CHAPTER VI
CONCLUSION AND MAJOR FINDINGS

Assessing the real worth of an issue is a challenging task. It is particularly so, when the issue concerned is a recent one like the problem of self financing professional education in Kerala. Nevertheless, a study on professional education being a pioneer work at this level, throw light on certain unexplored areas in higher education. The study may be concluded with a final look at the problem and examine the extent of the objectives realized. An attempt is also made to validate the hypotheses. This is followed up with few suggestions. On the whole the underlying motive in this exercise is to analyze the issues in self financing professional education of Kerala and explain the impacts.

Political economy is the study and use of how economic theory and methods can influence political ideology. In 1948, the Dictionary of Modern Economics defined political economy as “the theory and practice of economic affairs”. Political economy is the interplay between economics, law and politics, and how institutions develop in different social and economic systems, such as capitalism, socialism and communism. Political economy analyzes how public policy is created and implemented. One of its proponents defined as a necessary “economic imperialism”. Marxian political economy provides a powerful defense of democracy, equality, and the public sphere in the face of dominant private interests. Privatization of domestic higher learning in the backdrop of political economy world over is certainly inappropriate for a democratic society. The political economy of self financing education reveals the class character of contemporary education system. A conflict between the rich and poor underlie the debates over self financing education in Kerala.

A Revisit to the Problem

The study undertaken was an exploratory one. It has also gone into the problems of self financing education sector in the liberalized context. Kerala’s educational achievements attracted global attention. Educational development, which made the state first among the Indian states in literacy, health security,
social development, political participation etc., was also the major factor behind all achievements summed up as ‘Kerala Model of Development’. However, it is acknowledged that the high social development is compounded with a low economic growth. Nevertheless state intervention in the higher education sector, including professional education, made it accessible to all sections of the society and it led to the social development and the social mobilization of backward sections. This positive intervention of state was realized by various factors like social reform movements, princely states’ welfare policies, role of Christian missionaries, strong presence of left politics etc. After independence the caste/communal groups became strong pressure groups in states politics and they made direct and indirect alliance with political parties. However, education policies in the first two-three decades after the formation of state were able to maintain a balance between public and private participation in the education sector. But since 1990s the education sector has been moving to a different direction due to the emergence of self financing institutions.

The introduction of neoliberal policies in the state followed by the central government’s economic reforms, led to the privatization of higher education and mushroom growth of self financing professional colleges in Kerala. These newly emerged private institutions demanded for greater freedom and autonomy in management. The study proves that the decline of state intervention in higher education, particularly in professional education leads to the inaccessibility of poor and socially marginalized people to higher/professional education. There are many reasons for the emergence of self financing colleges like declining government funds, minority politics, influence of middle class, influence of neighbouring states, political condition and judicial interventions. Privatization and liberalization of education sector resulted in the withdrawal of state from providing education to the common people. It raises several problems in professional education for example, questions of quality, social equity and justice. A significant problem is that there is no clarity yet on the broad policy, admission procedure and fee structure in self-financing colleges. The UDF and the LDF government introduced two Acts to control self financing colleges in 2004 and 2006. It is very interesting to see the UDF led by the Congress and the LDF led by
the CPM are the birds of the same feather in the policies of self financing colleges. The Left who earlier had a clear vision and policy on self financing education has now also accepted the reality of privatization and self financing education. Governments had failed to prescribe specific conditions while giving the no-objection certificates to the managements leading to the present confusion. After attaining NOC from the government the self financing managements challenged the government, social justice and democracy. These managements are doing total injustice to the society.

The most worrying fact is that during the last eleven years no government took the issue seriously and no government has the political will to find a permanent solution. Every year the obduracy of the self financing management over admission and fee structure to self financing colleges creates tension in government and society. This academic year, after the strikes and negotiations between the government and the self financing management, the Kerala Government and the Kerala Self-Financing Engineering College Management Association signed the agreement for sharing the seats in these colleges 50:50 in government and management quotas. But the discussions between the government and the Christian medical college management federation too did not find at any solution. Self financing colleges in the political economy settings of Kerala has socio-economic implications for different groups in the society. Commodification of professional education is very necessary for commercializing it and conducting it as a business. The managements can make profit from this sector, at the same time the students of affluent background easily secure admission even though they don’t have enough qualification. In short, the political economy of self financing education reveals the class character of contemporary education system. The conflict between the rich and poor underlie the debates over self financing education in Kerala.

**Major Findings**

Findings of this research are diverse. A few of them deal with the globalized Indian scenario while majority of the findings pertain to the core area in the study-
problems of self financing professional education in Kerala. The findings may be summed up as follows.

1. An important finding of the study is that the emergence of self financing education and the withdrawal of state from the higher education sector, leads to commercialization in education. The Chi-square in table 4.29 substantiate this view. Globalization insists to withdraw government allocation from the service and welfare sector including education. The major expenditure of the government in the welfare sector is for education. But for getting loans from World Bank and IMF, as a part of economic globalization, these poor countries are now relinquishing its responsibility and handling over this vital section to the greedy private sector. It would seriously hamper the programmes of development that directly concern the common man.

2. Another finding is the problems created by the tendency for withdrawal of government from its commitment to the development of higher education. The government has begun reduction of educational subsidies to higher education. A large number of self-financing institutions and courses in both the government and private sectors have emerged. The governmental excuse for this turn of events is the severe financial crisis it has been facing for the past several years. If these policies are wantonly pursued, the situation, which is highly loaded in favour of the rich and the powerful, might deteriorate further, and would turn the exclusive pressure of the dominant minority. The Chi-square in table 4.21 showed respondents’ agreement on the scarcity of government funds.

3. It was found that now education is being opened as a commodity under WTO regime. Foreign universities can set up their branches. The government would have no role on curriculum and fee structures and the people have to pay whatever the foreign institutions would demand as price of education. We will have no right to decide which kind of education we need. Foreign universities will not provide education to the poor and the education would reduce to the children of the elite who can
pay. Globalization would also result in the exodus of good trained teachers and students to developed countries.

4. The country’s educational system suffers today not due to the lack of policy recommendations or programmes of action but due to the failure in their implementation. As an educationist puts it, “our education is a clear case of a Niagara of reports on educational/policy reports and a Sahara of action” (K.K. George and Reji Raman (2002), ‘Developments in Higher Education in India – A critique’, Working Paper, December, 2002). They did not take into account the strength of resistance to institutional changes from well entrenched interest groups. They also did not suggest concrete methods for mobilizing resources. The lack of political will is evident from the present status of education in the country.

5. The study shows that the political leadership which sees higher education institutions as yet another instrument of power, patronage and influence have a vested interest in not changing the management structures and giving more autonomy to the institutions. The private colleges owned and managed by sectional minorities of castes and religious groups and of late by commercial interests have emerged as powerful interest groups with close connection with political leadership.

6. It was observed that the expansion of self-financing system can be traced partly to the emergence of a new middle class in the state. Their aspirations are rising. So also is their influence in administration and political decision making. This rising middle class forms a very important market segment not only for luxury goods but also for high quality education and other services.

7. The study reflects class analysis of political economy of the self financing colleges. It revealed that education has become a marketable commodity vulnerable to open competition for its production and consumption. Once education becomes a marketable commodity it is more accessible by the well off sections of the society who can meet its cost. Chi-square test in Table 4.36 proves class character in self financing education. The state has only a relatively lesser role in its production and supply. The dominant
class groups and community groups had comparative advantage over the lower class groups to establish educational institutions thanks to the political bargaining power of the former.

8. The study found that the judiciary also played a crucial role in helping the growth of self financing education institutions. Kerala has a long history of legal controversy vis-à-vis education. *TMA Pai Foundation case* Supreme Court banned the cross subsidies in education institutions. Subsequent verdicts in *Inamdar case* and *Islamic Academy case* also supported the commercialization of education accelerating the pace of privatization in the professional education sector.

9. It was observed that the minority politics also assumes greater relevance in the context of Kerala where the minorities enjoy constitutional protection and greater political leverage. This can add to the communal divide in the state politics. Since the minority communities are running a large number of colleges any attempt of the government to regulate their activities would be interpreted as violating their constitutional rights. There is no significant difference between the profit motive of the colleges whether it is owned by majority community or minority community or by rich individuals and private entrepreneur.

10. The study revealed that the broad policy of the government towards self-financing colleges is not farsighted. No government took the issue seriously. The allotment of colleges and sanctioning of courses in them is not based on any need based assessment. Various pressures such as communal, caste and money power decide the allotment which led to proliferation of colleges and courses without any quality check.

11. Another significant finding is that political, economic and communal considerations largely affect the allotment of colleges and courses rather than pure merit and performance. Apart from the caste-communal associations the private individual entrepreneurs also were able to hold sway in the education sector through huge investments. The private individual entrepreneur has now transformed education into a pure business for making profit.
12. The academic leadership in the self financing colleges suffers as key posts are decided not on academic and administrative considerations but on political, religious and caste grounds. The increase in corruption and the nepotism in the appointment of teachers in private educational institutions has led to the exclusion of students from poor economic backgrounds to enter the teaching profession. The study also shows that majority of the teachers were serving as guest faculties.

13. The present study clearly shows that admission to professional courses in Kerala is largely restricted to the elite group in terms of financial as well as social background. Income wise distribution of the students shows that majority of them belongs to middle class and high class.

14. Another finding is that there exist multiple disparities across rural-urban, male-female, caste, religious, poor–non poor and between occupation groups. The extent of enrolment is low in rural area compared with urban area. It is particularly low among the ST, SC, OEC compared with higher caste. The enrolment is low among female compared with male. Among the religious groups, the enrolment is lower among the Muslim and low caste Christians compared with Hindus and upper caste Christians. Thus the group which suffered most from lack of access to higher education are SC, ST, and OECs.

15. Educational loans are not subsidized in Kerala and the interest payments do not wait even for completion of the concerned course. The low demand for educational loans for the poor may possibly be due to the high prevailing interest rates, security requirements, and low moratorium period. This led to breakup of course for many students and also to suicides.

16. The study revealed that there is lack of infrastructural facilities in self financing colleges and majority of the students were not satisfied with the infrastructural facilities.

17. Capitation fee phenomenon and corruption are other aspects. Corruption has pervaded the matters relating to admission, examinations and results. Chi- square in table 5. 4 and figure 5. 2 substantiate this statement.
18. The unbridled expansion in the field of self financing professional education has affected its quality greatly. It was found that self-financing colleges do not increase the quality of education in Kerala. The Chi-square test in table 5.3 and figure 5.1 clearly substantiates this argument.

19. The study observed that privatization cause injuries to social justice. The Chi-square test in table 5.14 clearly showed respondents’ agreement on this point. There is no safety net provision to protect those who are not accommodated to these colleges on the basis of economic discrimination. This is a violation of equality in opportunity for all qualified persons for higher educations.

20. It was observed that the starting of self-financing colleges in the private sector will not help the state exchequer directly. On the other hand the socio-economic disparities, communalization of education and political unrest etc have to be counted to access the real cost of self-financing colleges.

21. The study revealed that increasing number of medical and engineering colleges consequent to privatization creates several social problems also. The increasing number of doctors and engineers will lead to educated unemployment. Moreover, privatization changes the moral values of the doctors, and the health sector faces a deterioration in ethics and values. The decline of quality in health sector not only affects the poor people but the whole society.

22. The engineering education is gaining wider currency because of the growth of Information Technology. But since the market laws dictate the demand for professionals, engineering graduates also face the problems of unemployment and under employment.

23. Another important finding is that there exists lack of social commitment on the part of the students. When education becomes a commodity to be purchased from the market by paying it, naturally loses its social and moral values. It gets thoroughly personalized. Thus he will be more tuned to self centeredness.
Validation of Hypotheses

The study evolved from a number of assumptions out of which five have been considered as hypotheses.

1. The first hypothesis was that the introduction of self-financing colleges is in harmony with the liberalization policy of the present period. The financial shortage of the state to spend for higher education is a major reason. With the introduction of the new educational policy by the state government, which enabled private colleges on self-financing basis, a number of colleges offering professional education commenced throughout the state. The Chi-square test in table 4. 27 and figure 4. 10 proved the respondents’ agreement on the statement that mushrooming growth of self financing colleges is connected with globalization and majority of them opposed the idea of globalization. Chi- square test in table 4. 26 substantiate this point. Globalization insists to withdraw government allocation from the service and welfare sectors. With the emergences of self financing professional colleges in higher education, the government control and public spending are declining. The Chi-square test in table 4. 21 and figure 4. 8 verified the respondents’ awareness about the limited funds of government for financing higher education. On the basis of the above facts the hypothesis is found acceptable.

2. The second hypotheses was that through the establishment of self-financing colleges in Kerala the government is withdrawing from the responsibility to assist the poorer students to help them realize right to higher education. The Government’s unwillingness to support higher education and its promoting policy of liberalization in the education sector deny right to education of poor students. Nowadays, education has become a widely used device for social differentiation and exclusion. Education creates a divide between the educated and the uneducated or the illiterate. Respondents commented that both LDF and UDF government took a negative attitude towards the poor students. The Chi-square test in table 4. 22 validates this point. It was found that majority of the students belonged to
middle or high income groups. Table 4.33, 4.34, 4.36 and 4.37 and figure 4.11 and 4.13 substantiate this assessment. A class analysis of political economy of the self financing colleges suggests that education has become a marketable commodity vulnerable to open competition for its production and consumption. Once education becomes a marketable commodity it is more accessible by the well off sections of the society who can meet its cost. The state has only a relatively lesser role in its production and supply. Only an elite stratum of the society according to the present circumstances can enjoy the benefits. If the poorer students are not getting any assistance from the state it will alienate them from the sphere of higher education ultimately. On the whole, the second hypotheses has been clearly validated.

3. The third hypotheses was that **Self-financing colleges cannot improve their quality since they are profit motivated and there by compelled to accommodate lower quality students for getting high fees.** The faulty selection procedure of students in self financing colleges is the first reason for the decline of quality. There is no question that the unbridled expansion in the field of self financing professional education has affected its quality greatly. The admission procedure based on self conducting entrance examination leads to corruption and low quality of students getting admission fully upon their ability to pay huge fees. Academic background of students revealed that majority of the students in self financing colleges were of average standards only (table 5.5). It is evident from the figure 5.4 that 60% of the students were admitted in self financing colleges based on payment. The Chi-square in table 5.7 shows that a massive majority of the respondents comprising students, public, politicians, parents and elite persons admits that self-financing colleges erode the quality by comprising merit for money power. The management of self financing colleges takes little care about quality. They conduct entrance examination and select candidates who can pay the fees that are affixed without considering the norms of social justice. It is quite natural that the profit – hungry managements of self financing colleges were not ready to give admission on
the basis of merit. On the whole, the third hypotheses has been clearly validated.

4. The fourth hypothesis was that political, economic and communal considerations largely affect the allotment of colleges and courses rather than pure merit and performance. After independence the caste/communal groups (which are the institutionalized form of erstwhile social reform movements) became strong pressure groups in Kerala politics and they made direct and indirect alliance with political parties. In the case of minority institutions, Article 30(1) guarantees religious and linguistic minorities the right to establish and administer educational institutions of their choice. Now a days, this right is used to protect the interest of a few richer sections within the minority community. This badly affects not only the majority people but a great majority of poor with in the minority community also. The private individual entrepreneurs has now transformed education into a pure business. Their prime motivation is to make more profit without considering social values, equity and justice. This hypotheses reflects the class analysis of the political economy of self financing colleges. The dominant caste groups and community groups had comparative advantage over the lower caste groups to establish educational institutions thanks to the political bargaining power of the former. Another class dimension of this issue is that, it checks the economic mobilization of lower class. It was found from table 5.6 that majority of the students, parents and publics agreed to this point. The present study shows that in most of the self financing colleges money, caste and religion are the criteria for admission rather than merit. This also leads to wider socio-economic disparities between different caste communal groups and their members. Thus the hypotheses stands validated.

5. The fifth hypotheses was that the financial benefit to the state economy following the establishment of self-financing colleges is a myth since the money spent here is directly going to the private hands and not to public exchequer. Apart from the caste-communal associations the private individual entrepreneurs also were able to hold sway in the education sector
and they made huge investment. The character and goals of private educations that existed in Kerala before independence with that of today is quite different. The private individual entrepreneurs has now transformed education into a pure business without considering social values, equity and justice. The starting of self-financing colleges in the private sector is not helping the state exchequer directly. Table 4. 30 and figure 4. 13 validates this point. On the other hand the socio-economic disparities, communalization of education and political unrest etc have to be counted to access the real cost of self-financing colleges. The researcher found that the fifth hypotheses was also proved.

**Realization of Objectives**

The major objectives set for this study have been realized to a great extent.

1. The preliminary objective of the study was to understand the major issue in higher education sector of contemporary Kerala. Careful effort was made to examine the major issues.

2. The study has tried to analyze the background factors that contributed to the establishment of self-financing colleges in the higher education sector. Exhaustive review of the reports of various commissions and text books were helpful in realizing this objective.

3. The study has tried to enquire how for this policy of self-financing colleges cope up with the micro level policy of LPG.

4. An attempt was made to assess the quality of education in the self-financing colleges compared to that of the government and aided sector. Field study data were helpful in achieving this objective.

5. The study has also tried to explore the legal and technical issues involved in the operation and management of self-financing colleges in Kerala. Various cases were analyzed in accomplishing this objective.

6. It has made an attempt to evaluate the social responsibility and accountability of self-financing colleges to the society.
7. An attempt was made to examine the real economic game of the state exchequer through installing self-financing educational institutions. It was found that the starting of self-financing colleges in the private sector will not help the state exchequer directly.

8. The study has tried to enquire in to the confrontation between the management and the student interests in the self-financing colleges.

**Summary of the Work**

The aim of the study was to examine the problems of self-financing professional education in Kerala. To accomplish this aim the study sought to highlight strength and weakness of the education system of Kerala, particularly professional education. Accordingly twenty self financing colleges in Kerala were selected for field survey. This study emphasizes the quality and access issues in self financing colleges. The study also analyses the political economy of self financing colleges and the impacts of self financing colleges.

The statement of the problem was made at the outset of the introductory part titled ‘Research Design’. Background of the study and statement of the problem, objectives and hypotheses of the study, plan of work and methodology, description of the study area, review of literature and major concepts were also provided in this section.

Chapter first titled ‘Globalization and Self Financing Education: Towards a Theoretical Debate’ began with theoretical understanding on globalization, political economy and education for developing a theoretical framework. For the sake of analysis, the theoretical approaches were grouped into three categories. They are the theories of globalization, political economy theory and educational theory. While integrating globalization theories, it was found that globalization can create serious negative impacts for developing and underdeveloped countries. The potential negative impacts of globalization are various types of political, economic, and cultural colonization and overwhelming influences of advanced countries to developing countries. Rapidly increasing gaps between rich and poor areas in different parts of the world are found. Globalization expanded the government role into other areas such as guardian of
local industry to a gradual promoter of competition that allows companies with negative profit to fail or be acquired by better managed corporations. But the state continues to be needed to provide necessary infrastructure and services so the economy can compete internationally. As far as the theory of political economy is concerned it was found that in every society there exists two classes of people namely haves and have-nots, like in the case of education. The political economy of self financing education reveals the class character of contemporary education system. A detailed study of globalization and state, growth trends, public private partnership, finance, women education and emerging problems like quality, access, declining share of government expense, absence of uniform development of higher education, negative impacts of the entry of foreign universities of higher education in India etc were covered in this chapter.

The second chapters titled ‘Profile and Problems of Higher Education in Modern Kerala’ begin with an analysis of the historical evolution of education in Kerala. A detailed discussion of the evolution of education from pre independent period to the problems in the present globalized era was done. An assessment of the educational development of the three princely states, Travancore, Cochin and Malabar was also attempted. It acknowledges the contributions of Christian missionaries and social reform movements in Kerala. The performance of the state in achieving high quality of life for its inhabitants is creditable and incomparable with other states. The positive intervention of the state, in response to the social reform movements actually realized Kerala’s high human development. A thorough study of privatization of education and legal controversies pertaining to Kerala were also discussed. It says in a class ridden social order, the laws largely reflect the disparities in social power structure. The courts have played a pro-active role in shaping private higher education in the country. Significant changes and issues in higher education in Kerala occurred since the globalised era. This chapter ends with the problems of higher education in the globalized era. Since the state is a weaker element in globalization process it cannot spend money for the poor and leaves them to the market forces. The discussion served as the basis for further analysis of the professional education in Kerala.
The third chapter was on ‘Evolution of Self Financing Colleges in Kerala’. By late 1990s the government started to accept neo-liberal policies and it has been withdrawing from education sector, especially from higher education. This in turn led to mushroom growth of self financing professional colleges in Kerala. It was seen that recent change in government policies, political interventions in the private sector, minority rights etc contributed significantly to the growth of self financing colleges in Kerala. The politics of Kerala came to be dominated by caste communal organizations, which had developed a vested interest in the issue of ownership and control of educational institutions and not on the education of the deprived as it did in the 1950’s and 1960s. A detailed discussion on the government policies, diverging perceptions of political parties, state legislation regarding self financing education were also covered. On matters of policy, both the right wing UDF government and left wing LDF governments were the same. The UDF and the LDF introduced law to control and regulate the self financing professional colleges. But the managements challenged this law in court and finally they obtained favorable verdict. The chapter ends with the issue of the minority rights and its misuse and co-relation with growth of professional colleges in Kerala. This right is now used to protect the interest of a few richer sections within the minority community. All these changed the character of professional education which is now transformed into a pure business without any consideration to social values, equity and justice.

The empirical part of the study was provided in chapter four titled ‘A Survey on the Political Economy of Self Financing Colleges’. The discussion begins with the methodology and selection of the study area. As regards the expenditure in self financing colleges it was seen that self-financing colleges charge high fees and does not represent all social groups. Most of the students belonged to middle or high income groups. The semester wise expenditure of the students also shows that education becomes too expensive in self financing colleges. Regarding the reasons for establishing self financing colleges pressure on part of education lobby in Kerala and profit motives are the greatest preferences of the respondents. Majority of the respondents believed that fee regulatory commissions and the government had supported the interests of the
private management and neglected the poor students. They favoured legislative regulations. It is interesting to note that majority of the respondents commented that government colleges are better than private colleges. Chi-square test in table 4.1 proved that majority of the respondents are aware of the fact that the government had limited funds for financing higher education. The Chi-square test in table 4.24 and figure 4.9 showed that majority of the respondents believed in social control or governmental control in the functioning of self-financing institutions. It was seen from this chapter that most of the respondents are familiar about globalization and believed that the mushrooming growth of self-financing colleges is connected with globalization. Majority opposed the idea of globalization and stood for reservation policies. The Chi-square test in table 4.25, 4.26 and 4.27 substantiate this statement. Again it was found that that self-financing colleges led to commercialization of education. Moreover the students in self financing colleges were going through a lot of hardships, ranging from problems caused by delayed examinations to torture in the name of internal evaluation and practical examinations. They were not satisfied with the attitude of the management. The involvement of governments, caste-communal interests political parties and bureaucracy in the business of education is also noted. Again, the starting of self-financing colleges in the private sector will not help the state exchequer directly. On the other hand, the socio-economic disparities, communalization of educational sector and political unrest etc have to be accounted to estimate the real cost of self-financing colleges. This chapter ends with the argument that education becomes a marketable commodity. It is more accessible by the well off sections of the society who can meet its cost. The state has only a relatively lesser role in its production and supply. On the whole, the private educational institution provides no hope for the poorer strata of the society.

An empirical assessment of ‘The Issues of Quality and Access in Self Financing Colleges’ was done in the fifth chapter. This chapter revealed that self-financing colleges do not increase the quality of education in Kerala. In addition to low quality education, widespread corruption also prevailed in self financing colleges. The admission procedure based on self conducting entrance examination leads to corruption and low quality of students getting admission fully upon their
ability to pay huge fees. The Chi-square test in table 5. 3, 5. 4 and 5. 7 validates this point. Interestingly, majority of the students were of payment students. Religious, communal and other selfish interests are also influencing the allotment of colleges and courses. It was seen that in several self financing colleges there is a dearth of qualified and experienced teachers and most of them were guest faculties. A large number of institutions in both urban and rural areas suffer for want of facilities and lack of even the basic amenities. The study showed that self financing professional colleges are not producing quality students and it may also lead to educated unemployment. There was significant gender, caste, religious, regional and income disparities in terms of access to self financing professional colleges. The chapter ends with the argument that self financing education affects not only the student community, but the society as a whole.

The concluding chapter VI titled ‘conclusion and major findings’ presents major findings and suggestions of the study. It also made an attempt to validate the hypotheses. A brief summary of the work, realization of the objectives, future of the problem etc were depicted. Major findings were provided and on the basis of these the following suggestions were offered.

**Major Suggestions**

1. Globalization insists the government to withdraw allocation from the service sector including education. But the state continues to be needed to provide necessary infrastructure and services so that the economy can compete internationally and human resources developed properly. Only state can provide this basic function. The state should be encouraged to take up the responsibility of education in the highest order in order to benefit the poor and marginalized sections.

2. Foreign universities that enter in India with a view to exploiting the situation here need to be checked. Tough and detailed regulations are required to enable only those foreign universities having high academic standard and wishing to provide good quality education.

3. It has been strongly argued here that Kerala has to enhance its priority for higher education. While there is a strong case for rapid expansion of
higher education in Kerala, it is important to see that new universities or colleges are set up after careful consideration of the needs on the one hand, and ensuring adequate resource support on the other. The expansion should help in improving the quality of higher education.

4. Commercialization and privatization of education and profiteering from education should be stopped forthwith and all steps in this direction be withdrawn. Unwanted self financing colleges should be closed down without any delay and government should start new government/ aided professional colleges based on social needs.

5. Proper, permanent and trained teachers and staffs should be appointed in adequate numbers in self financing colleges and given respectable salary. There should be adequate provision of building, playground, text books, kits, sports, laboratories, workshops, hostels, scholarships etc. in self financing colleges. Government should make available all necessary resources for education.

6. The selection procedure for professional colleges should be based on merit. There should be firm regulation to prevent practices such as donation, corruption and capitation for recruitment and admission of students and teachers in self financing colleges.

7. Fees in educational institutions, including professional colleges, should be lesser. There is need to have a strong monitoring mechanism to supervise the fees in the self financing colleges. Scholarships should be granted to meritorious socially and economically backward students.

8. The study found that there exists high inequality in the educational attainments of the population. The Adivasis, dalits and coastal fisher folks still remain at the bottom in educational attainments despite the positive discrimination policy of the state. The state needs to adopt a more egalitarian approach in the provision of higher education, specifically professionally oriented education.
9. The Government and the universities shall take up all possible measures to ensure quality in curriculum and sustain the standard of all the academic libraries as stipulated by NAAC, AICTE, MCI, etc.

10. There exists a notion that the starting of self-financing colleges in the private sector will help the state exchequer directly. But from the study it was found that such a hope is doubtful. Therefore proliferation of self financing colleges is to be stopped.

11. State funds for higher education have been on decline in the recent years, though it is increasingly stated that state financing of higher education is important, and the state should make firm commitment to finance higher education. The Union Government and the state must make a firm commitment to sustained funding of higher education institutions, in such a way that basic teaching, research and extension activities are not affected in their quality and quantum due to paucity of financial resources. Multiplicity of funding sources is desirable like educational cess, charitable trusts, business firms, foundations, alumni, individuals etc.

12. Careful monitoring mechanism have to be developed so that the loans are available mainly to the economically needy and education deserving students to pursue higher education and to protect social and educational values. Education loan programmes have to be designed keeping educational considerations, and they cannot be run solely on commercial lines by commercial banks.

13. The growth of private higher education has to be regulated. A detailed regulatory framework has to be developed that would allow only genuinely interested private sector that has philanthropy and education and not profit as the main consideration to enter higher education sector. Philanthropy in education, which has rapidly declined to insignificant levels during the last couple of decades, needs to be encouraged by the government through appropriate fiscal incentives.

14. A vibrant and critical civil society is necessary to control the self financing management. The study revealed that major newspapers and channels played a major role to create public opinion in favor of the self financing
professional colleges. As the fourth estate, the media should play an effective role in exposing the commercialized nature of professional education.

15. The unreliability of official statistics is an important problem in self financing colleges. Therefore implementation of Right to Information Act in all self financing educational institutions is required.

16. The lack of determination on the part of government was visible in the study. Therefore strict government regulation is essential to regulate the greedy self financing colleges.

17. A large number of institutions in both urban and rural areas suffer for want of facilities and lack of even the basic amenities. Therefore good infrastructural facility should be provided in all self financing colleges. Otherwise the university should withdraw its recognition.

18. The directions of the Supreme Court that all admissions to professional courses, whether in the government or management quota, should be based on merit, should be strictly enforced. It is the duty of the state to help a student who manages to get admission on merit by providing financial support.

19. The study showed that professional education through self financing management affects other streams of higher education for example, social sciences and basic sciences. Therefore the government should promote social sciences and basic science education.

20. Lack of a broad policy of the government towards self-financing colleges is an important problem. There should be a well defined government policy for self financing colleges. The study also shows the absence of a central law. A central law should be implemented to control self financing colleges.

The suggestions, if implemented will help solving the current issues in the self financing sector of Kerala. However much depends on the political will to implement these changes.
Limitations of the Study

Research in social sciences naturally has several limitations, which in fact encourages future research. This study is also not an exception to this. As this topic is a newly identified one, it is in the process of evolution. Hence, we did not get any opportunity to consult any historical work or compare the impact of the problems of self financing education sector with other states. This was the first and major limitation. Though the study is mainly focused on the self financing professional colleges maximum care has been to be taken to collect relevant and required information from the respondents. Because of the largeness of the universe, the researcher had to depend on various sample. Elements to the sample are drawn from few districts only and not from all districts where the colleges are found. This was another limitation. The lack of cooperation shown by elites, especially managements, top government officials and experts in this field was another major limitation. Due to fear and compulsion of managements, the students did not reveal many of the realities associated with their problems. Due to indifferent attitude of some of the respondents, the researcher faced difficulties. It is true to argue from the survey that the monopoly of the management was strong in self financing colleges. The problem of reliability of official statistics in certain cases is another important limitation. The shortage of secondary data was another problem.

Future of the Problem

The study also throws light on many potential areas of future research. Our study covers only the problems in the self-financing professional colleges in Kerala. To fully document the quality of professional education, it is necessary to include a comparison between the government and aided professional colleges also in this larger study. Such a comparison is necessary to assess the real quality of professional colleges. A comparison between the policies of the LDF and the UDF will be necessary, if one has to study the changing government policies on education. Minority politics also assumes greater relevance in the context of Kerala where the minorities enjoy constitutional protection and greater political leverage. It is necessary to conduct a study on minorities and privatization of
education, since they own a majority of private education institutions. Another important area that could be taken up for future research is a study on the legal and technical issues involved in the operation and management of self-financing colleges in Kerala. It is therefore advisable to study various cases in accomplishing this objective. An important area that could be taken up for future research is a study on medical education and public health care in Kerala. Globalization and the impacts public-private education in higher education, a review of women education, state and pressure groups in higher education etc are a few potential areas in this regard. A thorough probe into these areas would further highlight the dynamics and some of the hitherto unknown frontiers of research. The social scientists should address these problems and propose suggestions for policy making in order to remedy the situation.

**Final Estimate**

The introduction of neo-liberal policies in the state followed by the Union Government’s economic reforms led to the privatization of higher education and mushroom growth of self financing professional colleges in Kerala. Privatization and liberalization of education sector resulted in the withdrawal of state from providing education to the people. The unbridled growth of self financing colleges not only affects the poor students, but in the long time it can pose many threats to the society as a whole. It is true that self financing education denies the right to education to the poor people. It also creates a situation in which the professional education is monopolized by the affluent sections. The study finds that besides the socio-economic and political factors, the judiciary also played a crucial role in helping the growth of self financing education institutions in Kerala. The growth of self financing professional colleges involves many a negative social impact. For instance the increasing number of doctors will lead to over hospitalization and educated unemployment. Moreover, privatization changes the moral values of the doctors, and the health sector faces deterioration in ethics and values. The decline in quality partly due to the privatization of medical education raises doubts about the chances of competition in the free market.
The engineering education is gaining wider currency because of the growth of Information Technology. But since the market laws dictate the demand for professionals, engineering graduates also face the problems of unemployment and under employment. Preponderance shown to the professional education also affects other streams of higher education for example, social sciences and basic sciences. It has negative implication from the vantage point of production of knowledge. The study also proves that while the privatization of professional education only helped to marginalize the poor students from technological knowledge, it seldom enhanced the quality of education since the criteria of admission is the capability of the students to pay higher fees and huge donation. Minority politics also assumes greater relevance in the context of Kerala where the minorities enjoy constitutional protection and greater political leverage. They have special interests about privatization of education since they own a majority of private education institutions. Even though the issue is discussed as a legal, constitutional problem in the popular media and among the general public, it actually involves both the class dimension of public policies and the communal politics prevailing in the state. Thus the political economy of self financing education reveals the class character of contemporary education system. The lack of determination on the part of government made the situation murkier and an easy escape from this embarrassing situation is not in the immediate sight. The discussions between the government and the managements too did not find any viable solution. The active role of the government and civil society therefore assumes significance in the era of globalization.