
CHAPTER - VI

CHALLENGES IN EDUCATION AFTER PRIVATE PARTNERSHIP

In India, Education is social and constitutional concern of country. That is why it is primarily being delivered by the Government. The role of the private sector has also been growing in prominence and scope over the past few years due to the social concern. Basically Education in India is not profit motive act. It is a social responsibility for private sector and constitutional for State. But last few years, education is going to be the profit making sector for private sector. Because of this trend financial burden of education on parents is increased. Poor students can not afford the high fees of the school and colleges. To give the relief for such students Government introduced Private partnership in education sector. But it has many challenges. This chapter is analyzing the new challenges of education sector after introducing the Private partnership.

6.1 WHY DO GOVERNMENT PROMOTING PRIVATE PARTNERSHIP

India has had private schools, run by both religious and secular institutions and profit and not-for-profit institutions, for several decades. The most common example of public private partnership in this field is the government aided schools system in the country. Recently there has been an increasing push by the Government towards engaging the private sector as partners for achieving the goal of universalization of elementary education. Different models of Public-Private Partnership (PPP) in

education are being proposed by the Government. How well thought through are the proposals? What are the main reasons for the government promoting this concept? How equipped will the private partners be? These are important questions. Meanwhile, there is also a visible body of opposition to this move which has registered several objections against such partnerships ranging from wariness of attaching a profit motive to education to the perceived lack of competency of the private sector in meeting the pedagogical challenges of an Indian classroom. There are others who see essential merit in at least discussing or considering the proposal and articulating the proposal more meaningfully. We share a repository of the divergent voices in the debate:

The Government of India (GoI) speaks in eleventh five year plan repeatedly of the benefits of PPP in education and proposes some measures to be executed in the PPP mode.

6.2 CHALLENGES OF PRESENT EDUCATIONAL SYSTEM IN INDIA

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social

sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes.

Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programmes and work on social issues. Concepts of access, equity, relevance and quality can be operationalized only if the system is both effective and efficient. Hence, the management of higher education and the total networking of the system has become an important issue for effective management. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology.

6.2.1 Problems in System of Higher Education

There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large

vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender and ethnic imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching.

Education in basic sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realities based on competition and increased mobility of students and workforce.

Time to time system influenced with new challenges and government taken a major role to build the system. But there are many challenges always faced by the government.

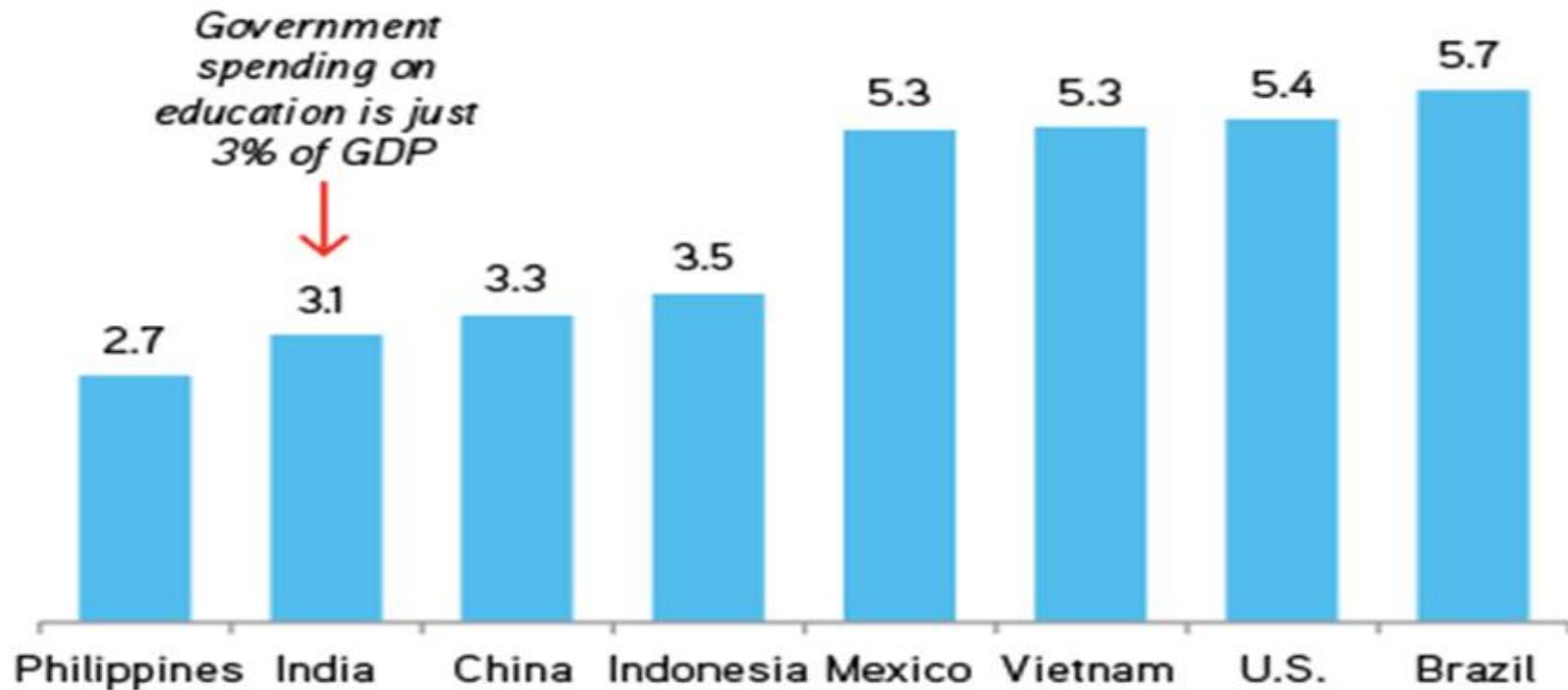
Some of the leading challenges before the higher education system are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalisation and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful interface between the universities, National Research Laboratories, industries, government and society, etc.

6.2.2 Lack of Adequate Funds For Education In GDP

There are so many people in various parts of country which are still out of reach. This is mainly due to lack of sufficient fund for education. **Graph 6.1 is showing that we are lagging behind the many developing countries in spending of fund of GDP.** This is when we have emphasized more on our education programs and made our system reachable to all areas. Government has to rethink on these areas to implement more on the policies. Money also plays a vital role for the education system which needs to unique for all globally recognized syllabus and curricula. Our constitution says that this is the responsibility of central and state government to build good education system. For that we need to have funds. But despite there was a large expenditure on the funds every year on Education where the fund goes and our system remains intact.

Graph 6.1

Public Spending on Education % GDP



Source:- World Bank Report on Education

Central government prepares policies and plan while responsibility of State government is run those policies on ground. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. But we know there is always increase in the fund for the education system but never implemented in that area. So we have to work in this area. Government tries to make different policies which are implemented but quality never checked. Majority of fund goes in the pockets of officials working for this. There is a vast need to improve the quality and standards.

6.2.3 Stopping Brain Drain

The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go foreign for his higher education as they have much better facilities and quality of their system. We have to stop this brain drainage so as avoid students to run away from country. Our governments trying for various challenges faced but no one is doing well for that. Government came and goes but system remains intact. Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular.

Opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of information about the same.

6.2.4 Improving of Quality of Education

There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. The teachers are not having proper knowledge of subject even and resources to student community are very poor.

Students do not have any student-ship ethics, they just want marks in the subject and they study only for grabbing jobs. There is no creativity in students. Our top class students are hard-worker but not innovative. They are not capable enough to produce new technology. There is a great need to revolution in higher education. These are just some challenges which should cover all the aspect in the present scenario of education and we have to implement hard on them. Private institutions are growing like mushrooms. Government has therefore introduced a legislative proposal for mandatory accreditation in the institutions of higher education.

6.2.5 Commercialization of higher education-

There has been public concern that technical and medical educational institutions and universities are charging enormously high tuition fees and also following unfair practices. Therefore, the higher

education is beyond the reach of common man⁵². In order to overcome these malaises, government has introduced a legislative proposal in the Parliament. In Rajasthan, PPP model is running on the basis of only land providing format. Government provides the land only in name of infrastructure. There is no control on governing body of any educational institutes run under PPP model. Therefore there is strong apprehension of high increase in tuition fees. However Govt. Of Rajasthan has enacted the fees control (on private education institutes) act-2012, which is yet to be applicable.

6.2.6 Economic and Socio-cultural Factors-

Unemployment in the country, shortage of technical manpower and cost of education are some of the economic factors influence the education. Socio –cultural factors including lack of opportunities, status of women, disparity in the society, rural-urban divide also affects the development of higher education sector.

6.2.7 External factor impacting the Department's functioning-

Education is in the Concurrent list and both the central government and state governments are mandated to make legislation on education. Many policies and programmes of the Department are either executed through state governments or they require extensive coordination and cooperation of the state governments and therefore, unless centre and state government work at tandem, their implementation would face rough weather.

6.3 CHALLENGES ACCORDING TO ADB⁵³

6.3.1 Regulatory environment

There is no independent PPP regulator as of now. In order to attract more domestic and international private funding of the infrastructure, a more robust regulatory environment, with an independent regulator is essential.

6.3.2 Lack of information

The PPP program lacks a comprehensive database regarding the projects/studies to be awarded under PPP. An online data base, consisting of all the project documents including feasibility reports, concession agreements and status of various clearances and land acquisitions will be helpful to all bidders.

6.3.3 Lack of institutional capacity

The limited institutional capacity to undertake large and complex projects at various Central ministries and especially at state and local bodies level, hinder the translation of targets into projects.

6.3.4 Financing availability

The private sector is dependent upon commercial banks to raise debt for the PPP projects. With commercial banks reaching the sectoral exposure limits, and large Indian Infrastructure companies being highly leveraged, funding the PPP projects is getting difficult.

6.4 DEBATE ON IDEOLOGY OF PRIVATE PARTNERSHIP

Although the emergence of PPPs is presented as a necessity to achieve universal access in education and/or quality of education, the core of the debate appears to be ideological. The emergence of PPPs

seems to reflect the ideological discourse of the last three decades, which has been influenced by terms such as choice, competition, efficiency and innovation, associated with the private sector, juxtaposed against corruption and bureaucracy, associated with the public sector. Whereas the promotion of PPPs in developed countries has been articulated around issues of efficiency, choice and competition, the debate in most of the developing world and in transition countries is driven by a focus on the inability of the state 'to provide an adequate and acceptable level of education' as well as issues of corruption⁵⁴. The argument has been that "government services are corrupt, and that privatization, outsourcing and partnerships may have an effect of bypassing corrupt civil servants". Such arguments seem to be derived from rather romantic notions of private sector effectiveness, and a tendency to overlook the private interests involved. Civil society movements emerge as alternative deliverers of social services and welfare.

According to Anthony Giddens' concept of the 'Third Way', which became the ideological orientation of the Clinton and Blair governments, civil society is an intermediary sphere serving to complement rather than to replace the state and to offer a third route to welfare provision, which is neither private nor state. From the 1980s, the World Bank and other development agencies began to use civil society organizations in the implementation of their social programmes. In the early '90s, development programmes not only began to use civil society, but also to set up programmes that aimed to strengthen, or even to create civil society organisations. All this has occurred against a background of chronic degradation of many education systems, both in the South and in the North.

6.5 THE ARGUMENTS IN FAVOUR OF PPPS

The arguments in favour of PPPs are by no means universally accepted, and PPPs have been subject to criticism. A primary concern with PPPs is that the contracting that underlies them may be complex and require considerable government design, implementation and monitoring capacity in order for the benefits to be realized⁵⁵. This is of particular concern in countries in which the State has relatively limited experience working with the private sector and with contracting, which may leave it exposed to financial and quality risks.

6.6 NON-SECTOR STATE IS NOT DEVELOPED

A second criticism is that the non-state sector is not sufficiently developed or sufficiently large to allow for PPPs in education – particularly in poorer areas. Clearly, sufficient capacity in the non-state sector is required if the government is to contract for the delivery of education services. Inadequate regulatory and policy frameworks and administrative systems in developing countries may also hinder the effective implementation of PPPs and the delivery of quality education. Critics argue that limited government capacity and a weak policy framework also mean that PPPs can result in a loss of accountability to the public in its role as the duty-bearer of education. Ministries of education are traditionally among the most conservative, regarding control over curriculum, language policies and politicization of content – and thus may be reluctant to relinquish control to non-state provider partners.

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