INTRODUCTION

Education is broadly viewed as the intellectual and moral training of individuals through which their potentialities are developed, the traits of the Creator are inculcated in them and the culture of the people is transmitted to the coming generations (Khalid, 1998). "Education is a process through which a nation develops its self consciousness by developing the self consciousness of the individuals who compose it.

It is a social institution which provides mental, physical, ideological an moral training to the individuals of the society, so as to enable them to have full consciousness of their mission, purpose in life and equip them to achieve that purpose (Ahmad, 1984). Around the world, education is recognized as an important factor for the socioeconomic development of any society. Education today has become the most potent instrument, not only for the social and cultural changes but also for the economic development of the society. Ali (1997) describes that rapid economic development of a nation lies in the provision of education and skilled manpower. Education generates not only new ideas and competency; it also accelerates the pace of technological transformation. Furthermore, education prepares the people for making better choices and provides them with the opportunities leading a better life.

The major purpose of the study will be to examine the role of private sector in higher Education in India by adopting descriptive method of research. The main objectives of the study will be to compare the views of administrators, teachers and students about the quality of various aspects of higher education, to compare the views of administrators both male and female, permanent and contract based, about the quality of various aspects of higher education, to compare the views of male teachers and female teachers, permanent, contract based and
visiting teaching faculty, about the quality of various aspects of higher education, to compare the views of male students and female students about the quality of various aspects of higher education, to determine the share of private sector of higher education in the term of students’ enrolment and teaching faculty and to suggest measures for improvement of private sector universities in India.

SIGNIFICANCE OF THE STUDY

According to Barnett (1992), Higher Education is to impart the deepest understanding in the minds of students, rather than the relatively superficial grasp that might be acceptable elsewhere in the system. In higher education, nothing can be taken on trust and the students have to think for themselves so as to be able to stand on their own feet intellectually. Quddus (1979) describes that no country has ever been able to make rapid progress without a well-developed system of higher education. Our greatest national asset lies in the potential skill of our people, and our economic and social progress depends on how we develop them. This implies that all young men and women, irrespective of their financial or social status, can prove their capacity to profit from higher education and they must have the full opportunity to acquire it. Over the past fifteen or more years, private higher education has grown at a rapid rate in a number of countries and today captures a major portion of student enrolments in Eastern and Central Europe, the Middle East, Africa, Asia and Latin America. Much of this growth has come about through the expansion of commercial, sometimes for-profit higher education institutions, rather than traditional non-profit religious, community or academically based ones (Kelly, 2001). In Indian, at the time of independence, there were only two universities and almost forty colleges. Government did establish new colleges and universities but the government alone was not in a position to provide adequate financial and physical.
An overview of the facts mentioned above reveals that the problem is that of the availability of resources. Not only ample funds for the establishment of quality institutions are required, but there is also a need to offer attractive salaries to the qualified teachers in all the fields especially in the field of science and technology. If they are not given these incentives, then the others will be quite willing to hire them on attractive terms. This will require breaking of bureaucratic chain, which is holding all the fields in its clutches.

However, in spite of all the odds, the private sector is coming up to invest in the field of higher education and some really quality institutions have been established. Many colleges and universities are working in the private sector. The government can indirectly help them by lining up Foreign Aid. The intended foreign investors can grant some relief in terms of land for building etc. Private sector universities are funded and supported by individuals, NGOs, Trusts and foundations. On the other hand, public sector universities are financially supported by federal or provincial governments and they are managed by syndicates as governing body.

Both type of universities are duly approved by the higher education commission and the chartered are given either by the National Assembly or the concerned Provincial Assembly. Either type of universities functions under the umbrella of Higher Education Commission and are bound to observe the rules and regulations framed by the higher education commission. The private sector universities are also managed by the Board of Governor or Board of Management constituted for the purpose. The private sector universities generated funds through tuition fee, endowment funds or donations by the local or international agencies.
As few studies in this area at Master and M.Phil. level have been conducted and, as far as knowledge of the researcher is concerned, no research study at doctorate level appears to have conducted in India to see the extent of participation of private sector in higher education. Hence, this study will intend to investigate the role of private sector in higher education.