



A Study of Commercialization of Education

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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 Brithishers 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 minstrel of education there has been a tremendous growth in all areas of education system of 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 primary 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.

Maharashtra	1	20	21	1	43
Manipur	2	0	0	0	2
Meghalaya	1	0	0	8	9
Mizoram	1	0	0	1	2
Nagaland	1	0	0	2	3
Odisha	1	12	2	3	18
Puducherry	1	0	1	0	2
Punjab	1	8	2	9	20
Rajasthan	1	19	8	39	67
Sikkim	1	0	0	5	6
Tamil Nadu	2	22	28	0	52
Telangana	3	13	2	0	18
Tripura	1	0	0	1	2
Uttar Pradesh	5	24	10	23	62
Uttarakhand	1	10	4	10	25
West Bengal	1	20	1	1	23
Toal	45	322	128	192	687[9]

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

UNIVERSITIES BY STATE AND TYPE

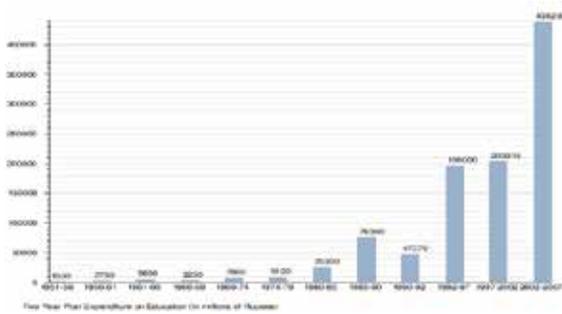
State	Central Universities	State Universities	Deemed Universities	Private Universities	Total
Andhra Pradesh (List)	0	20	5	0	25
Arunachal Pradesh (List)	1	0	1	6	8
Assam (List)	2	11	0	3	1 ⁰ 6
Bihar	2	15	2	0	19
Chandigarh	0	1	1	0	2
Chhattisgarh	1	12	0	6[9]	19
Delhi	5	6	11	0	22
Goa	0	1	0	0	1
Gujarat	1	24	2	17	44
Haryana	1	12	6	17	36
Himachal Pradesh	1	4	0	16	21
Jammu and Kashmir	2	7	0	0	9
Jharkhand	1	7	2	3	13
Karnataka	1	23	14	9	47
Kerala	1	12	2	0	15
Madhya Pradesh	2	19	3	12	36

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 Indian enters the 21st century, but failed to do so. In fact, the document, National education policy 1986 affirmed the significance of education in social, economic and political development 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.

Template : Education n India Five Year Plan Expenditure



Source : Five Year Plan Expenditure on Education (in Millions of Rupees)

EDUCATION PROBLEM :

In India, at the end of 2006 there were 27,000 schools without a single teacher and 41,000 schools without school buildings despite the growth of literacy rate from 16.7% in 1951 to 65.4% in 2001 over one third of Indians are still illiterate. These who are few fortunate enough to enter school education among them one third are out before they complete primary education (in 2003-04 dropout rate of % from class I to V was 33.0%)

More children have dropped out in 2010-11 as compared to 2009 - 2010 in 10 of the 30 states where RTE has been notified

Incidentally found allocation under RTE has doubled from Rs. 13,100 crore in 2009-10 to Rs. 25,555 crore in 2012-13 the country has come down from 9.1% to 6.8% while enrolment has increased 13.34 crore to 13.52 crore for the same period.

According to the report of the National Institute of Educational Planning and Administration 2003 out of every 1000 Villages in India, 711 were without a middle school 881 were without a secondary school 959 were without a high school 994 without a college with degree course and 997 were without Industrial Training Institute, in the present trend is continued according to the prediction by 2015 only 6% children of lower strata will reach up to 8th standard and they will be the new untrained unskilled about 6% in the country similarly only 6% children will be able to get the higher education.

Therefore the state should come out with the concrete action plan with the sufficient budgetary provision to achieve the goal of universal education of resale quality within the time frame. The private sector, keen on higher education, has shown no interest in the primary education and hence if the government withdraws from the field of education, it will produce the disastrous effects. Higher education is limited to 9% of India's population. Therefore, making education a fundamental right is not merely enough it needs to be enforced.

COMMERCIALISATION OF EDUCATION :

In the modern fast growing competitive world one need not state the significance of education for the dignified life of an individual as well as that of a nation. How one can afford to forget the effectiveness of education in changing society, echoing this the education commission in India stated.

"It is this change on a grand scale is to be achieved without violent revolution there is one instrument, one instrument only that can be used education other agencies may help but can indeed sometimes have a more apparent impact. But the national system of education is the only instrument that can reach all the people it is not however, a magic wand to wave wishes into existence it is a difficult instrument, whose effective use requires strength of will dedicated work and sacrifice. But it is a sure and tried instrument which has served other countries well in their struggle for development it can give to will and skill do so for India.

Commercialization of education has been a big challenge before the fundamental right to education in India. Demands for the qualities education, opportunities abroad, growing consciousness about the education in India comparativeness and governmental inability to cope up with the rising demands has resulted into widespread 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 worse and students feel cheated at the end of courses. The best example is given in a movie, *Patahsa Ila* 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 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. Money power has replaced 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 Births parliament Act of 1835 and subsequently woods dispatch report of 1854 strengthened the education system in India.

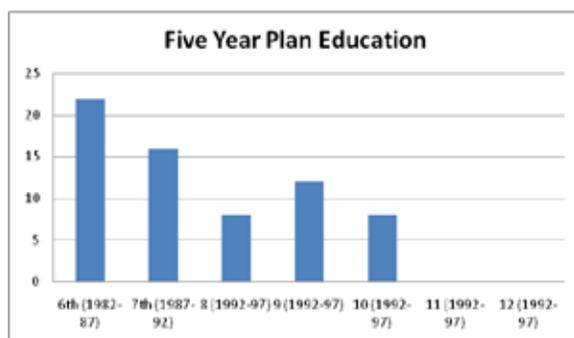
After independence, the education sector was dominantly funded and managed by state. The planning commission, ministry of education's number of committees and commission planned as shown the education in India. Unfortunately the recommendations of these commissions were not taken seriously for many years.

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 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 has 687 universities and university level institutions with over 30,000 colleges.

PRIVATIZATION COMMERCIALIZATION OF EDUCATION :

Resource constraint has been a major crisis of education in India. For years together it 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 the government of India minimized its spending on higher education and gave preference to primary education. As consequence consistently there has been decline in the higher education share in



Source : (Five Year Plan)

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 a move to replace university Grants 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 closure 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 speak that there are market forces who want 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 varies difficult, and problematic. In a country like India which has been through socio-economic change the policies of privatization and commercialization of education will create a new kind of education inequality along with 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 disposal 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 withdrawal of the state from such important national fields will definitely cause irreparable damage to the interest of the country in the long term.

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