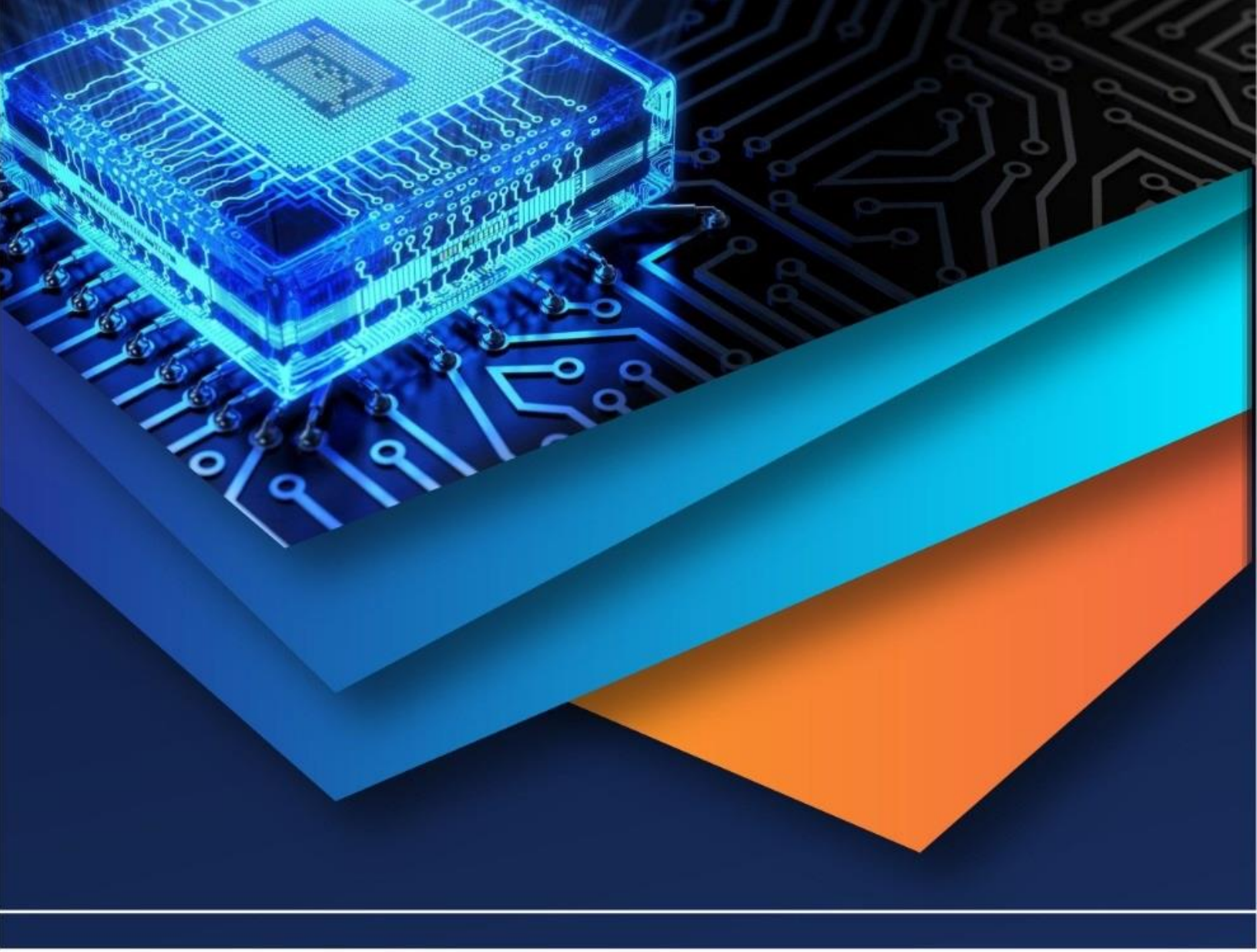
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