A Study of Commercialization of Education

Dr. Ashok Pawar
Associate Professor, Dept of Economic Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Sukeshni Jadhav
Research Students Dept of Economic Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Indal Jadhao
Students Dept of Economic Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Savita Kulkarni
Research Students Dept of Economic Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

ABSTRACT
Worldwide education has been considered as the first and foremost pre-requisite of dignified life. The great statement ‘Political scientist, scholars, social rebels and reformers have always emphasized on education as a panacea for social evils, nation’s backwardness and uncivilized societies. In India too since the mid of 19th century there has been a long struggle for the mass education instead of Monopoly of few privileged sections with the Socio-religious stanchions. The then British government acting in principle ofr the policy of mass education in practice refused to implement it under the for of general convulsion 2 after 1857 it is fact that the Britishers started universities in India but continued its kind of a policy till the end of British Period. The UNESCO commission on education 1972 ministry of education, the planning commission, university Grants Commission, WTO, GATS.

KEYWORDS
The UNESCO commission on education 1972, ministry of education, The planning commission, University Grants Commission, WTO, GATS.

INTRODUCTION:
During the freedom struggle there was consistently demand for right to education with other fundamental rights. There fore in accord with the article 26 of the universal Declaration of Human rights 1948.

Since then, under the leadership and guidance of the planning commission and the ministrel of education there has been a tremendous growth in all areas of education system ot the national level.

In 1950-51, there were 2,09,671 primary institution and 27 universities. However, in 994-95 there were 5,81,305 prima-ry institutions and 219 universities in the country, by 2005-06 there were 348 universities and 17,625 colleges with 105 lack students today 687 university and 30,000 colleges.

UNIVERSITIES BY STATE AND TYPE

<table>
<thead>
<tr>
<th>State</th>
<th>Central Universities</th>
<th>State Universities</th>
<th>Deemed Universities</th>
<th>Private Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>1</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Arunachal Pradesh (Lst)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Assam (Lst)</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Bihar</td>
<td>2</td>
<td>15</td>
<td>2</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Chandigarh</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Chattisgarh</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Delhi</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Goa</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gujarat</td>
<td>1</td>
<td>24</td>
<td>2</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>Haryana</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Jammu and Kashmir</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Jharkhand</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Karnataka</td>
<td>1</td>
<td>23</td>
<td>14</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>Kerala</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>2</td>
<td>19</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
</tbody>
</table>

Source: (http://en.wikipedia.org/wiki/list_of_Universities_in_India)

STATE EXPENDITURE ON EDUCATION:
The state expenditure on education over the years, has increased as a proportion of the GDP, from 1.3% in 1951-52 to 3.8% in 1996 and 4.1% in 2006. still it much below than the 6% recommended by the education commission of 1964-66. The National policy on education, 1986 modified in 1992 promised the free and compulsory education of satisfactory quality to all children up to the age of 14 years before Indi-an enters the 21st century, but failed to do so. In fact, the document, National education policy 1986 affirmed the signif-icance of education in social, economic and political develop-ment of country and also observed that.

State funding for pre-k increased by $363.6 million to a total of $5.6 billion, a 6.9% increased from 2012 to 2013. 40 state fund pre-k programs.
Commercialization of education has been a big challenge before the fundamental right to education in India. Demands for the quality of education, opportunities in abroad, growing consciousness about the education in India comparativeness and governmental inability to cope up with the rising demands has resulted into widespread of education and thereby educational institutions in the hands of private persons. Enormous demands for higher education in India have led to the Industrialization of education.

But Education today is an object of business which has serious and negative effects on our society. The more one can pay, higher the education he can get. Every year, number of students going for higher professional education is increasing in India and therefore, good opportunity exists for all these colleges to make money by offering such courses.

In many cases, situations even remain much worst and students feel cheated at the end of courses. The best example is given in a movie, Pathshala in which some rules were set for the school's profit. We can easily give the example of flourishing MBA colleges across India where average annual fees is around 5-10 lakh rupees; however, the facilities provided by these colleges are much below average levels. Most of these colleges remain more interested in making good bucks than providing quality education to students. Every year, number of students going for higher professional education is increasing in India and therefore, good opportunity exists for all these colleges to make money by offering such courses.

Same condition do prevail in other professional colleges in India. Under the new scenario, Government – Private partnership is becoming important in Management Education. Now India is a transforming country. We are near to achieve status of a developed nation. The demand for higher education has been growing rapidly with comparatively faster growth in enrolment in higher educational institutions than the growth in number of higher educational institutions.

COMMERCIALIZATION OF EDUCATION HAS CREATED PROBLEMS:

1. It has affected mainly the right to access to education.
2. This has created new diseases like capitation fee and high cost of education making it beyond the reach of the common man.
3. They money power has replace the social national need and merit.
4. It deprives the large economically poor, socially disabled communities from right to education especially the higher education.
5. The lakhs of rupees tuition fees it beyond their economic capacity. Those who have entered to start the new institutions are motivated by commercial interests and not by educational and social interest.
6. Political consideration have become paramount is sanctioning educational institutions.
7. There is a high of exploitation of student in certain disciplines through unethical and illegal collection of unauthorized payments.
8. Commercial or corporate method of education suits more to rich students and their parents who are interested more in degree rather than knowledge.
9. Those who enter in education institutions through money power they also tend to believe that with their money power it is not difficult for them to manipulate the examination result.
10. Private educational institutions have become the centers of exploitation do teaching as well as non teaching staff.
11. Those who spend lakhs of rupees on admission tuition fee, manipulating examination result are bound to adopt unethical and illegal means to earn money in their profession.

PRE AFTER INDEPENDENCE EDUCATION SITUATION:
In 1813, the British parliament directed the east India Company to support education in India. By 1835, subsequently woods dispatch report of 1854 strengthened the education system in India. After independence, the education sector was predominantly funded and managed by the state. The planning commission, ministry of education, and committees and commissions planned to educate the India. Unfortunately, the recommendations of these commissions were not taken seriously for many years.

In the last 64 years of independence there has been a nationwide growth of education, educational institution. However, in the country the vast army of children is also within for primary education education by 2007, an estimated 18 million children would successfully complete 8 years of school education and in 2010 more than 23 million children would seek admission. The evident inadequacy of the existing infrastructure to accommodate these young ones in the system is a daunting reality.

In 1967-48 there were 20 universities and 496 affiliated colleges with total students of over two lakh as against in 2005-06. India have has 687 universities and university level institutions with over 30,000 colleges.

PRIVATIZATION COMMERCIALIZATION OF EDUCATION:
Resource constrain has been a major crisis of education in India. In years tougher in has invested very little in education. from 1985 to 1997 the government of India marked only 3.2% Share of GNP for education whereas country like Cuba allotted 6.7% with national policy on education 1986 only 3.2% Share of GNP for education whereas country like India. for years tougher in has invested very little in education. However, in the country the vast army of children is also within for primary school education by 2007, an estimated 18 million children would successfully complete 8 years of school education and in 2010 more than 23 million children would seek admission in class VIII. The evident inadequacy of the existing infrastructure to accommodate these young ones in the system is a daunting reality.

In 1947-48 there were 20 universities and 496 affiliated colleges with total students of over two lakh as against in 2005-06. India have has 687 universities and university level institutions with over 30,000 colleges.

This has resulted into a serious problem of resource mobilization to the centers of higher learning forcing them to find out means on their own. Thereby the processes of privatization and commercialization have entered into the noble field of education.

With an aim to commercialization privatization of education and to safeguard foreign interest there was move to replace university Grand Commission (UGC) by the university education commission of India (UECL) to regulate entirely the system of higher education.

UECL was conceived as a final body even to decide the closer of universities and opening of foreign universities in the country. If this turns into a reality then very soon India will have private university run, managed, funded by corporate houses and needless to say that they will run like business. These are the self evident facts which speaks that there are market forces who wants to capture entire higher education in India. Because for them education is a very profitable market and they desire to have full control over it for their industrial requirements.

Therefore, purposely, the misconception is being propagated by the agents of corporate houses that education should be left to market forces. the UGC’s tenth plan profile of higher education sector in India to foreign universities.

CONCLUSION:
The India education related system vary difficult, and problematic. In country like India which has been on thrown of socio economic change the policies of privatization and commercialization of education will create a new kind of education inequality along wit the traditional social inequality. The System of such nature will provide for social divide, dubious fee structure investments by black money markets, invisible profits and the education as the commodity only at the disposals of like class. the primary education may remain the domain of mass but the high and professional education may become the monopoly of class. the total with drawl of the state from such important national field will definitely cause the irreparable damage to the interest of country in the long run.

REFERENCES