

Emergence of Privatization of Higher Education – Its Essence and Drawbacks in Globalized India

Surajit Ghosal

Assistant Professor

Faculty of Business and Economics

Assosa University, PO Box 18

Assosa, Ethiopia.

Abstract: Privatization of education is not a new concept in India, but in the wake of globalization, to meet the ever rising demands in the changing economic scenario, private participation is unavoidable in higher education. Since our independence, there has been enormous growth in the education sector and the demand for higher education also expanded in parallel. In due course of time, it was observed that to cater to the needs of primary education sector, the government was not able to satisfy the requirements of higher education sector to the level required. Mean time, Indian economy experienced the wave of globalization and the education sector was not an exception to it. Further, the liberalization policies opened the ample scopes to the private players to enter into higher education sector. Some argued that private participation is a great support to the government for its growth by maintaining high quality at low cost. On the contrary, some argued that it created inequality and ‘commercialization’ in the higher education sector by converting the motives of ‘not for profit’ to ‘for profit’. This paper attempts to balance the ‘cases for’ and the ‘cases against’ privatization of higher education in India in a globalized scenario. Finally, it tries to find the justification of ultimate role left to the Government by allowing public-private-partnership model in higher education sector.

Keywords: Equity, Higher Education, Privatization, Public Private Partnership, Quality.

1. Introduction

For the development of mankind as well as the country, education has always been and continues to be one of the most urgent services of the nation. It helps the nation to grow and signify the values of human being and apply the technical capabilities in real life situations. It has observed that education is universally identified as one of the most vital investments in building human capital, which is a driver for technical innovation and economic growth of the country. Providing Education to one and all has been the constant effort and one of the primary duties of the Government. Nowadays it remains a burning issue that whether higher education in India should be privatized whereas we already observed introductory phase of privatization in higher education since 1990. A large number of Educational institutions have been set up in India forgoing the financial assistance of the Government. The Privatization of higher education would reduce the budgetary allocation spent on higher education by the Government. Since the 1990's with the gradual privatization of higher education, the amount spent for higher education has been reduced by the Government. Though our attention is confined to the so-called professions like engineering and medical, it is important to consider the entire higher education sector. India spends approximately 4 percent share of GDP on education and it is satisfactory to learn that it occupies the third largest higher education system in the world. It is indeed impractical to expect the Government, in one of the most

populous countries like India in the world, to bear the responsibility of providing education to its citizens individually.

Practically, the Government focused to the right to education for every child by spreading primary education almost at free of cost to the all classes of the societies irrespective of disparities regarding caste, creed or financial background. At same time, the higher education system is facing with number of problems namely shortages of qualified human resources, infrastructure etc. Obviously, it is contrasting situation due to the poor quality of higher education which may be rooted in primary and secondary level. Privatization of higher education has the potential to improve the quality of education as well as to reduce the cost. On the other hand, the government must design an effective transfer payment system so that education becomes accessible to the all sections of the society.

A study by NASSCOM finds that 75 percent of technical graduates and above 85 percent of general graduates are facing difficulty to be employed; rather this huge quantity of output from education sector remains unemployed because of numbers of factors including poor quality education. Apart the unavailability of skilled human resources, poor infrastructure, poor determination among the existing teachers to teach well and a low level of parental input toward their wards' education are equally responsible for this alarming situation. The situation is deteriorating due to the lethargy and mismanagement of the government schooling

system. Despite many efforts by the government to revitalize the education system, the quality of public higher education is falling. Consequently, enrollment in private colleges and universities as well in schools is rising. It is notable that the return on investment in the private institutions is much higher as compared to the government institutions with some exceptions.

Basically, the public education system and private education system run on the basis of fully different approaches. People working under public education system are accountable only to the government authority, so the teaching staff doesn't suffer in case of poor performances because their jobs are secured. On the other hand, the private staff including teaching as well as management is directly responsible to the higher authority and the respective parents for their respective performances. The responsible staff may lose jobs in case of poor performance; on the contrary parents will pull out their wards from institutions if the quality education is not provided. So the private institutions have to deliver a good quality education as their prime commitment. In fact, they serve better than the majority of the public institutions. The private institutions are thrifty about infrastructure and, in general, pay much lower salaries to their staff. A private institution is capable of providing a better quality of education than the public institutions at a lesser cost.

Education too was considered as a public good and the government had to set up institutions just like as other public enterprises, which provided education to the masses. With the passage of time these institutions were proved to be inefficient in many cases. As a reaction to the inefficient working of the state owned institutions, the wave of privatization has spread all over the world, including India. What were needed were economic reforms and the idea of privatization was seen as panacea to all the problems. India too could not remain untouched and the wave of privatization has influenced education sector.

Due to various constraints as produced in this paper, the Government cannot take up the responsibility to provide higher education all by itself and a part of the responsibility has to be shared by the private sector, subject to certain conditions with a view to prevent commercialization in education at all costs. 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 the requirement, a large investment is required. But in India lack of adequate funds continues to be a major hindrance. In the given context, there is an urging need for the Private Sector to enter in and that at the risk of privatization and sometimes monopolization of higher education by the Private Sector. There are several schools of thought in this regard and the

term 'privatization' raises several issues. Would it be feasible to have a Public- Private partnership as far as higher education is concerned? Would the disadvantages of Privatization outweigh its advantages? Would 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 answer.

2. Revised National Education Policy (1992)

The experts in the review committee observed that the unplanned rapid reproduction of colleges and universities was the distress of higher education. For a planned development the Revised National Policy on Education, 1992 accommodated the strategies of plan actions were as, (a) the establishment of a State Council of Higher Education as a statutory body in the states during the Eighth Plan Period (1992-97) for planning and coordination purpose, (b) the partnership with the University Grant Commission (UGC), each state government was to undertake a survey of the existing facilities; and (c) the Central Council of Rural Institutions were to be set up to promote the education at rural level by following Mahatma Gandhi's revolutionary ideas on education. The plan of action was spread over years from the Seventh Plan (1985-90) to the Tenth Plan (2002-07) and beyond.

Like the earlier policy on Higher Education (1986), the revised policy (1992) also was not much sound and it had been criticized by Amartya Sen and Jean Dreze. According to Dreze and Sen, 'the implication of these vague policies is that they have opened the door to further inconsistencies and contradictions including, (a) a confusion of objectives, (b) inconsistencies between stated goals and actual policy; and (c) a specific contradiction between stated goals and resource allocations.

3. GATS and Higher Education in India

Being the part of WTO, general Agreement on Trade in Services (GATS), liberalizing trade in services was initiated. The GATS has classified services in 12 sectors including education. International trade in higher education in 1995 was estimated at US\$ 27 billion. Between 1995 and 2000, it has risen up to one and a half times. Globally, students' number visit to various countries for higher education is approximately 2 million per annum. However, the Indian market share of the global education market is around 0.5 per cent. The incoming students' number to India is only 12 per cent of the number of students going abroad for higher education. At present, most of the incoming students belong to developing and low income countries, e. g. Middle-East, South-East, Far East and Africa. Most of these students opt for traditional graduate programs and a few for professional courses. It is observed that in most of the cases, international students accommodating

universities have inadequate infrastructure in comparison to global universities.

The Indian education system, especially the higher education falls under the GATS web. Indian education system follows all the four trading modes, namely cross-border supply, consumption abroad, commercial participation and individual participation. The Indian higher education system is globally accepted long back as a quality service provider, i.e. consumption abroad is realized through the participation of Indian students in abroad universities, cross-border supply through teaching expatriates working abroad and commercial participation through setting up of colleges and universities in other countries. Following this, India has partially privatized higher education by initiating non-grant educational programs and a dual fees structure for professional courses.

India needs to adopt an open and flexible education structure, allowing the students to combine traditional and skill-oriented education especially with the participation of private players. Indian higher education system regulations must be conducive for easy export of higher education. The globalization challenge is to be faced without compromising on the considerations of equity and access to Indian students.

4. Emergence of Privatization of Higher Education

Being faced with numbers of crises higher education in India today welcomes private entrepreneurs. Though it is controversial that whether the entry of private players into this sector becomes favorable or not for the country. But after scrutinizing the situation, some issues come out which need to be resolved for the interest of the country. The interrelated issues are as, opening the access in higher education, ensuring equity in higher education, recovering financial crunch and encouraging competitive atmosphere by privatizing higher education.

Privatization is the management by private sector with total absence of government intervention. Such institutions accumulate their own funds through exorbitant fees, user charges and full use of resources. They survive on the philosophy that they have to take care for those who can pay.

Privatization of higher education has emerged in several forms and types in the recent decade in India. Firstly, Privatization within government higher education institutions takes place in the form of introducing self-funding courses within public institutions. Secondly, the attempt of converting government aided private institution in to private self funding institution. Thirdly, allowing expansion of self financing private institution with recognition and also without recognition, this may be termed as commercial private higher education institutions.

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 increased demand for private universities so as to meet the challenges of contemplated open economy and the demand for qualitative human resources and high level of research & development. Let's analyze the factors responsible for inducing privatization of higher education in detail.

4.1. Competitive Efficiency and Easy Accessibility:

The prime justification for privatization depends heavily on the grounds of efficiency to promote a more competitive economic environment. Operation of public sector enterprises is considered inefficient at different points of time and at different occasions. It is considered that private ownership and control are more efficient in terms of resource allocation and work output. Increased private provision may increase the number of institutions overall, hence increasing the availability of education in a given location. Although the states must strive to ensure that education is available, according to human rights law availability encompasses more than a mere increase in institutions.

4.2. Growth in Students' Enrollment:

India has a population of nearly 1.29 billion as of today. In order to provide quality education to this large number of people more private institutions are needed. To fulfill the demand for higher education of youth in the country privatization of higher education is needed. Growing number of institutions at primary and secondary level naturally pushed the demand for higher education which the government is not able to provide; therefore demand for privatization of higher education is the need of this hour.

4.3. Financial Crunch:

Higher education in India is in financial stress. The government approach can no longer bear the financial burden of public enterprises. Current spending on education in India is not more than 3.5% of GDP. The centre itself considers that the minimum should be 6%. Practically, very little is being spent on higher education in our country. This compares unfavorably with the international level, especially when compared with countries such as South Africa, which invests eight per cent of GNP on education. Therefore there is a need to introduce policy through which private resources can be mobilized.

The Punnayya Committee that was set up by the University Grants Commission (UGC) made valuable recommendations on the need for the universities to identify various other means of revenue generation. Dr. Swaminathan Panel which was set up by the All India Council for Technical

Education (AICTE) also put forth important observations on the mobilization of additional resources for technical education in India. The Panel has recommended the idea of collecting educational cess from industries and other organizations. The Birla Ambani Report 2000 suggested that the Government must concentrate more on Primary education and less on Secondary and Higher education. It also recommended the passing of the Private Universities Act. It further recommended that the Government must encourage business entrepreneurs to establish educational institutions.

4.4. Education is considered as an Economic Good:

Education is no more being as a social service that can be offered voluntarily and costless but as a necessary economic input. Investment in education is treated as a factor contributing to the development of human resources. In this effort private initiatives should help since the private sector is the beneficiary related to producing qualified entrepreneurs of the knowledge industry.

4.5. Quality Education Concept:

A Private institution does not need to go through the long procedures for procurement of human as well as material resources. In order to purchase and maintain up to date infrastructure and equipments like furniture, buildings, different types of modern laboratories and qualified and talented academic staff, who can be paid as per their qualifications and demand in the organizations, there is a need for privatization. Information technology revolution has been brought about a drastic change and strengthened the technological supports such as microchips, genetics, optical fiber cable communications, robotics instruments, lasers, growth of satellite TV and computer technologies. Due to limited resources public sector cannot meet the demands of the industry and other sectors of economy. Thus private sector should undertake to train manpower in technology which would be helpful to education sector and respond to the market demands.

In several studies, education quality was explored through household surveys and interviews with the parents. Parents frequently cited their belief that the State was failing in its provision of public education and the perception that private education is of better quality, as the reason for enrolling their children in private education. Parents of both private and public institution students firmly believed that graduates of private institutions were more qualified than those from public schools

4.6. Increasing Choice of Education:

There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which

facilitate economic development of the nation. By following the demands of the market and the times can be fulfilled. Private provision may increase parental choice in the type and style of education they could choose for their children. Studies from Burma, Cambodia, and Nepal indicated that private institutions offered more appealing curriculum choices to parents, such as the study of foreign or indigenous languages.

4.7. Increase in Parental Participation:

In order to control the corruption in the government sector, private sector is much needed to be introduced. In case of colleges established by the State, there may be unethical practices. Private colleges affiliated to universities would run the risk of losing their affiliation if, they are caught involving in such illegitimate practices by the relevant authorities. Privatization stops the corruption to some extent and willing to abide by some discipline. As a consequence there will be full capacity utilization under the rules and regulations. It is believed that private institutions create more avenues for interaction between parents, teachers, and students, through regular parent-teacher interviews, checking in with parents if student's progress is not up to the mark, and expecting parents to attend institution's events. Students reported that the parents were much more active in their education and increasingly told them to study well and work hard.

4.8. More Autonomy:

Privatization of higher education will provide more autonomy to the institutions and there will be less interference of the government. Moreover, this will remove political interference in the areas of administration, management and finance. The Honorable Supreme Court held that in professional institutions as they are unaided, there will be full autonomy in their administration, but the principles of merit cannot be sacrificed, as excellence in education is in national interest. In the present scenario, there is a need for interaction between UGC, academic institutions of higher education, industries, R&D institutions and financing agencies. This could be achieved by a synergy process wherein they will be partners in various activities, conjugating each other in reaching their visions, objectives and goals. This can be achieved through private participation.

4.9. Sense of Responsibility:

Over the years education has been considered as a free public good thereby devaluing the education to the people. Privatization of education where the recipient will have to bear the full cost may grow the sense of value and responsibility in them. It is viewed that private education as investment in the child, whose future entry into the labor market as a result of a private education will generate a better return on educational investment. As a consequence, students are likely to demand greater efficiency and quality in teaching.

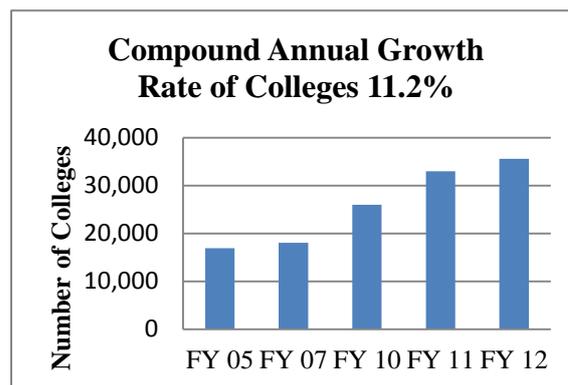
On the other hand, will the private funds be really available for the courses other than professional and technical higher education? Whether the privatization may lead to ‘commercialization’ in education and adversely affect the interests of the poor and weaker sections of the society? If one has inadequate means to pay for education, the state would provide resources for the same. The highly recommended so called ‘transfer payment system’ and the number of schemes of scholarships and loans at different government levels are considered in this category. Thus, the state may indirectly subsidize education fees either through the educational institutions or through the receivers of education. There are excellent universities in foreign countries which are purely private with no governmental subsidy whatsoever. The universities of Yale, Princeton, and Perdue amongst others are the world famous universities known for high quality education available to those who could afford to pay.

5. Growth of Educational Institutions and Students in India

Majority of the student population is having access to higher education; the situation is quite satisfying in the developed countries. But the percentage of student population is studying at Universities in India is unsatisfactory when compared to some of the other developing countries. With India’s growing middle-class, continuously rising population and fast changing government regulation, there is a need to expand the education sector too. In the past, the landmark reforms allowed the foreign universities to enter India by changing the face of this sector and especially private entrepreneurs and profit-seekers attracted to it. The proportion of the university and college going student population in the relevant age group of 16-23 is 6 percent. This is quite low when compared to other developing countries, the figure being 20 percent for Egypt and Thailand, 10 percent for Turkey, 11 percent for Brazil and 16 percent for Mexico. Let’s have a look at the growth of colleges and universities sometime referred as ‘mushroom growth’.

Private colleges in India could be classified into Aided colleges and Unaided colleges. Aided colleges are privately managed but are funded by the Government. Section 3(b) of the Private Professional Educational Institutions (Regulation of Admission and Fixation of Fee) Bill, 2005 defines an ‘Aided Institution’ a private professional educational institutions, receive recurring financial aid or assistance in whole or in part from the Central Government or the State Government or from other. On the other hand, unaided colleges are privately managed and raise their own funds. The number of colleges in India grew at a compound annual growth rate (CAGR) of 11.2 percent during financial year (FY) 2005 to 2012 to reach 35,539.

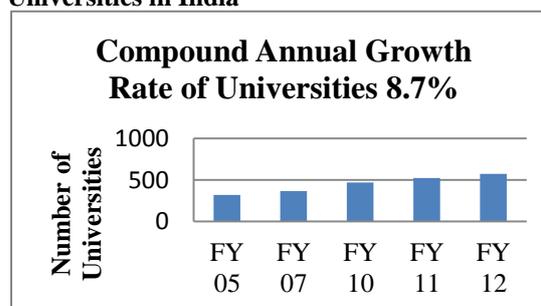
Figure 3.1: Growth in the Number of Colleges in India



Source: IBEF (Initiative of Ministry of Commerce and Industry, GOI)

The number of universities in India grew at a compound annual growth rate (CAGR) of 8.7 percent during financial year FY 2005 to 2012 to reach 574.

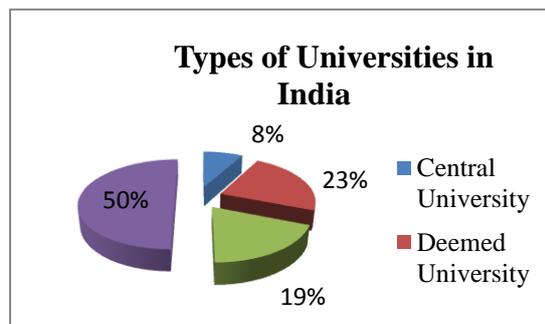
Figure 3.2: Growth in the number of Universities in India



Source: IBEF (Initiative of Ministry of Commerce and Industry, GOI)

There has been a significant increase in the share of the private universities as part of total universities from 5 percent in 2008-09 to 19 percent in 2011-12. Total number of universities was 570 in 2011-12. In the share of university mix deemed and private universities cover remarkable positions by 23 percent and 19 percent respectively.

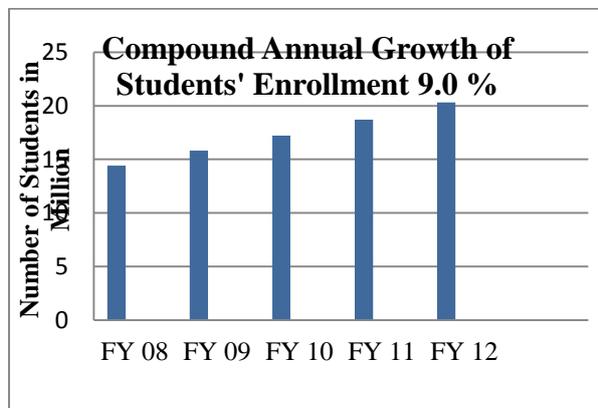
Figure 3.3: University Mix in India



Source: IBEF (Initiative of Ministry of Commerce and Industry, GOI)

Let's have a look at the year-wise growth of students' enrollment in India. 20.3 million students were enrolled in India during FY 2012 and 9 percent was the compound annual growth rate of students' enrollment from FY 2008 to FY 2012.

Figure 3.4: Growth in Students' Enrollment in India



Source: IBEF (Initiative of Ministry of Commerce and Industry, GOI)

6. Privatization of Higher Education: Arguments For and Against

First and foremost, the entry of a greater number of private education institutions will automatically accelerate into greater competition in the education sector, as more organizations compete for a certain number of students. As a consequence, the institutions will no longer be able to assure themselves on students will fill their classrooms year after year, something that is common in high population-density areas with limited private institutions. Instead, institutions will have to reduce fees, improve teaching-learning methodology, hire more efficient teachers and use updated technology as the ways of distinguishing themselves from competitor institutions and remaining operational units. This is similar to what observed in India's telecom sector a few years ago, when private operators slashed the unit price, improved customer service and emphasized innovation to differentiate themselves from their competitors as well as public sector.

Even for the employees such as professors, lecturers, a greater sense of competition amongst the educational organizations could offer better payment and perks terms, training facilities and employment benefits. This is because the qualities of professors, lecturers and education administrators will determine the success or failure of an institution. Another possible benefit of the growing importance of private investments in the education sector is likely to be the narrowing the large gap dividing the resource-rich private sector from the resource-scarce education sector. As it is found today, education-focused organizations are more or less separated from the talented, the innovative and the leadership qualities that characterize for-profit private companies in India.

Again, the potential educational institutions for not just better principals, faculties or counselors but also for better education focused entrepreneurs—managers with an expertise in financial management and budgetary control, strategy planning, human resources management and advanced technology—is impressive in today's India's economy.

These vacancies in education can be filled by private entrepreneurs who can utilize their business talents and their vision for education reform more effectively. The Corporate level practices like performance-based pay and perks for teachers or the inventory management of fixed assets like furniture or computer and other equipments, which are everyday practices in educational organizations around the world, would also be better planned and implemented under guidance from the for-profit entrepreneurs.

There are many funds flows into India's capital-starved economy that the government can diversify to education ventures like universities and colleges. Eventually, the same logic is applicable for power, infrastructure or telecommunications sectors, financial support from the private sector will be crucial in leading the growth and progress of educational organizations in the country. For this reason, the pouring of huge capital into the education sector would translate into its more comprehensive development and help to convert the 'education for all' motto into reality. For instance, if public expenditures can focus the development of rural education missions and private funds can help growth of education in urban areas more, a balanced number of educational institutes can become available for higher education in rural as well as urban areas.

The idea of private-sector investments in the education sector has lot of criticism too and, often, for appropriate logic as disadvantages. It can be argued that the private sector has no detail knowledge on the requirements of the education sector as most private investors are neither trained in education management nor interested in non-profit venture. May we expect that such investors will really improve the quality of education in India? A lack of monitoring and regulation is not an impact or symptom of privatization, the lack of monitoring of both public and private education has a number of negative effects on education, which requires considerable attention in the context of increasing private provision of education.

If the private institutions are given too much independence, it would invariably lead to monopoly of higher education. This would lead to a money accumulation approaches such as a high fee structure, capitation fee, exploitation of staff, etc.

With the advent of privatization, there has been an enormous growth in the number of private professional colleges. This rapid growth has no doubt contributed to a quantitative increase of

institutions, but this has been at the cost of quality, as the government does not exercise monitoring and sufficient control over unaided colleges. There is also the risk that families may not enroll their children at any institution if there are no free education options. A system whereby the accessibility of education is determined by a family's wealth will have long-term negative impacts on society, and further entrench inequalities along socio-economic lines.

With privatization, there is the risk of commercialization of education. Although a competitive atmosphere would be created, some institutions would concentrate on profit making rather than on improving the standard of education. A significant negative impact of the increase in privatization is the possibility of the State to exit of education provision. This means that the State no longer sees itself as the primary provider of education, which can lead to a decrease in the provision of public institutions and public spending on education. This can have significant effects upon the availability of, and access to, the right to education for many sectors in society, particularly those already marginalized or facing discrimination, as they are less likely to be able to access the private education sector.

Foreign universities which have been allowed to enter to franchise with their counterparts in India have begun offering degrees, etc. These foreign universities may or may not be recognized in their originating countries due to which there is no control or restriction on the standard of education provided by these universities.

7. Conclusion

Privatization is a process of deregulation thereby reduces the control of the government. Private institutions raise their own funds through higher fees, service charges and full use of resources. The actual need for privatization arose due to government's inability to financially support higher education and provide efficient and effective education to its young population. While there are many advantages of privatization, at the same time there are many obvious fears which put privatization at a disadvantageous position.

The entry of private enterprises would ease the burden of the state in providing higher education to its citizens. Obviously, regulatory arrangements must be put in place before the private sectors is allowed to enter the educational sector. The state at the same time cannot absolve itself from the obligation of arranging education facilities to its

citizens, a majority of whom cannot afford education in private professional institutions.

A clear cut policy of the Government of India regarding privatization of higher education is unfortunately not available at the present moment. Allocating a minimum 6% of the gross domestic product (GDP) for education is a long standing commitment repeated in every government education policy and manifesto, but looks to be on the way to remaining unfulfilled. This reluctance to invest in education leads to remedy of entering into public-private partnerships (PPPs) to procure additional resources. There is no real reason to believe that partnerships with for-profit bodies would actually curtail costs for the state or significantly enhance quality of education provided. Further, worldwide historical precedent shows that only a public system of education can provide equity in education. At any rate, the move towards privatization of higher education is lacking in transparency. One thing is, however, clear from the occasional official pronouncements that there is a need for supplementing the Government measures by the efforts of the non-Government organizations and the institutions themselves must take initiatives to generate resources. This, in a way, does amount to partial privatization calling for caution against, amongst others things like resultant commercial attitudes in education sector, obstacles in merit based admissions, deterioration in academic standards, encroachment in institutions & autonomy, and degrading service conditions of the teachers.

Even if we try to debar privatization of education, we cannot. Eventually it is difficult to kill the demand of differentiated education in the society. Consequently, it would lead to people moving out of country to pursue specialized higher education and a large percentage of those settle down in the foreign countries. This not only leads to loss of foreign exchange but also brain drain for our country. On the other hand, by taking the help of privatization we can come up with educational institutions of global standards which can attract students all round the world and thus build up a reputation of the country and attract foreign exchanges.

Universalizing of quality in education cannot be ensured without ensuring equity, given the fact that the most significant resource gaps are in areas with marginalized populations. An equitable quality public education system should be ensured for every child in India.

References

1. Rai, A., and Taneja, A. (2011). [An Agenda for Privatization of Education](http://www.livemint.com/Opinion/RlbkSRhRWkrqqXCC664LxM/Views--An-agenda_for_privatization-of-education.html). Retrieved August 16, 2015, from http://www.livemint.com/Opinion/RlbkSRhRWkrqqXCC664LxM/Views--An-agenda_for_privatization-of-education.html.

2. Anand, C., L. (1999). Privatization of Higher Education in India: Rationale and Perspectives, Retrieved August 19, 2015, from http://www.asthabharati.org/Dia_July99/cl.html.
3. Behar, A. (2013). Cost of Privatized Education. Retrieved August 16, 2015, from <http://www.livemint.com/Opinion/vuQ6FkKO7o3HoPel2SMF5O/Cost-of-privatizededucation.html>.
4. Drez, J., and Sen, A. (1997). *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
5. Government of India (1986). National Policy on Education, New Delhi, Department of Education, Ministry of Human Resource Development.
6. Kapur, D., & Mehta, P. (2004), *Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism*. CID Working Paper No. 108. Cambridge: Center for International Development at Harvard University, 2004.
7. Talukdar, S., R., (2012). *Privatization Would Help India's Huge Education System Improve in Quality*. Retrieved August 16, 2015, from <http://mic.com/articles/3295/privatization-would-help-india-s-huge-education-system-improve-in-quality>, accessed on 16 Aug 2015.
8. Talukdar, S., R., (2011). *Privatization of education in India*. Retrieved August 18, 2015, from http://www.ummid.com/news/2011/December/20.12.2011/privatization_of_education_in_india.html.
9. Thakkur, D. and Thakkur, D. N. (1999), *New Education Policy*, New Delhi: Deep and Deep.
10. Balakrishnan, P. (2014). The Case against Privatization of Education. Retrieved September 18, 2015, from <http://www.thehindu.com/opinion/op-ed/the-case-against-privatisation-of-education/article5993940.ece>.
11. UGC (1993) funding of institutions of higher education (Punnayya Committee Report). New Delhi: UGC, 1993.
12. UGC (2003), *Higher Education in India: Issues, Concerns and Dimensions*, New Delhi; UGC.
13. World Bank (2000), *Higher Education in India, Perils and Promise*, Washington D.C., World Bank.