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IMPACT OF PRIVATIZATION ON EDUCATION IN INDIA: AN ANALYSIS**JACOB DAS****RESEARCH SCHOLAR, DEPARTMENT OF PUBLIC ADMINISTRATION, RTM NAGPUR UNIVERSITY, NAGPUR; &
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YAVATMAL****DR. NIRMAL K SINGH****ASSOCIATE PROFESSOR
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NAGPUR****ABSTRACT**

If the fruits of education have to reach the common man, then the education system must be adequately and properly administered. With around 15 Bills, including one that will allow foreign universities to operate in India and another that will curb the menace of fake degrees, are awaiting to be cleared in the parliament of India. Today, there is an ardent need to study the impact of Privatization on Education sector. We understand that we are living in a Global world which is supported by two strong pillars- Privatization and Liberalization; But the question is: Are we able to enhance the quality of both the product and the service of education? Are the changes in the policy of education really reaping and sowing quality education for growth and development. Though Globalization has become the thumb rule in every field of Human activity but nothing noteworthy can be witnessed in the field of Education in India. So far there has been no concrete exchange of Educational expertise, knowledge and transfer of educational techniques and skills in a large scale except for misappropriation and misuse of government funds, resources, books, uniforms, various educational schemes, land, infrastructures etc. in high proportion. Narayanan Ramaswamy, executive director (education practice) consulting firm KPMG, said that the number of Bills indicates the seriousness with which India is taking education. "It's a good thing that education is getting its due. Some of the Bills are real game-changers for the education sector." he said. Today, nor the planning commission neither the education department or the Ministry of Human Resource and Development of India (MHRD) has taken any cognance or has provided any guidelines for the privatization of Education till date. Senior academician Ramesh Panse, who was part of the Prof Ram Joshi committee that had drafted the Maharashtra Pre-School Centres (Regulation of Admission) Act of 1996. "The pre-primary education needs to be regulated and controlled to some extent by the government to ensure that there are no arbitrary moves by the schools against students," he said. The present education system neither equips a child with the necessary knowledge and skills to face the world of work nor does it empower to deal with the challenges of a globalizing economy. UNESCO's Global Monitoring Report of 2002 has made detailed projections and concluded that India is unlikely to achieve UEE(Universal Elementary education) even by 2015! "Unaided schools are open to adopting neighborhoods schools on Public-Private-partnership (PPP) basis with the state to improve the quality of education in them. We can share our teachers' expertise and our teaching materials and other resources too." All Goa Unaided Schools' Association president Deepak Khaitan said. The problem that needs fixing is the pathetic quality of education in Government schools at the primary level. It is this issue that does not find serious mention in the RTE-Act-2010 which has now been even validated by the Supreme Court. The Government should have paid attention to ways that would enhance the quality of education in schools either run or funded by the Union or the State Governments. Globalization, Liberalization and privatization has actually spreading its roots in almost every sphere not only in India but worldwide; But its impact in India particularly in Education has posed greater challenges and threats before the educational planners while translocating the Indian economy from a centrally-planned model to a market oriented model. The Financial crunch in education and its privatization of education has only widen the scope for the private players and educational institutes to indulge in fraudulent activities. In the name of Corporate Social Responsibility (CSR), many corporators have shouldered this responsibility but from the point of business, while the Government in the name of liberalization, Globalization and Privatization have started off loading their own moral responsibility. This paper proposes to highlight the ongoing crisis and issues specially in regards privatization of education in India. * www.jagranjosh.com*

KEYWORDS

Corporate Social Responsibility Educational Development, Educational funds Privatization of Education, Private Institutions, Public Private Partnership, Sustainable development.

INTRODUCTION

Education has always been and will continue to be one of the most important needs of mankind. Of late, there has been an increasing trend towards privatization of higher education in India. The Government of India cannot absolve itself from the responsibility of providing higher education to its citizens. The Government is thus obliged to not only strive towards providing access to higher education to all its citizens but must also try and improve the quality of higher education in India. In order to cater to these needs, a large investment is required. But in India lack of adequate funds continues to be a major hurdle. In the given context, there is a pressing need for the Private Sector to pitch in and that at the risk of privatization and monopolization of higher education by the Private Sector.¹ Will the disadvantages of Privatization outweigh its advantages? Or will Privatization in India lead to monopolization of Higher Education by the Private Sector? These are some of the compelling questions that this paper attempts to focus.

Pranab Mukherjee-the finance minister of India, in his budget speech said: "In the 12th.plan,6000 schools have been proposed to be set-up at block level as model schools to benchmark excellence. Of these, 2500 will be set up under public private partnership(PPP)"². This is a clear indication of privatization of education being promoted by the government. There is no doubt that the government is spending a lot on the establishment and maintenance of the colleges and the universities where higher education is being imparted.³ Even the current budget of 12th.plan allocated Rs.25,555 crore for Right to Education(RTE) and Sarva Siksha Abhiyan (SSA) shows an increase of 21.7%.⁴ Question arises whether the funds are sufficient and utilized properly? Did it give the desired results? The basic question is whether the government in collaboration with different funding agencies like UGC can meet the ever increasing financial liability on imparting quality higher education? We, in India have a welfare government. However, since the last decade India has taken the road to Liberalisation.⁵ The Educational needs of the Indian mass has never been taken into consideration, nor the private players or the organizations, institutes or the corporate sector has given a serious thought for implementation of quality and sustainable development of education in rural India. In the name of corporate social responsibility (CSR) schools, colleges and places of learning have been developed rather mushroomed only in urban areas or for the benevolence of their own employees. For e.g the Tata Schools, The Birla's, Wipro, The Ambani's, The Railway schools etc. The various Educational Policies have never been formulated to grow from the Primary level and sustain the same till higher education.

The private sector has played an important role in the growth of the higher education sector, especially in professional disciplines such as engineering and management. High potential demand for higher education and insufficient government spend on capacity creation are expected to result in a substantial infrastructure and investment deficit. In this backdrop, the role of the private sector has assumed increased significance with immense opportunity for the

private sector players.⁶ To enable greater private sector participation in higher education, the Government should consider simplifying the regulatory framework by rationalizing the number of regulators and providing more operational autonomy to private institutions, while keeping a check on quality and transparency. Over the last decade, the number of universities in the country has grown from 4.7% to 7.5% from 1951-2001. More than 5,000 colleges have been added in the last one year alone.⁷ State Private universities (SPU) are relatively recent phenomenon with 88 SPU's being set up in the last 5 years.⁸ There are 130 Deemed Universities in the country of which 73 are in the private sector.⁹ There are various big technical, medical, management and engineering educational institutes which run on high capitation fee under different names; But the question is – How many of such institutes are really providing quality education? With Privatization fast spreading, though it is expected to improve the conditions of facility but Quality with knowledge, research and its application for the development of society. This still remains a question to be solved and answered. Privatization will mean better facility but higher fees to be paid by the students in the name of services. Thus, Privatization of education will be beneficial only to the elite of the society and not to the economically weaker section of the society where India lives.¹⁰

MEANING OF PRIVATIZATION

Privatization is the incidence or process of transferring ownership of a business, enterprise, agency, public service or property from the public sector (the state or government) to the private sector (businesses that operate for a private profit) or to private non-profit organizations. The term is also used in a quite different sense, to mean government out-sourcing of services to private firms, e.g. functions like revenue collection, law enforcement, and prison management.¹¹

A long history of privatization dates from Ancient Greece, when governments contracted out almost everything to the private sector. Privatization, will help 1) Development faster (due to competition with the other private parties) 2) Innovative solutions due to competition. 3) Effective & time bound results 4) Cost cuttings 5) Improves quality in work 6) In turn more services to public are possible 7) Increase the productivity 8) Significant Growth in the business in turn good services possible. Today the government has been handing over education resources (including whole schools, school buildings and/or other infrastructure) to corporate and other private bodies. There are two strong arguments in favor of PPPs. One holds that the government does not have the resources to finance education, and that it is high time the private sector shares this responsibility.¹²

INDIAN SCENARIO OF EDUCATION

India is being considered a happening nation on the economic front with an average annual growth in the range of 7-8%. The twin policies of liberalization and privatization being pursued by Government of India since early 90s have opened a plethora of opportunities for the vast pool of young educated Indians, leading to mushrooming of the management, engineering and medical institutes in addition to other professional colleges. However only a handful of them have got some credibility.¹³

Despite India having one of the largest higher education systems in the world, only few institutions of learning have been able to make a mark on the global stage viz. The Indian Institutes of Technology (IITs), The Indian Institute of Science (IIS), The Indian Institute of Management (IIMs)¹⁴. In India Higher Education is yet not a fundamental right. Education as per RTE 2010 has been made free and compulsory from the age of 1 to 14. Private educational institutions in India are run by educational trusts or by societies. Educational trusts are entitled to benefits from the state such as land at concessionary rates, and also tax exemptions, as they are considered to be not-for-profit institutions. But the reality of a large number of private institutions in the southern states and Maharashtra belies their non-profit status. They run primarily based on the high fees they charge from students rather than on funds with the trust. In addition, they collect large sums in cash for favors. The only investment they have made is in physical infrastructure like land and buildings.¹⁵

Kannan Kasturi reports, from Times of India, 20 Oct 2008, that: Too many new self-financing private institutions present a dismal face, offering poor quality at high cost to millions of students, but going scot-free as the bureaucracy looks away and politicians cash in. It appears Maharashtra, Andhra Pradesh, Tamilnadu and Karnataka provide, a more conducive environment to establish private institutions, than the rest of the country. Sixty per cent of the private medical colleges in the country are located here. A similar situation holds for engineering and nursing. A majority of the private 'Deemed Universities' are also in these states. The rapid growth of private institutions in few states has resulted in a strong regional imbalance in the spread of professional education in the country. These states, with 25 per cent of the population of India account for over half of engineering and medical colleges in the country. Just Karnataka & Maharashtra have half of all the hotel management institutes while Andhra Pradesh and Karnataka account for nearly half of all nursing colleges.

Prof. Anandkrishnan, Chairman of IIT Kanpur, was recently reported voicing his concerns: "In one year that the number of engineering colleges has gone up to 2250 from 1600. There is a mad rush for starting up engineering colleges. Also, the state of Tamilnadu alone has 340 engineering colleges. This is a scandal in technical education, and nothing much has been done to prevent this" (*Times of India*, 20 Oct 2008). "Indian school becomes Saudi's biggest educational institute"¹⁶. Many foreign institutions are looking at partnering with Indian institutions.¹⁷ The Foreign Educational Institutions Bill 2010, has the objective of regulating the entry and operation of foreign institutes in India. The bill is a key legislation to encourage private sector participation in India¹⁸. Such a mechanism will ensure the operation of globally acclaimed institutes, and will reduce the outward mobility of the students who can receive significantly quality education at their door steps due to cut throat competition amongst partners and collaborations. Fact remains that such a bill was originally tabled in 2007 and is yet to get a nod from the parliament. At present there are a significant number of business schools, International MBA partnership in India, which will continue to see increasing interest from foreign universities wishing to establish and have collaborative agreements. For e.g. IIM collaborates with Copenhagen Business School-Denmark. Today one can witness that Globalization of higher education has enabled the students, teachers, and researchers to move freely and choose the courses, organizations, networks, and communities of their liking across the countries.

BACKGROUND: PRIVATIZATION IN THEORY AND PRACTICE

A great wave of privatization has swept the world in the past two decades, embracing the industrial economies, and large parts of the less developed country. Although ideological considerations - exemplified by such statements as, "governments have no business to be in business" - have often been paramount in driving privatization in various parts of the world, it is also true that government sought to justify privatization in relation to certain objectives. Due to various historical reasons, a multi-source finance system has been evolved in India and education is being financed by Central /State/ Local Government, and through fees and other sources including endowments, donations and other voluntary contribution from the public. The Kothari Commission therefore recommended for organizing a nationwide program so that local resources can be fully harnessed. This would stimulate local interest in education.¹⁹ The basic objectives of privatization include (1) Control of budgetary deficit (2) Resource mobilization (3) Reduction of extra tax burden (4) Flow of funds to public (5) Retrieval of civil servants from public enterprises for better utilization in governance and administration. (6) Increase in competition, both in domestic as well as international markets and to reduce government interference in the economy and promote greater private initiative. There is a sense that public ownership somehow leads to lower levels of efficiency than are possible under private ownership; and inefficient enterprises, in turn, are seen as creating other problems.²⁰ Mumbai university exam process to be outsourced".²¹ Majority of children in rural areas prefer private schools: says the Annual status of Education Report (ASER) for rural areas 2011 released by Minister Kapil Sibal. 30 -50 % of children in rural areas are enrolled in private schools in states like UP, Punjab, Maharashtra, Meghalaya etc.²² There is also a growing trend in the private sector to open public schools which charge very high fees as compared with Government and Government aided schools. In a way there is a profit-motive²³. What are the Important Reasons for Privatization in India? Releasing the large amount of public resources locked up in non-strategic PSEs, for redeployment in areas that are much higher on the social priority, such as, basic health, family welfare, primary education and social and essential infrastructure.

SIGNIFICANCE AND OBJECTIVE OF THE STUDY

The need for the private sector to share the cost of education certainly cannot be denied, but the current arrangements seem to be willfully neglectful about the private sector's motivations. In today's neoliberal context, what motive other than profit could be involved in any company private group agreeing to take on such responsibilities? Further, how can profit-making bodies cost-effectively fulfill the goals to universalize education, if governments have not been able to do

so? And, most worrisome, is it really appropriate for corporate entities to be entrusted with promoting an agenda of social justice, equality and equity? When we look at various industries in India, the gains from privatization are quite heterogeneous. Prof N S Ramaswamy, founder-director of Indian Institute of Management, Bangalore, feels that just as liberalization has brought in better performance and productivity in the corporate world, it will bring about greater competitiveness in the Indian educational sector.²⁴

One of the interesting findings of Frydman et al (1997), is that the privatization effect is best manifested when there is one dominant owner after privatization, whether it is a foreign owner, a privatization fund, an individual owner or the state itself. Where ownership is diffuse, as when ownership is distributed among workers, the privatization impact is much weaker. This aspect needs to be addressed in planning for future privatization.²⁵ The increasing demand for better quality higher education in India can be met only by Private Institutions complementing the Universities established by the State. The proportion of students opting for higher education in India is increasing at a rapid rate and the only feasible way out is the privatization of the educational system.

The Government, with the Constitutional obligation to provide free and compulsory education, has increased the investment in Primary Education, as a result of which, the investment in higher education has proportionately decreased. In order to meet the growing needs of the student population for higher education in the country, it is imperative for the Government to privatize higher education.²⁶ Here a question arises. If the Private Institutions are given too much of independence and autonomy, it would lead to monopolization of higher education. This will lead to a plethora of problems. Such as high fee structure, Capitation fee, exploitation of Staff, apart from mal practices of forged degrees paid seats etc. These Foreign Universities may or may not be recognized in their parent countries leading to limited control and check on quality education being provided.

The proposed research is intended to survey the process of privatization in India and assess its impact on the Indian Education System. Is performance bought at the expense of high fees infrastructure through extensive opening of various schools and colleges by private players.²⁷ Or are we confusing the impact of privatization with the more generalised impact of deregulation in Education sector. The research output will comprise the following:

1. A survey of the literature on privatization, particularly with respect Education in India.
2. Impact of privatization on educational.
3. Explanation for the impact of privatization.
4. Assessment of mechanisms of corporate social responsibility in India

The casualty of the reckless growth in private institutions is not just equity, a well-known fact, but also the quality of higher education. Few private colleges offer quality higher education and many have been started with the sole goal of making quick profits. Philanthropy, charity, and education, which were considerations of the private sector in education in the past, no longer seem to figure as motives. Government's inability to regulate private institutions is becoming increasingly obvious.²⁸ The universities perform a critical role in an economy and society. They create, assimilate and disseminate knowledge. Therefore, they must be flexible, innovative and creative. They have to be accountable to the society. The number of universities and colleges has to be increased several times to meet the demands. It is essential to revise the curriculum regularly at least once in three to five years. There should be continuous internal assessment and reforms in annual examination. There is no doubt that more choices of courses should be given to students. But, the funding agencies have been resisting in granting more funds that are required for these purposes virtually halting the reform process.²⁹

METHOD OF DATA COLLECTION

The data collected is from primary and secondary sources ie: Government resolution, Reports submitted by UNESCO, ASER, Government. Of India and by its various committee, NGO's. In addition to this books written by various scholars, Research papers and journals as well as contents from the web and different print media has been used for the analysis.

PROBLEMS

Although India's national literacy rate currently exceeds 75%, a study by Pratham, a voluntary organization, finds that only 53.4% children in Standard V can read a Standard II level text, and that nationally there has been a decline in the children's ability to do basic math!³⁰ Another study by NASSCOM finds that 75% of technical graduates and more than 85% of general graduates are unemployable! The problem with the present Indian education system is that it is delivering a huge quantity of output, in the name of educated populace, with poor quality.³¹

According to current estimates, 80% of all schools are government schools making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated. According to some research, private schools often provide superior results at a fraction of the unit cost of government schools.³² However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7%, of the 15% who make it to high school, graduate. However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32% .³³ Even the poorest often go to private schools despite the fact that government schools are free. A study found that 65% of schoolchildren in Hyderabad's slums attend private schools. One study found out that 25% of public sector teachers and 40% of public sector medical workers were absent during the survey. Among teachers who were paid to teach, absence rates ranged from 15% in Maharashtra to 30% in Bihar. In January 2010, the Government of India decided to withdraw Deemed university status from as many as 44 institutions were not being kept in mind by the management of these institutions and that "they were being run as family fiefdoms". The University Grant Commission found 39 fake institutions operating in India.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), India has the lowest public expenditure on higher education per student in the world.³⁴ As and when the Governments started liberalizing the various policies related to education and welcomed the privately owned institutions, corruption started gathering momentum in one or the other way. Prof Ramaswamy said that healthcare and education are two sectors where India can become a world destination. By providing high quality healthcare and highly professionalised education, India can become a world leader in these sectors and earn up to \$20 billion annually, he said.³⁵

RECENT REPORTED IRREGULARITIES AND SCAMS

The first tremor in the education sector came in the form of according the deemed university status to colleges and institutes on a wholesale basis. The Chairman of the UGC, Sukhdeo Thorat has been accused of allegedly conferring deemed university status to several colleges in return for kickbacks and is also accused of the misuse of funds for personal benefit. Moreover, it is a known fact that many of these deemed universities are run by politicians having vested interests. These institutions are not able to provide the quality of education which a deemed university is supposed to offer. The Tandon Committee constituted by the HRD (Human Resource Development) Ministry to investigate the deemed university scam has found that of the 130 deemed universities, 44 had abysmal academic and physical infrastructure and are mainly family fiefdoms. The Tandon Committee has reported that many deemed universities have been charging fee much higher than that approved by the official fee structure committees. On the recommendations of the Tandon Committee, the HRD Ministry derecognized 44 deemed universities.³⁶

In the case of the All India Council for Technical Education (AICTE) scam, the arrest of K Narayan Rao, Member Secretary, while accepting a bribe from the owner of an engineering college in Andhra Pradesh has brought the unsavory happenings in the apex body governing the technical education in the country under the scanner. 42 institutes were granted illegal approval by the AICTE. In a glaring case the CBI detected that one building was inspected by the experts appointed by the AICTE thrice and recommended approval for three different colleges for the same building.³⁷ The Medical Council of India has also a dubious record for granting approval to medical colleges. The MCI President, Ketan Desai, was arrested last year on 28th April, 2010, for accepting a bribe of Rs 2 crore. . MCI has come to be known as the "Most Corrupt Institution" in the country. According to reports, the CBI in its recent raids found from the former President of the MCI and his family possessed disproportionate assets to the tune of Rs 24 crore. Millions of pounds of aid for education and the "Sarva Shiksha Abhiyan", has disappeared into the depths of corruption without any benefit to the poor children. It quoted a report by the Institute of Public Auditors of India that in Bihar children were reportedly being taught in open fields, because money had not been passed on for renovating classroom. "In Muzzaffarpur they found that only

4,00,000 pounds out of an allocated 1.1 million had gone to schools," One audit of money earmarked for the Sarva Shiksha Abhiyan project found that 70 million pounds had reportedly vanished. A report in the 'The News of the World' quoted India's Auditor General as saying that almost 14 million pounds had been spent on items and luxuries that had nothing to do with schools.³⁸

The TOI report on MBBS seats sold for between Rs 12 lakh and Rs 40 lakh by two private colleges in Chennai barely exposes the tip of the iceberg. "Large-scale corruption is prevalent in the education system. Coaching classes are hell, as they are killing the creativity of students," said Prof Pal. While expressing his opinion on higher education, he said, "Due respect has not been given to the universities in the country. We should be creating good universities but have not done so. IITs should be given total autonomy and given university status and raised to the level of the Massachusetts Institute of Technology (MIT). I think regulatory agencies like UGC and AICTE should be abolished."³⁹ Acknowledging that medical and engineering education had become a "money making racket" today, Prof Ramaswamy said that this corruption was a result of government control. "If you have control you will have corruption. There is no way to bring in improvement without freedom. Let the rich people pay high fees for private engineering colleges. But also, let 50 per cent seats be open to poor, meritorious students," Prof Ramaswamy. Higher education in India today is ridden with problems which are many and various. Some of the most crucial ones that confront us are somewhat controversial and, at any rate, in need of a thorough scrutiny in the overall interest of the country. The issues are, however, inter-dependent and include: (i) broadening of access in higher education; (ii) ensuring equity in higher education; (iii) the financial crunch, and (iv) the move to privatize higher education as a remedial measure⁴⁰.

CRY's status report on the implementation of RTE in Delhi, which exposed several irregularities The Delhi High Court recently lashed out at the Delhi government for failing to print and provide in time, approximately 1.2 crore free textbooks to over 18 lakh students studying in Classes I - VIII in MCD and Delhi government schools.⁴¹ Parents applying under the EWS(Economically weaker Section) category are being forced to pay Rs 2,000 for admissions on the sly even in government schools when the law states that education should be free for them," said Ashok Agarwal, an advocate and RTE campaigner.

CONCLUSION AND SUGGESTIONS

A clear cut policy of the Government of India regarding privatization of higher education is unfortunately not available at the present moment. In the context of the current changing social and economic fabric of the country, it appears almost certain to go in for private funding of education. The recent paradigm shift in Indian economic and political philosophy has led to the demand of private universities so as to meet the challenge of contemplated open economy and the demand for qualitative human resources and high level of R & D⁴²

Despite many efforts from the government to revitalize the public education system, the quality of public education is dwindling. Consequently, enrollment in private schools, colleges, and universities, is on the rise. For instance, a recent study finds that in the city of Hyderabad, 73% of families in slum areas send their children to private school⁴³. While India can boast of having the third largest higher education system in the world, reality is that India is facing a severe shortage of skilled human resources.⁴⁴ The reason for such a contrasting situation is the extremely low quality of primary, secondary, and college-level education in India.⁴⁵ A possible way-out from this situation is privatization of the education system, which is predominantly public at present. Privatization of education has the potential to improve the quality of education as well as to reduce the cost. However, to ensure access to education for all, the government must design an effective transfer-payment system. A balanced approach toward PPP and CSR must be re-enforced and encouraged. Since the quality of the private schools also varies significantly. While some of them may provide a good quality education at a reasonable cost, others may end up becoming money-making machines without caring for the quality of education. So the government should come up with an effective mechanism to determine, monitor, and control the quality of education in the private system.⁴⁶

It is suggested to prepare Long Term Educational Plans and short term goals, which will lay the foundation for change. Quality Human resource and lack of time and money should be intelligently and economically used. A National System of Education is to be developed to provide quality education to all children irrespective of their caste, creed, language, economic or cultural background, geographic location or gender. Disparities among various categories of schools and education systems/ institutions must be reduced. The government should consider some potential measures for enabling greater private sector participation in setting up high quality institutions. First. Simplify regulations and introduce out-put based regulations by measuring outcomes such as job placement, research work and utility and environment friendly outcomes. Second. Introduce student side financing instead of financing institutes. This will empower the students to use and choose the funds in the best possible manner. Third. The Government should pass and implement the innovation University bill, which will encourage and promote the private players to invest and set up innovative private university beyond any geographical limit. Fourth. The Indian Government consider such corporators to run Education on profit. This will definitely pump in greater capital for setting up new capacities and help the government in achieving greater Gross Enrollment Ratio (GER) targets. It will initiate transparency, improved quality and entry of quality players and bring death and exit to the unscrupulous, illegitimate profiteering and providing sub standard education. However, the government must enforce all the private, public, corporate, State etc. to provide the minimal standard of quality education. It must be ensured that the entry of private enterprises into the scene does not lead to commercialisation. The entry of Private enterprises would ease the burden of the State in providing higher education to its citizens. Regulatory arrangement must be put in place before the private sector is allowed to enter the educational sector. Mr.Montek Singh Ahluwalia, While addressing a gathering at an Education Summit organised by FICCI, has pointed out the need to increase the public expenditure on higher education and has opined that an improvement in the standards of higher education could be achieved only through a balanced relationship between the Public and the Private Sectors. Here we look into what needs to be done, and leave aside for the moment the question whether it will be done. Privatization and liberalization⁴⁷ in Education must be given a new look, in co-operation and co-ordination with the government, the PPP and Business houses/Corporators. It should be the moral and social duty to shoulder the responsibility of the same society-underequipped by large, without whom the very existence of such Government, business houses and corporators could ever exist. The system is in chains. It needs to be broken with courage. To actually deliver a quality product most efficiently, the only option is vigorously competitive private sector participation in the provision of not just primary education, but all levels of education .The education system is in chains. It needs to be liberated. Let us take this challenge to see the change and relive the government by shouldering our own responsibility- This is the need of the hour.

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