
UNIT 9 GLOBALISATION, PRIVATISATION AND IMPACT ON EDUCATION

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9.1 INTRODUCTION

Modern civilization has brought profound changes in the productive capacities of men and women, in their social relations and institutions and the way they have thought of themselves and the world around them. However, these transformations were primarily bounded by what came to be called as the nation-state. There were some processes that went beyond the confines of the nation-state such as trade; expansion of capital; growth of knowledge; spread of ideologies; affiliation to religion and beliefs; spread of culture, arts, sports and even the rise of certain international institutions but the nation-state remained the final court of appeal. The last three decades have witnessed profound changes in this configuration resulting in new and larger networks of exchange; great movement of peoples, goods and information; transnational social and economic interaction and increasing flows of trade, investment and culture. New economic, political and cultural institutions have come into existence. These changes have circumscribed the place and role of the nation-state in a profound way. Increasingly our lives today are intimately shaped by developments beyond the confines of the nation-state. Changes in technology and information have radically altered the hitherto familiar nations of space and time. The relationship between culture, economics and politics is being redefined through rapid exchange of information, ideas and knowledge. These widespread changes are attempted to be captured by the term globalization.

9.2 OBJECTIVES

After going through this Unit, you will be able to:

- understand the meaning of globalisation and its impact on education;
- analyse the emergence of privatisation as a trend in education and examine its forms of involvement in education;
- critically evaluate the effect of globalisation and privatisation on equity and equality in education; and
- appreciate some on-going models in school education in the context of privatisation.

9.3 GLOBALISATION: MEANING AND APPROACHES

Globalization during last two decades has been called as the most talked about phenomenon. However, what exactly needs to be included under the term globalization is deeply contested. It is a multi-dimensional phenomenon, involving diverse activities and interactions including the economic, political, technological, cultural and environmental.

Meaning

Anthony Giddens sees Globalisation as, “The intensification of world-wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice-versa”. The term has been used expansively to include an enormous range of features of contemporary life. Five of them can be considered as crucial to its understanding:

Stretched Social Relations

Globalization involves cultural, economic and political networks of relations spread across the world, denser than in any previous periods. Further they are not confined to merely specific regions. They envelop the whole world,

Intensification of Flows

Globalization is manifest in the rapid flow of information, capital and goods. They result in networks and interactions that transcend any effective monitoring and control by the nation-states. They beget social interactions that could have little to do with geographical and cultural contiguity. Mobile phones, satellite television and internet, which are based on these flows, do not respect the spatial frameworks that bound communication hitherto.

Increasing Interpenetration

Under globalization cultures and societies that were hitherto distinct come face to face with one another and get interwoven into the ways of social life of others. Differences of language, food, dress and beliefs become constitutive of social make-up.

Global Infrastructure

They are formal and informal institutional arrangements in the economic, political and cultural domains that facilitate networking and flows. Their reach transcends the bounds of nation-state. They facilitate the functioning of a global market. They embody

codes and regulations holding transnational interactions in place. They provide the mechanisms of global governance.

Reformulation of Social Relations

Under globalization, relations, between social classes are brought sharply to focus on a global scale. In the earlier phases of capitalism, class relations were primarily defined within the vortex of the nation-state. Globalisation brings about a dense interaction between dominant classes and regions outstripping national cleavages. It throws up new social strata and factions both at the national and global levels. It reformulates inequalities and existing unevenness in economic and power relations.

Characteristics

The above five-fold features inform the following characteristics of the globalizing world.

- a) It is an inter-connected world: It is connected on account of modes of simultaneous communication to any part of the world. It is also a connected world on account of the problems that confront humanity as a whole. Problems such as global climatic changes, the depletion of the ozone layer, drugs, terrorism, pollution of the oceans etc. are beyond the scope of any particular nation-state.
- b) Distant actions in one corner of the globe have rapid and significant repercussions in other parts. For instance, the East Asian Crisis of 1997-1998 on the New York Stock Market or Nasdaq on Bombay Stock Market etc.
- c) There is the emergence of global social strata sharing certain common cultural features. For instance: English language, Blue Jeans, Sweat Shirts, etc. These features increasingly penetrate national cultures and may attempt to bring about levels of homogenization of modes of living, thought and interactions.
- d) Globalisation encapsulates the entire range of social relations. It has its impact on every facet of life. However, the momentum of these relations may not move at a uniform pace.
- e) Under globalization power relations come to be articulated increasingly at the global level. New organizations come to be established for the purpose.
- f) Development of communication technology undermines the authority of the nation-state and poses a threat to its sovereignty.
- g) It connects localities with the world bypassing national boundaries.
- h) Sometimes individuals and smaller institutions in control of a front-line technology can challenge the power of global organizations by forming alliances. There grows up a new entrepreneurship around such knowledge based industry.
- i) The prevailing pattern of globalization has widened economic inequalities and has worsened the lot of the impoverished. It has threatened the existence of local cultures.
- j) Globalization also brings new opportunities. It widens tremendously the range of choices available to people. It breaks down such geographic barriers as town and countryside and metropolis and periphery to access resources and information. One can live locally while being tune with the global context.

- k) It is the integration of the global financial markets that often remains the hallmark of globalization. It involves new forms of financial transactions, assisted by new modes of communications. It has led to the weakening of the national stock markets and tremendous growth in cross border transactions in equities, international bank lending, international bond markets etc.
- l) It involves a struggle to dominate global markets and centralization of power in a few organizations. The rise of the Multinational Corporations (MNCs) and the new role that the International Monetary Fund (IMF), the World Bank and the World Trade Organisation (WTO) have come to play bear witness to it.
- m) The process of Globalisation has hitherto been accompanied by a strong dose of Americanisation manifest in such symbols as 'Coca-Cola' and 'Macdonald' and has reinforced its influence over the other regions of the world.

9.3.1 Apprehensions Regarding Globalization as a Trend

Globalization as a trend in education is yet to take shape in a full fledged manner. Nevertheless with the approval of the Foreign Education Providers (FEP) Bill, by the Union Cabinet there are certain apprehensions. What are they? Let us discuss some of them.

- **Undermining Local Needs:** Education is mainly for fulfilling the local needs and addressing the local concerns. Hence there are apprehensions as to the curriculum prepared by those unaware of the local needs.
- **One-way Traffic from the Western World to the Third World Countries:**
It is alleged that globalization, will lead to postcolonial imperialism of the developing world i.e. there could be colonization of education of developing countries. This is because educational services from the developed countries are expected to enjoy a steady growth in the coming years and inflow of foreign students into developing countries will not match the heavy outflow of student population to the western world. This is because many developing nations are still way behind when it comes to competing with the western countries. Hence agreements like GATS might not work in their favour. In the field of education, the major players engaged in providing cross border education, belong mainly to the western World due to their better resources and infrastructure. They being the technological haves are in a better position to offer ODL to the developing countries in the digitally divided world.
- **Cultural Homogenization :** Globalization is equated by some with westernization as western thoughts and culture through their educational services could submerge local culture. There could be thus cultural imperialism, which could make the future generations of the recipient countries westernized and ignorant of their cultural heritage. Even if there is no cultural hegemony of west, there could be homogenization of cultures with loss of local cultural richness and linguistic diversity.
- **Commercialization of Education:** It is alleged that third world countries are urged by the several developed nations to open up their field of education primarily because of the large number of aspirants for higher education that provides a huge market.
- **Commodification of Education:** Education has all along been considered to be sacred service, to inspire learners, shape their minds and thus educate them. But there are apprehensions regarding the form in which it could be provided

by entrepreneurs providing distance education. Distance education delivered sans support services and human touch could resemble prepackaged commodities delivered at home, anytime, anywhere. This would make students, consumers and teachers workers engaged in production process.

The Knowledge Commission has recommended the entry of foreign education providers. But it is being expressed that there should be a level playing ground for foreign and domestic providers of education and foreign services should be subject to regulations to safeguard quality and prevent the entry of poor quality services and fly by night operators.

Benefits of Globalization

Some of the very apprehensions regarding globalization could also be construed as its advantages. Let us discuss them now.

- **Overcoming Complacency through Competition:** The educational scenario in our country needs to be revived in many areas. This process could begin when there is a stiff competition from abroad. For instance, in certain areas like the Telecom sector the government monopoly has ceased and there are many private service providers. Today obtaining a telephone connection needs only a day instead of the years of waiting period earlier. As far as monopoly and western imperialism are concerned, the counter argument could be that Indian companies taking over foreign ones is now a reality. Many companies have a strong foothold even in western countries. Premiere Indian educational institutes too may attract students from abroad thus leading to educational export. Already private entrepreneur as well as government run educational institutions of India are providing educational services abroad.
- **Wide Range of Choice:** Students and faculty while remaining in the country can be a part of an educational system of their choice. Thus the best opportunities of the world can be availed.
- **Cultural Impact:** Influence of foreign culture is as old as traders from overseas and scholars travelling on foot and horseback across borders for education. Such cultural exchange adds to the vigor and endurance of the local culture and enriches it.

Impact of Globalization on Education

The education in India is at a crossroads. Its liberal and secular character and content, carefully nourished during the last fifty years, despite several vicissitudes, is now undergoing fundamental transformation.

Trends in Global Education which affects the quality of education such as:

- Dilution and trivialization of the aims of education
- Fragmentation and compartmentalization of education
- Alienation of knowledge from social ethos
- Restriction of access through commercialization, privatization and competitive screening
- Parallelization or hierarchical layering of school systems
- Homogenization of socio- cultural diversities through increasing centralization

The children of the poor and socially disadvantaged have been denied English medium school education. The rapid growth of the software development and electronic

communications industries is one of the few achievements of Indian industry in post-independence India. Further, because of strong hold of the English language in MNCs and corporate circles, the divide between rural and urban is almost complete.

9.3.2 Liberalisation : Meaning

In the context of globalization, liberalization primarily means removal of controls and regulations at various levels of the economy facilitating market forces to determine its course and direction. It favours a competitive market solution to economic issues and a reduced role for the state in economic management. In a wider sense, the term is also used to mean creating conditions for the prevalence of civic and political rights rule of law, accountability of power, periodic elections, multi-party system and an impartial judiciary. These conditions are seen as holding public authority transparent and under scrutiny.

In its primary and stricter meaning, liberalization proclaims freedom of trade and investment; creation of free trade areas; elimination of government controls on allocation of resources in the domestic economy; progressive removal of restrictions on external trade and payments; expansion of foreign investment, loans and aid rapid technological progress.

Liberalization also advocates a balanced budget; reduction in progressive taxation, social security and welfare and a diminished role for the state in economic management. It does not favour subsidies and state protection and resource allocations through administrative means. It suggests that inefficiency, corruption and mismanagement are built into regimes with excessive state control.

Shift from State to Market

In 1970's an argument gained currency that economic problems confronting societies were due to the sprawling public sector, politics of full employment, high rates of taxation, generous social welfare benefits and growing state intervention. It was further argued that these policies led to excessive wage demands, introduced rigidity in the market, encouraged parasitism and blunted the incentives to save, work, invest and take risks. Political forces not favourably disposed towards welfare state and socialism, such as the Conservative Party in Britain, rallied behind this argument.

In the 1980's there was a strong shift away from the State to the market in the allocation of resources in large parts of the world. It was accompanied by the information and communication revolution which favoured the market. This shift led to widespread deregulation of the economy and measures to reduce taxes and government expenditure.

The primacy of the market upheld by liberalization came to be supported by global capital with open arms. The transnational enterprises and multilateral agencies such as the IMF and World Bank too brought enormous pressures on States to pursue a policy of liberalization. The collapse of Socialist regimes in Eastern Europe in 1989 and the dissolution of the Soviet Union in 1991 were hailed as the triumph of the market and gave further impetus to market forces.

Facets of Liberalisation

Liberalization is a global phenomenon, closely entwined with the process of globalization. In fact, in its existing version, liberalization is the enabling condition for the intensive penetration of globalization into any society. But the contexts in which liberalization has been carried out and the patterns it has assumed have varied across regions and states.

a) In Europe, liberalization has led to curtailment of public expenditure; cuts in social security and welfare programmes; reduction in progressive taxation; abandonment of full employment policies, curbs on trade unions, flexible labour markets and privatization of State enterprises. However liberalization did not affect highly protected agricultural production, the immigration policy and certain categories of international trade, particularly involving advanced technology.

In the developing countries, hitherto, the State regulated imports and exports, foreign investment, technology, labour markets and collective bargaining. The State owned and managed a wide range of industrial, agricultural, marketing and financial enterprises. By mid 1970's, most of these countries were deeply in debt. In them, liberalization involves the reversal of the previous policies of State directed modernization and industrialization. The early phase of liberalization encompassed stabilization of the economy through control of public expenditure and increase in tax returns; industrial policy reforms; price liberalization; control of State expenditure; currency devaluation; reduction and removal of subsidies and capital and financial market reforms. At a later stage, these countries have resorted to privatization of state enterprises, currency convertibility and integration of the economy in the global economy.

9.4 PRIVATIZATION

You may be aware that ownership is mainly of two types namely private and public. Expressed in simple terms, the former implies that ownership rests with an individual or a group of individuals while the latter implies that the government happens to be the owner. A third type of ownership is however now becoming popular, the public-private joint ownership. In India, education like many other services was earlier largely controlled by the government but of late privately owned educational institutions have been growing in number. However, privatization in the field of education has been different from that in other fields. As you know, several public sector undertakings underwent disinvestment following liberalization of the economy and the ownership was transferred from the public sector to the private sector thus leading to privatization. But in the field of education, 'privatization' as a trend was not the consequence of disinvestment. Rather, this trend owes its growth to the amazing growth of private organizations in the field of education.

Following Independence, education became an area of priority for the nation and initiatives were taken by the government to provide education to the masses. Areas catering to the masses like elementary education are still mainly under the government. Regarding private institutions, there has been a feeling that they take care of the quality aspect in a better way but are meant mainly for the elites. But now at the school level, the demand for private educational institutions is on the rise, cutting across classes. This is mainly because limitations of the government in providing quality education to the masses are surfacing. Private institutions offering higher and professional education are also getting popular due to the limitations of the public sector in fulfilling the needs in this area.

9.4.1 Private Sector in Education: Types of Ownerships

You may be knowing that participation of the private sector in the field of education is not a new phenomenon and there have been different types of ownerships of such institutions. Some of these are discussed below:

- **Individual owners and Trusts:** It was common for the wealthy people of the society to patronize educational institutions. Even today there are many

educational institutions that are run by such individual(s). Some educational organizations are owned and controlled by trusts that have been created for educational purposes by individuals(s), corporate houses, etc.

- **NGOs (non-government organizations):** These organizations are active in providing education. Many of them are playing a special role in providing education to the marginalized sections like women, those differently abled rural people, tribal belts, etc. The Azim Premji Foundation, Akshara, Pratham are some NGOs active in the field of education.
- **Religious bodies:** Since historical times religious organizations have been active in promoting the cause of education. Buddhist monasteries, madrasas, vidyapiths as centers of education used to flourish in the past. The Christian missionaries have been in the field of education since a long time. The Khalsa group, Arya Samaj, Ram Krishna mission, and many other such organizations are also contributing greatly towards the cause of education.
- **Corporate houses:** Many corporate houses are actively involved in providing education. Renowned industrialists like the Tatas, Birlas, the Reliance group, and many other such business houses have made forays into the field of education.

People in their individual capacities as well as groups, as organizations, societies, communities have been promoting the cause of education. The presence of the private sector in the field of education is thus not new. It existed in the past and does so now. But earlier it was mainly active in providing education at the school level. Later its presence started to be felt even in the field of higher education, But since the last decade there has been a boom in the participation of the private sector in education. There has been a phenomenal growth in the number of schools, deemed universities and institutions offering professional education. Southern India took the lead and a number of institutions offering professional education were established within a short period of time and now this trend is perceptible at the national level. This indicates an astonishing scale of de-facto privatization of elementary as well as higher education.

9.4.2 Need for Private Sector Involvement

In this section let us discuss the need for private sector in education. Some of the needs are the following:

The government on its own has not been able to shoulder the responsibility of providing quality education to the masses. The Constitutional provisions make the government responsible for providing elementary education and hence it is felt that the government should allow the private sector to handle higher and professional education. This had been voiced even during the British period. In 1882, Hunter's Commission recommended that there should be a careful withdrawal of the government from the field of higher education, which should be taken over by the private enterprises while the state paid more attention to primary education (James and Mayhew, 1988). The government has to concentrate its efforts in developing educational areas such as elementary education, vocational education, non-formal education, etc. so as to build the basic foundation of the educational system, while vertical growth upon an expanded foundation thus built may be through the private sector.

In the field of higher and professional education there are many private institutions that offer quality education. Recently concern has been expressed by a body of surgeons as to the deteriorating quality of surgical education in the government medical

colleges in comparison to the private ones (Flaknaz, 2005). Therefore, private professional institutions that can afford better infrastructure, try out innovations in curriculum, provide research facilities are needed for quality education. Many corporate houses are maintaining good standards in their educational institutions as there is a strong linkage between their professional educational institutions and the industry. At the school level it has been accepted that private schools take care of the quality aspect in a better way.

9.4.3 Factors Leading to the Growth in Private Participation

There has been a sudden spurt in the number of private institutions. What could be the reasons?

Liberalization: In the last decade with liberalization policies being implemented, the field of education too witnessed the entry of private sector on a large scale and in order to support the initiatives of the private sector in the field of education, many educational institutions under private management are aided by the government. Thus private participation in education has been encouraged.

Changing Social Needs: We know that our economy presently demands educated and skilled manpower. The numbers graduating from government institutions is nowhere near the numbers required. Also with globalization, economies of the world are getting interlinked and hence, people with professional education are in demand abroad too. Such growing need of manpower could not be met by the public sector alone and this led to the need for private participation.

Quality of Education: In spite of the government pouring in resources for the cause of universalization of elementary education, it is a well known fact that the quality of education or the perception of it, offered by government schools does not match that of private schools. Hence, the craze for private schools and the consequent increase in their number. It is indeed an ironical situation as huge financial investment is being made in government schools through the SSA programme while parents prefer to pay for private schooling where the learning has been found to be of better quality. In several states a sizeable portion of urban children are now in private schools. As per Pratham and certain other sources, private elementary schools ensure greater proficiency in the basic skills (Patnaik, 2006).

Investment in Education Leading to High Returns: From a healthy growth of private institutions, mushrooming of certain types of private institutions is being witnessed. Earlier the motive to provide education was only philanthropic but now it is linked to profiteering. It is well known that investments made in educational institutions are rewarded with high returns. This is true not only in India, but all over the world and business in education involves trillions of dollars. For instance, it is a common knowledge that teacher-training institutions are being established in huge numbers by private players. Now it is near about 10,000 all over the country. Private schools are being opened by the rich and affluent to multiply their income. The sizeable student population in a population of over a billion people makes the market for education very big and lucrative. This is leading to a steady inflow of entrepreneurs providing educational services even from across jurisdictional boundaries.

9.4.4 Concerns Regarding Privatization

We have been discussing so far the need for the participation of the private sector in the field of education. There are however, certain concerns regarding the rapid growth

of educational institutions under private management, which in some cases are witnessing a mushroom growth. Recently numerous teacher education colleges, some of which operated even from single room premises, some State were shut down following judicial interventions. This is just one incident that reflects the sordid state of affairs in some areas. Let us now discuss some of the major concerns.

Under Representation of the Weaker Sections

Expansion of educational facilities has to be holistic and should cover wider segments of the population. There are allegations that growing educational opportunities through the private sector are not quite inclusive. The marginalized sections still struggle for an entry into these institutions. Women's participation is still below fifty per cent at all stages of education and in institutions offering professional opportunities through private participation. When private institutions exclude the meritorious but poor, education once again becomes a privilege enjoyed by the elites.

Quality of Education

Although the private sector is often credited for ensuring quality, allegations abound as to the quality of education provided by many of them. While, it is generally held that private schools offer quality education, this cannot be taken as a general rule.

Commercialization of Education

It is a well known fact that rich farmers, traders, contractors and other moneyed people today prefer to invest in the field of professional education because of the promises of heavy returns. In many of these institutions teachers are compensated inadequately, hired and fired at will, those without proper qualifications are recruited and money is extorted from the students on various pretexts. Education is thus sold and the students become the customers. In the recent past, provision for providing teacher education through the correspondence mode was especially misused and the process was akin to selling degrees. These malpractices take a heavy toll on the quality. There is presently a ban on the charging capitation fees by private institutions and profiteering of any sort is also unacceptable. The generation of surplus funds by these institutions is allowed but on the condition that it would be rolled back i.e. applied for the upgradation and development of the organization.

Many private educational institutions charge hefty fees while students do not get the full value for their money. This is because they compromise on infrastructure and faculty and may devise commercially profitable procedures such as mass admission without ensuring the requisite facilities/services for imparting sound education (Anand, 1997). Such educational institutions are thus mainly for minting money.

The private institutions today outnumber the government institutions in many areas. Therefore lowering of standards by these institutions will adversely affect the concerned area. It has been rightly pointed out by Mukhopadhyay (2000) that the biggest challenge for the private sector and the biggest reason for it to enter the field of education are not merely to deal with the huge number of aspirants but mainly to provide quality education. It is quite natural that the expectation from the private sector is more.

9.4.5 Public Private Partnership (PPP) Model of Education

As you are aware about Public Private Partnership (PPP) has become a slogan in new development strategies, particularly over the last couple of decades. It is projected as an innovative idea to tap private resources and to encourage the active participation of the private sector in national development. It is more forcefully

advocated when public resources are projected to be inadequate to meet the needs. PPP is not limited in public sector companies rather they are being extended to human development sectors such as education and health.

In the case of education, PPP has been proposed as an important strategy in the Eleventh Five Year Plan. Among many things, the Eleventh Plan has proposed the setting up of 6,000 new model schools in secondary education, affiliated to the Central Board of Secondary Education. Of these, 2,500 are to be under the PPP model. The intention is to set up these schools in the backward regions and remote areas where good schooling facilities do not exist, so that quality education is accessible in the backward regions as well.

According to the model finalised by the Planning Commission in consultation with the private sector, these schools will be set up by 2014 and will have the capacity to educate 65 lakh students, of whom 25 lakh will be from the deprived sections. Each school will have about 2,500 students, 1,000 of whom will be from deprived sections and charged a token fee. Fifty per cent of the 1,000 students will be from the Scheduled Castes, the Scheduled Tribes and the Other Backward Classes. They will be required to pay a monthly fee of Rs.25 each. The rest of the children, who will be from other deprived sections — non-income tax paying families — will be required to pay a fee of Rs.50 a month. The remaining costs of these students, estimated to be Rs.1,000 to Rs.1,200 a head per month, will be reimbursed by the Union government to the schools. It is estimated that the government will have to pay Rs.10,500 crore until 2017. The amount is likely to go up with escalating prices, in general, and increasing costs of education, in particular.



(Classes in PPP Model)

Over and above this, the schools may get access to relevant funds from the Centre and the State governments under different schemes. The schools will be free to admit anyone to the remaining 1,500 seats and charge any amount of fee.

Corporate companies with a minimum net worth of Rs.25 lakh are eligible to set up schools under this model. Each entity should deposit Rs.50 lakh with the government for the first school it proposes to set up, and Rs.25 lakh per additional school. Each can set up as many as 25 schools. Non-profit companies with prior experience in education need to deposit Rs.25 lakh for each school. The schools will need to have the sort of infrastructure available in the best private schools.

There are a few important aspects that are clear in this model. First, it involves a massive transfer of resources from the exchequer to private schools. Second, the schools have unlimited freedom in all aspects of governance, including specifically the fees to be charged from the 1,500 students. The model thus allows the so-called non-profit institutions to work for, and actually make, profits. Third, the government has little control over these schools. Except to insist that 1,000 students from the deprived sections be admitted and that they be charged a certain fee, it cannot do much.

As a result, the model, which claims that it is not for privatisation, and that it will not allow the profit motive to enter the field of education, will promote the opposite: privatisation and, in practice, a high degree of commercialisation. It is privatisation and commercialisation with a difference — utilising public funds. Most important, the PPP model does not feel the need to view education as being distinct from the production of commercial goods and building of infrastructure.

Activity 9.1

Find out, any such school (PPP Model) is operating in your locality, and how can you differentiate their functioning from a profit making commercial school and Government Schools.

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9.4.5 Second Model – Govt. Aided Private Schools

We have vast experience with another — somewhat similar but different — type of PPP in education, though it is rarely referred to as PPP. This is the government-aided private school system, a system that is not being encouraged now-a-days by any State government for financial reasons. This model involved the setting up of a school by a private, non-profit seeking organisation — a trust or voluntary organisation and, in some cases, business entity — with its own funds and running the school by the same body for a minimum number of years before it became eligible for government aid for recurring expenditure. Essentially, but not exclusively, what was involved was the salary expenditure of the staff.



(School community participation in socio-educational issues)

These schools are subject to government regulation and are required to follow most of the government rules and regulations in terms of admissions, fees, scholarships, other incentives and subsidies, recruitment of staff, salary structure, and so on. In effect, they are not different from government schools, but for management by the private sector. These schools were found to be funded by the government up to nearly 95 per cent of the recurring and, sometimes, a part of non-recurring expenditure. Because of some malpractices by school managements, many schools were to be taken over by the government or the staffs was to be directly paid by the government.

The main difference between the aided school system, which now forms a major part of the secondary school system in India, and the proposed PPP model, is with respect to government control and correspondingly the role of the private management. The present PPP model conceived in the neo-liberal times provides for no government or any type of social control on education. In fact, it provides for unlimited power to the private sector. According to earlier thinking, these schools were to become 'voucher schools', and totally privatised, after 10 years, when government funding would cease. Secondly, the aided school system has not actually provided scope to make profits, though some schools have made profits by adopting unfair methods. In contrast, the PPP model openly allows for profit-making, as schools are free to fix fee levels and the government has no role with respect to either the fee rates or the expenditure of the schools. After all, it is now recognized that no private company will set up a school unless "a reasonable return on investment" is ensured.

Above all, the earlier modes of PPP, including the aided school system, aimed to encourage philanthropy and generate voluntary contributions to the education sector. But the objectives of the present mode seem to be altogether different. It invites commercial companies, whose ulterior motives often conflict with educational goals in setting up schools and for whom there is no difference between educations and, say, the production of commercial goods as long as it ensures attractive profits.

Instead of encouraging philanthropy and inculcating a sense of social responsibility in the private sector, the government is inviting it to do normal business in education with huge government subsidies, perhaps including in the upper primary education in secondary schools which come under the scope of the Right to Education Act that promises free and compulsory elementary education.

Activity 9.2

List the PPP second type of model schools which are operating in your locality. What difficulties they are facing to run it? Which type of PPP schools do you prefer the most, and why?

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(Source: The PPP first and second model school details have been taken from the article by Jandhyala B.G. Tilak Professor at the National University of Educational Planning and Administration, New Delhi, online edition of India's National News Paper, The Hindu, May 25, 2010, website: <http://www.hindu.com/2010/05/25>)

Check Your Progress 9.1

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

1. What are the benefits of public-private joint ventures in school education?

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2. What are the implications of entrusting school education to private sector?

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9.5 SOME ON-GOING MODELS

(i) Government – aided schools

The private partner sets up the school and bears the entire capital cost of land and building infrastructure and appoints teaching and non-teaching staff. The management of the school is with the private partner. After the school has run in the private unaided mode for some time, the government provides grants in the form of teacher salary for a certain sanctioned strength. Most of the State Governments provide 100% teacher salary on monthly basis in this model. Some State governments provide 90% of the salary expecting the management to provide the remaining 10%. Some State governments also provide part or whole of the non-salary recurring costs of the school based on certain norms. Generally, the State Governments do not provide capital costs either for construction or for repair. The school fee is regulated and is generally equal to the fee prevailing in the government schools. Since non-salary recurring cost is not provided by the government, it is the general practice for school managements to charge a separate monthly fee in different forms. Generally the grant to such schools is not performance linked. Once the school obtains the aided status, it continues indefinitely without reference to the number of students in the school, attendance of students and teachers or performance of students.

(ii) Residential schools in Andhra Pradesh

The Government of Andhra Pradesh has launched a new scheme to set up one residential school in each Assembly constituency, mostly in the rural and semi-urban areas, in partnership with private players like NGOs, educational trusts and foundations set up by corporate sector. Under the scheme, land is provided free of cost by the State Government on a long term lease with the private partner bears the entire cost of school buildings and facilities. 75% of the seats in the school would be reserved for students to be sponsored by the State government for which the State would pay the recurring cost. The remaining 25% of the strength will be filled up with the management quota seats.

(iii) Adarsh schools in Punjab

The Government of Punjab is implementing the scheme of Adarsh schools to be set up at the rate of one at the block level in partnership with private sector. The land would be given on 99-year lease to the private partner by the government. 50% of the capital cost would also be provided by the State government. The operational cost of the school would be shared on 70:30 basis between the State government and the private partner. There would be a 2-tier management structure at State and school level. There is an element of corporate social responsibility in this model.

(iv) PPP Schools in Rajasthan

The Government of Rajasthan is setting up five schools in each of the 33 districts under PPP. These schools will be set up in the rural areas at the block level. The private partner will bear the entire capital cost upfront. The state government would provide a capital incentive in instalments. The State government would also reimburse a part of the recurring cost for the sponsored students through vouchers. 50% of the strength in each school would be reserved for students sponsored by the state government.

9.6 LET US SUM UP

In this Unit we have discussed at length some of the major trends in education; while some of them have been discussed at length and some have been discussed briefly. Regarding privatisation it can be said that:

- Private sector is leading to expansion of educational opportunities at various levels and areas.
- Private sector is definitely needed but if left unsupervised may lead to serious lapses in quality.
- The government and its agencies such as the councils for professional education, bodies regulating school and higher education have to be vigilant regarding the functioning of the private sector and also check mindless privatization.

Globalisation is another major trend that has been discussed. There are certain apprehensions regarding globalisation as for instance it would not create a level playing field and the western world with their technological superiority may dominant the third world countries, that education would be commodified and commercialized, local needs would be undermined and there would be cultural homogenization.

9.7 REFERENCES AND SUGGESTED READINGS

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9.8 ANSWERS TO CHECK YOUR PROGRESS

- 1) Private participation may lead to equality while public participation may provide access to funds and other resources.