
Commercialization of Education System in India: A Close Outlook to Teachers' and Students' Perspective

Subhadeep Dutta

Student, Department of Commerce, WB, India

subhadutta855@gmail.com

“Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource”.

– John. F. Kennedy

Abstract

In the face of an increasingly complex, global and competitive environment, commercialisation or privatization has become an important strategic priority for many countries, governments and different education institutions and the process has accelerated dramatically world-wide. India, even after 70 years of India's independence, is far away from the goal of universal as well as the proper way of literacy. There are number of government or government sponsor that is regular schools, colleges and universities in the country, but they don't have proper basic infrastructure. For the under develop or developing infrastructure and also the reason is in the hand of some people having extra money. Both are the same liable or help to grow and build up the commercialization or privatization or self-financed coerces. Privatization or commercialization of education in India introduced new policies and programs to increase employment, outcome and income opportunities and achieve economic development at national and international level. It has brought about a rapid change in the educational scenario of India. Privatization encourages the individual and society to establish school, colleges and private universities to meet the growing demand for education. As a result, private educational institutions are growing day by day throughout the country. The most sacred and the most important job in the world is that of the teacher. A teacher, hidden in the shadow of

the student, must guide him to move ahead and resurrect our broken society. From the time when education started its first phase of commercialization, the responsibilities of the teacher too, have been compromised. It is painful to note that people are beginning to view it as just another job which pays them and feeds them. The term education has been defined as the process of developing and training the powers and capabilities of human being. The history of education in India is very rich and gathers knowledge and en-rich our thoughts. India's current educational system is a product of century's old-dualities that characterize the genius and decadence of an ancient but wounded civilization. Education is also visualized as an evolutionary force so that each individual is enabled to evolve from purely material consciousness. Education is also perceived as a bridge between the past, present and the future and as means by which the best of the heritage is transmitted to the new generation for its further progression. India has the world's oldest and largest education system. Its antiquity and diversity are reflected in the roots of cultural norms and institutions that go back to a distant and venerable past. Now-a-days the rapid development of information and communication technology has transformed the whole world into a global village with a global economy, which makes our education more commercial and private. The following are the three major areas, for instance: The Quality of Education in terms of

infrastructure, teachers and accreditation. The Affordability of Education, ensuring poor and deserving students are not denied of education and the Ethics in Education avoiding over-commercialization of education system, are to be focused to ensure that Indian Higher Education system is sustainable and meets global standards.

1. Introduction

Education is the back-bone of a nation. The term education has been defined as the process of developing and training the powers and capabilities of human being. According to the dictionary meaning the word 'commercialise' means, to render commercial, make a matter of trade or the subject to commercialism. To apply commercial or business or privatization method to make use of or exploit mainly for profit especially, at the expense of quality or imbue with commercialism. Thus, there is sale of services or profit motive behind imparting of education or funds come mainly from the receivers of education. We can easily say that there is commercialization of education. It mainly materializes itself in mushrooming private schools, public schools and private universities and at the high education level. In that point of view, it has added a financial element to the qualification of attending private schools and public and private universities. The term privatization of Education refers to many different educational programs and policies. It is a process which can be defined as the transfer of activities, assets and responsibility from Government, Public Institutions and Organizations to private, individual and agencies. Education is the most important and powerful tool invented by man-kind to mould him-self for his life. It is the important source of employment, income and standard of living. So, everyone gives importance to higher education. Consequently, demand for higher education has been

Through this paper is an attempt to focus on the positive and negative impact of commercialization or privatization on education system.

Keywords

Commercialization, Privatization, Nationalization, Internationalization, Education as a business, Quantitative, Qualitative

increased. To meet the demand for higher education in India, there is establishment of private colleges, autonomous colleges, deemed universities and private universities. Even the numbers of self-financed colleges of engineering and medical stream have been increased. It also increased the gap between demand and supply of Higher Education. As a result of this, commercialization or privatization of education has been growing leaps and bounds day-by-day.

Indian education system comprises three broad segments schooling, higher education and vocational education. The government's share in overall education expenditure in 1983 was 80 per cent has gone down drastically to 67 per cent in 1999 and stands to 54 per cent. At the same time private expenditure on education has increased by 11 times in last 15 years. In case of engineering colleges, the private sector which accounts for just 15 per cent in 60s, now accounts for 87 per cent of seats and in medical college sector which account only 7 per cent in 1960 now accounts 41 per cent. Since 1990 the only higher education market is growing by 7% per year in 2000-01 the 13,072 higher educational institutions, 42 per cent were privately owned and run. In market sense Private education is estimated as US \$40 billion and Projected to grow US \$115 billion in ten years. If we take government investment, on the Kothari Commission the government in 1968 fixed a target of investing 6 per cent GDP on education by 1986 but this target was not achieved. Spending on education in India

is not more than 3.5 per cent of GDP and has risen beyond 4.5 per cent of GDP. Besides, schooling and higher education, other high growth area includes coaching classes. Consumption of private tutoring for competitive exams of all levels is embedded in the Indian culture. First known coaching class was established in Chowri Bazar Delhi in 1975 and now in current situation coaching classes has established like 'Purchoon Shops' for all the students from pre-schooling to higher education.

2. Objectives

The central objective of research study paper is to find out the socio-economic impact on education in developing countries like as India on teachers and students. The objectives are –

- (i) To understand education system in India at present scenario.
- (ii) To providing best quality and quantity of education.
- (iii) To know the role of Teachers and Students in education system.
- (iv) To aware the common people about education and its system.
- (v) To understand the socio – economic impact of education for economic growth and build-up a nation.
- (vi) Meet the education for International Standards.
- (vii) To understand the gap between industry and education.

3. Review of Literature

“They cannot make history; who forget history”.

Dr. B. R. Ambedker

During the last two decades, universities world-wide have come under increasing pressure to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate, as well as from the broader postindustrial external environment (Bartell,

2003). One manifestation of the global forces of change is the increasing intensity in commercialization efforts of higher education institutions. This literature review provides a brief overview of the trends in commercialization, highlighting history and rationale, institutional and governmental strategies, elements of commercialization as well as nationalization as well as internationalization from the teachers' and students' perspectives.

The literature examining the association between aggregate public education expenditure and economic growth is considerably large and the empirical evidence is quite mixed (see Ghosh Dastidar et al., 2012 for a detailed review). Here, given the scope of the paper, we choose to focus only on those studies that examine the empirical relationship between education expenditure in different education sectors and economic growth.

The existing Indian studies have also evaluated the effectiveness of education using sectoral-enrolment ratio or rate of return. Self and Grabowski (2004) find secondary education, measured in terms of enrolment, to be positively correlated with economic growth of India. Haldar and Mallik (2010) report that the stock of human capital, measured by primary gross enrolment rate (lagged by three years), has a significant effect on growth of per capita GNP. Mathur and Mamgain (2004) observe significantly increasing effects of education on economic growth of Indian states (NSDP per capita) by increasing levels of education. They show that the higher education has the highest growth effects followed by higher secondary education. Studies, attempting to evaluate the rate of return to education in India, also find that overall education is beneficial for growth (Harberger, 1965; Nalla-Gounden, 1967; Tilak, 1990). As mentioned previously, no major work seems to exist on the sectoral education expenditure-growth link for India. Therefore, this study aims to fill this gap in the existing literature.

4. Define Education

Swami Vivekananda states that education as, “the manifestation of the perfection already in man.” This implies that something already exists and is waiting to be expressed. According to him, knowledge is inherent in man, not acquired from external sources.

Vivekananda also defines education as, “life-building, man-making, character-making assimilation of ideas”, and not a certain “amount of information that is put into your brain and runs riot there, undigested all your life.”

5. Research Methodology of the Study

The present study is descriptive and secondary in nature. I do not attempt has been made to include any statistical data in this investigation. The data used for the study has been collected from Books, Magazines, Newspapers, Research Articles or Papers, Journals, E-Journals Reports, Books, and on-line data bases. For that, I have used different websites.

6. Commercialization of Education - Concept

Education and higher education both are to-day is an object of business which has serious and negative effects on our society. Whose can afford to pay money, one and only those are getting the education. Every year, many number of students going for higher professional education is increasing in India and therefore, good opportunity exists for all these schools, colleges and universities 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, ‘PATHSHALLA’ in which some rules were set for the school's profit. We can easily give the example of flourishing MBA or B. Tech

colleges i.e., where the education is self-financed across India where annual fees average is around 5 to 10 lakh rupees. However, the facilities provided by these types of schools and colleges are much below average levels. Most of like these schools and colleges remain more interested in making good bucks than providing quality and quantity of 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 types of schools and colleges to make money by offering such courses. Same conditions do prevail in other professional colleges in India. Under the new scenario, Government and Private sector partnership is becoming important roles. Now-a-days, India is a transforming country. We are near to achieve status of developed nation. The demand for education as well as higher education has been growing rapidly with comparatively faster growth in enrolment in educational institutions than the growth in number of higher educational institutions.

Free higher education for all existed for only a very short period (and even then, not everywhere students in the USA have always paid for their degrees), and the current introduction of fees can be seen as a return to the norm. What is different now is that the fees are now paid not just by a wealthy few, who could largely afford them, but by a large group of people, most of whom cannot afford them. Many people now face a decision about whether going to university is worth it to them in financial terms.

‘Corporate models’ of education in which students are viewed as ‘customers’ are not appropriate. Education is a unique activity in a democratic society that differs markedly from both business and government. Universities are absolutely essential in contemporary society as centers of free inquiry, free expression, open discovery and dissent. Any attempt to force education

into a corporatist mold devalues faculty, lowers academic standards, and harms both students and the institution itself (GMU Faculty Senate, September 2002).

7. Importance of Education

Education, helps in the training of human minds is incomplete. No individual is a human being in the working world until he has been educated in the proper sense. Education makes man a right thinker and a correct decision-maker. A person who gets a good education will become a more dependable worker, a better citizen, and a strong consumer. But there is providing even something more. In many cases, situations even become worse and students feel cheated at the end of courses. However, in India this trend has full support of our government because many big political leaders and industrialists are running these colleges. Therefore, they easily get the required certificates to run these colleges without providing proper educational infrastructure. At the end, we can say that for these people education has today become an option to make money only than providing quality education to students. This is really a shameful situation for country like India where our great leaders have stressed on quality and free education. There are many people in India, who still live under poor conditions and therefore, they first find it hard to afford this education and second, if can afford then fail in getting quality education in return. Though, government announce many such popular schemes for providing help to poor students but these schemes mostly do not get any takers due to less information and rampant corruption in system.

8. Advantages or Merits of Commercialization of Education

Commercialization has a positive impact on education as well as our society. Some of the important aspects are as following below;

- **Provide Employment Opportunities for Teachers and Students:** Commercialization of education provides employment opportunity. It provides job opportunity as well as hundred per cent job guarantees to the students. Many private institutions offer various job oriented courses, various degrees, diplomas, certificate course etc... Which help the students to engage in job, due to the presence of commercialization of education various organization such as GATS (General Agreement on Trade in Services), the students gets the opportunity to doing professional course at the local branch Campuses of foreign institutions. Like that the teachers, lectures also engaged in the job in foreign countries. This also reduces the unemployment problem of the country.
- **Socio - Economical Development:** Commercialization of education helps in the process of economic development. Commercialization in education helps in increasing the rate of literacy, Gross Domestic Product (GDP), Gross National Income (GNI), Per Capital Income (PCI), provide the job opportunity etc... which is the major indicator of economic development of a country. This indicator also helps in the human resource development. So commercialization of education contributes in the economic development of a country.
- **To Face the Global Challenges:** Commercialization of education helps to face the global challenges of the world. The global challenges are as modernization, industrialization, privatization, globalization, information and communication technology, emergence of international knowledge network, role of English language etc... Commercialization of education

helps the students in acquiring appropriate knowledge about the advantages in technology. Emergence of international knowledge network, role of English language etc... Commercialization of education helps the acquiring appropriate knowledge about the advantages in technology. The challenges, how to adopt it, how help etc... and it also provide demand for training that can be applied in the real word. For this number of institutions of education system have transformed this structures and curriculum to meet the new global challenges.

- **To increase Personality Development:** Commercialization of education helps in the personality development of the students. The commercialization of education provides formal education to students. For the personality development of the students they provide moral education which included the development commercialization skill, soft skill, how to maintain their physical health, how to face interview, how to with entrance examination, how to adjust with the society etc... In the school syllabus the subject of moral science are included. This is helpful for the students in the entire life.
- **To increase Quality of Education:** Commercialization of education gives emphasis on quality education. The concept of quality education is broader term which indicates the quality of the learner, quality of the learning environment, quality content, quality process and quality outcomes. The commercialization of education makes effort to provide quality education to the students and also offer more demanding courses in the modern society. Generally every parent's wants that their children take the quality education which help them in their future life as well in the development of society. A person who gets good education will become a more dependable worker, better citizen and strong consumer. The commercialization

institution provides good learning environment, good infrastructure facility, good teachers etc... For achieving quality education.

- **To increase Private Institutions:** Due to the presence of commercialization of education a number of private institutions were increased in various regions. When the private institutions increased day by day the tendency of commercialization also increased, commercialization cannot take place without privatization. The various private institutions provide technical, medical, professional courses for the benefit of the students, along with the institution also provide proper infrastructure facility. So it helps the student in facing an international plate from. Incensement of private institutions increased the job opportunity and both the qualitative and quantitative development of education. So commercialization of education helps in this process.
- **Development of Society:** Commercialization of education gives emphasis on the social development. For the development of the nation, social development is very necessary. In the private institution the students were provide the social education how to adjust with the society, knowledge of the various culture, knowledge about social interaction, provide knowledge to the students to preserve their culture, knowledge of the norms, social customs etc... So the commercialization's in education provide appropriate opportunity to the students to establish a relationship with the culture traditions, norms etc... of the society. Through the education it is helpful for the child to develop the innate social qualities including socialization, social interaction, take participate in the program of the school etc. So commercialization of education help in the social

development and it also provide education according to needs of the society.

- **Fulfillment of Expectation of Parents:** Commercialization of education helps in fulfillment of expectation of parents by providing education in the private institutions. Every parents tries their level best to provide quality education to his ward and to fulfill their dreams, they spend a lump sum amount of money so that their ward is able to study in the best educational institution. This institution makes efforts to fulfill the dreams of the student. The education institutions, coaching centers etc. make a new educational industry, where after completion of the course the student engaged. They provide competitive environment to the student so as they can get achievement. When parents admit their children they become sure that their children future will be bright, because the parents have the faith the proper education as well as proper environment of the institutions.
- **Development of Professional efficiency of Teachers:** Commercialization of education helps give attention on the development of professional efficiency of teachers. In the private institutions they appointed highly qualified teachers, smart teachers, and also provide proper training to the teachers for their professional development. So that the students of different parts came to the institution to education. The institution provide opportunity to develop to their professional efficiency through seminars, workshop, study circle, conference etc.
- **Professional and Vocational Development of Students:** Commercialization of education gives very much emphasis on professional as well as vocational development of the students. The advertisement made by the school and colleges such as coaching, diploma degree, vocational training, various professional and skill development courses etc. which help the student to get a background

about these courses and provide opportunity to develop their academic career. Due to the effect of provide E-publishing, which provide our freelance writers an opportunity to work from home, have unlimited income potential as a weekly basis. The research papers, essays, form papers as a guide for their own and each project we produce is designed to be an excellent example exactly how their own term paper.

9. Disadvantages or Demerits of Commercialization of Education

Commercialization has a negative impact on education as well as ours society. Some of the important aspects are as following bellow;

- **More emphasis on Marks:** Commercialization of education gives more emphasis on marks. It not tries to fulfill all round development of students. The students were forced to get more and more marks in each subject and only give importance on intellectual activities. Continuous education is too much in this type of institution. When the students got high marks and make good result then people generally will be increased every year and from their high amount of money the institution will be developed and commercially benefited. In some private institutions they provide cheap commercial and vocational studies and the parents blindly send their children to it.
- **Unable to maintain the principle of Quality:** Commercialization of education is unable to maintain the principle of equality. In the society there are three types of people were lived – upper class people, middle class people and lower people. For the impact of commercialization of education system the poor people as well as the weaker section of the society not are able to get education due to high rate of fees in admitting the students.

Only the rich people will be able to take education because they have the capacity to spend high amount of money. There are various constitutional provisions such as article 46, but the commercialization of education not followed such type of provisions, because they always give emphasis on profit. Who pay money they will get better education.

- **Profit Oriented:** Commercialization of education always gives emphasis on profit. It makes education as a business. People make rise about it but day by day it increased rapidly. In many schools for the commercial benefit there have soda machines, candy machines, fast food canteens, cafeteria in the boundary of the school or college campus; it is an example of commercialization. From these sources they earn money from the students only for their benefit.
- **Costly:** The impact of commercialization in education which make education very costlier. In the private institutions the admission fees, monthly fees, development fees, semester fees etc. We are very high. It is not possible to send their children in that type of institution. They demand high amount of donation in admitting the student in various course. But the same type of education was given in the government school. The government provide various facilities to the students, reservation are there, special facilities are there for the special students where as in the private institution it not be seen. From the commercialization point of view the students are the consumer, education is the things and the educational institutions are the shop.
- **Materialistic Outlook:** Commercialization of education develops the materialistic outlook among the students. The student have the attitude that to take proper education and to get a good job. They pay money and take education. The student only thinks of himself and not for the development of his

region, society and for the nation. They want to spend a luxuries life. The commercialization of education makes the student self – centered. The students have the high expectation for the benefit of him. This type of education not help the student to develop the democratize attitude towards the people, towards the society and the nations. The students only busy with him and forget the duties of the citizenship and it produces a narrow outlook or narrow attitude among the students.

- **Mechanical Process:** Commercialization of education makes the education process as mechanical. It not follows the psychological principle. The children have given over burden curriculum. The teachers were engaged at all levels, they take all class, including remedial class, tutorial class, group discussions, seminars etc... which decreased the attention, motivation of the students towards learning. Very much repetition is there so that the teaching learning process becomes a mechanical one. This institution wants to make the student good in all subjects' areas in a short period of time, because they get a huge amount of money from the students for their development. So that they to maintain their standards. The teachers as well as the students were affected from this mechanical process.
- **Provide less salary to Teachers:** The commercialization of education impact on the salary of the teachers. In the private institutions the teachers were provide over burden work pressure. They don't have time, any time they are busy. The authority observed the teachers. The teachers usually faced the rudely voice of the authority when mistakes are there. The whole day the teachers were associated with the teaching process. They not have the leisure time for mental release. But the teachers do not get sufficient amount according to their work. So it not encourages the teachers for their

professional development. If the institutions paid huge money to them the profit will not be there, which will bring an unfavorable condition. The main aim is the profit of them so that they not paid the teachers sufficiently.

- **Provide poor service condition to Teachers:** Commercialization of education only gives emphasis on profit of authorities who open the institution, but not give attention on the profit of the teachers. They provide less salary to the teachers but teachers have given over burden of work. They not provide quarters, proper facility, proper transport, water facility etc... to the teachers. So that the conditions of the teachers become poor, but they provide proper education of the students. If all the facilities provide to the teachers the institutions not become in a condition of profit. So that the commercialization of education greatly impact on it.
- **Over Compulsion of Teachers:** The impact of commercialization on education also related with the over burden of the teachers. In the private institutions, for the commercial benefit they pressure on the teachers and give over burden of work for the whole day. They were bound to do the activities provided by the authority. They were busy to take the class, examination, remedial class, tutorial class, to check the examination copy etc... But on the basis of their hard working in the whole day they don't get sufficient amount of money. Sometimes teachers can be suffered from anxiety; tension etc... and they were not satisfied with their job. The institutions have the outlook, the profit should be increased and not spend money in other activities. Only money is the main point is this type of institution.
- **Over Compulsion of Syllabus for Students:** Due to the impact of commercialization of education of educational institutions become a business

enterprise. The curriculum of the institution is very is spread. It includes various additional subjects in general curriculum. The small children are suffering from it. The books provided by the institutions are very expensive and in the lower stage which are not psychologically effective. The students were given to do daily home work, practical work an each subject which have a great burden to the students. The not have time to play with his groups due to tuition, school, drawing class, music class, youga class, dance class etc... so this type of education make the student as a machine. These actions were played only for the benefit of the educational institutions.

10. Role of Teacher in Education

Central to this issue is the changing equations of the role of the teacher. The most sacred and the most important job in the world is that of the teacher. A teacher, hidden in the shadow of the student, must guide him to move ahead and resurrect our broken society. From the time when education started its first phase of commercialisation, the responsibilities of the teacher too, have been compromised. It is painful to note that people are beginning to view it as just another job which pays them and feeds them. When a person graduates, more often than not, the last job that he/she applies for is the job of the teacher. While we are a society built with the bricks of fallacies concrete of misguided principles, the notion, that the job of a teacher is a lesser one, filled with so much ignorance and falsity can only be equated with sacrilege and blasphemy. The repercussions of such a situation, in which the teacher's indifference towards his job juxtaposed with demands of money-mongering institutions they work in, are clearly demonstrated by cases such as the La Martiniere suicide. The case was widely reported because it happened in an elite Kolkata school, but what about the myriad cases of physical assault in lesser schools in

towns and villages. Certainly every case cannot be reported. The teacher knows this and thus assaults with impunity. I do not seek to label the whole community of teachers diabolical. There, certainly are a lot of people who are walking definitions of how a teacher should be. But their number is fast dwindling.

11. Role of Student in Education

- **Students as Facilitators:** Knowledge comes from study, experience, and reflection. Engaging students as learning guides and facilitators helps reinforce their commitment to learning and the subject they are teaching; it can also engage both young and older learners in exciting ways.
- **Students as Researchers:** Identifying issues, surveying interests, analyzing findings, and developing projects in response are all powerful avenues for Student Voice.
- **Students as Planners:** Planning includes program design, event planning, curriculum development, and hiring staff. Students planning activities can lend validity, creativity, and applicability to abstract concepts and broad outcomes.
- **Students as Organizers:** Community organizing happens when leaders bring together everyone in a community in a role that fosters social change. Students community organizers focus on issues that affect themselves and their communities; they rally their peers, families, and community members for action.
- **Students as Advocates:** When students stand for their beliefs and understand the impact of their voices, they can represent their families and communities with pride, courage, and ability.
- **Students as Evaluators:** Assessing and evaluating the effects of programs, classes, activities, and projects can promote Student Voice in powerful ways. Students can learn that their opinions are important, and their experiences are valid indicators of success.
- **Students as Experts:** Envisioning roles for students to teach students is relatively easy; seeing new roles for students to teach adults is more challenging. Students' specialists bring expert knowledge about particular subjects to programs and organizations, enriching everyone's ability to be more effective.
- **Students as Advisors:** When students advise adults they provide genuine knowledge, wisdom, and ideas to each other, adults, schools, and education agencies, and other locations and activities that affect them and their world at large.
- **Students as Designers:** Students participate in creating intentional, strategic plans for an array of activities, including curriculum, building construction, students and community programs, and more.
- **Students as Teachers:** Facilitating learning for themselves, other students and educators, other adults in schools, or adults throughout our schools can be teachers of small and large groups in all kinds of topics. [Examples]
- **Students as Grant-makers:** Students can identify funding, distribute grants, evaluate effectiveness, and conduct other parts of the process involved in grant-making.
- **Students as Lobbyists:** Influencing policy-makers, legislators, politicians, and the people who work for them are among the activities for students as lobbyists.
- **Students as Trainers:** When they train adults, students, children, and others, youth can share their wisdom, ideas, knowledge, attitudes, actions, and processes in order to guide programs, nurture organization and community cultures, and change the world.

- **Students as Politicians:** Running for political office at the community, city, county, or state levels, students can be politicians in a variety of positions. In some places, they can run for school boards or as education trustees too.
- **Students as Recruiters:** Students building excitement, sharing motivation, or otherwise helping their peers and other people to get involved, create change, or make all sorts of things happen throughout schools and the entire education system.
- **Students as Social entrepreneurs:** When students recognize a social problem, they can use entrepreneurial principles to organize, create, and manage a venture to make schools and their communities change.
- **Students as Paid staff:** When schools hire students, they can be staff members in schools and throughout the education system. They can fulfill many roles on this list in paid positions.
- **Students as Mentors:** Mentoring is a non-hierarchical relationship between students and adults, adults and students, or among students themselves, that helps facilitate learning and guidance for each participant.
- **Students as Decision-Makers:** Making rules in classrooms is not the only way to engage students in decision-making. Participating in formal and informal decision-making, students can be school board members, education committee members, and in many different roles throughout schools.
- **Students as Activity Leaders:** As activity leaders in schools and education agencies, students can facilitate, teach, guide, direct, and otherwise lead youth, adults, and children in a variety of ways.
- **Students as Policy-Makers:** When they research, plan, write, and evaluate education rules, regulations, laws, and other policies, students as policy-makers can enrich, substantiate, enliven, and

impact the outcomes of policies and schools in many ways.

12. Education in India: Concept at present Scenario

In India, over the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education not only to meet the growing demands but also to realize the huge and quick profits potential. This was situational because government has shortage of funds so for the benefit of nation government allowed private institutions. Privatization of higher education has emerged in several forms and types in the recent decade in India. One, privatization within government higher education institutions take place in the form of introducing self-financing courses within government institutions; two, converting government-aided private institutions into private self financing institutions; three, allowing to expand self-financing private institutions with recognition and also without recognition, which may be termed as commercial private Commercial private higher education emerges from market forces and tied to economic and global forces. They thrive on the principles of commercialism, primarily focus on vocational courses and highly pragmatic. Their commercial thrust is training jobs, indeed, part of the curriculum is industrial training. Not only training for jobs but also place their students in well-paid jobs. This indeed speaks about the strong industry – institution linkages. They are narrowly focused, rather micro-specific in designing their course and training. This narrow focus is their strength as well weakness. It is strength as long as there is demand for such specific nature of the courses and a weakness once such a demand is satiated. Moreover, the built-in set up / infrastructure do not allow them to diversify. They cater to the unmet demands or rather demand- absorbing from

the non university higher education sector. We can divide these institutions in to various types, like of the self-financing engineering colleges and management institutions are affiliated to the conventional universities. In which, the course structure, design, curriculum, and the pattern of examination fall within the purview of the national or state pattern. On the other side, several of these self financing private institutions are also non-affiliating to any universities and cater to the demands of the corporate sector nationally and internationally. This privatization has its negative impact also. Student is acting as market force. Student is the power while faculty is weak in these private institutions. Indeed, the faculties lack the position, power and autonomy as they traditionally enjoyed at universities. Basically they serve to students and their practical orientations in commercial private institutions. These institutions rely on part-time faculty and may be drawn from full-time faculty at public universities (and hence do not add to further employment opportunities). When employing full-time faculty, they pay meager salary. Perhaps many of them have neither practical nor academic expertise and lack training.

13. Higher Education in India: Concept

The present format of Higher Education in India was started in 1857 with the inception of universities in the three presidency towns. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as arts and humanities, natural, mathematical and social sciences, engineering, medicine, dentistry, agriculture, education, law, commerce and management, music and performing arts, national and foreign languages, culture, communications etc... For smooth conduction of higher education in India we have the following conceptual framework.

1. Academic: Concept

- ❖ **Pre-school level:** At the age of 3 – 5 years, children go to attain primary schools for learning basic education in their life. There, they not learn only A, B, C, D they also learn A to Z i.e., formal and informal education. They learn respectability, discipline, human behaviour, moral education, friendship and many more. This time is very important for each and every child.
- ❖ **School level:** After 6 years of primary schooling education, secondary education is offered six years education for secondary level. After 6 years of secondary schooling education, education is offered two years for higher secondary level education with three streams likely – science, arts and commerce. This is the time of choosing of primary career options.
- ❖ **Under - graduate level:** After 12 years of schooling education, bachelors degree is offered in three streams-liberal i.e., three years of degree course in arts, science and commerce and professional course i.e. agriculture engineering, medicine, pharmacy etc...
- ❖ **Post-graduate level:** Masters Degree is normally of two years duration in both the liberal and professional course.
- ❖ **Research programme:** A research programme i.e., M. Phil and Ph. D is taken after completion of master degree.
- ❖ **Diploma:** Diploma course are also available at the Under Graduate and Graduate level.

2. Institution: Concept

The degree and diploma awarding institutions in India for higher education are Central Universities, State Universities, Deemed Universities, Private Universities, Open Universities and Institutes of National Importance.

- ❖ **Central University:** Central universities are established through an Act in Parliament and are

funded by the Union Government. Older universities have been established through individual acts such as Delhi University Act. In 2009, the Central Government established a number of universities together through the Central Universities Act.

- ❖ **State University:** State universities are established through an Act in the State Legislature and receive funding from the respective State Government, and sometimes from the Central Government, usually via UGC.
- ❖ **Deemed to be a University:** UGC accords a deemed-to-be-a-university status to an institution. Upon receiving an application, the UGC committee forwards its recommendation to the Department of Higher Education, MHRD, which declares a university as deemed-to-be-a-university. Both government and private universities can be deemed universities. For example, Gokhale Institute of Politics and Economics and Symbiosis International University are examples of government and private deemed universities, respectively.

Deemed university status allows greater autonomy in operations, syllabus, admission, and fees, than allowed by the above types of universities. Deemed universities are also eligible for funding from the UGC. Jurisdiction of deemed universities is pan-India and worldwide. For example, Birla Institute of Technology and Science, Pilani has an offshore campus in Dubai.

- ❖ **Private University:** Private universities are established through an Act in State Legislatures. Until now, no private university has been established at the Centre through an Act in Parliament. The Private Universities (Establishment and Regulation) Bill was introduced in Parliament in 1995 to regulate the entry and operation of private universities, but it received strong opposition. Some states had contended that the bill

was unconstitutional and challenged its constitutionality since Entry 32 of the State List confers the power to incorporate and regulate universities to the states. Subsequently, the bill was withdrawn by the Central Government in 2007.

Private universities also have to obtain recognition from the UGC. They do not have the power to affiliate colleges that are run by a different trust.

- ❖ **Institute of National Importance:** Institutes of National Importance are institutes accorded power to grant degrees because of their strategic and economic importance for the country. These include institutes such as IITs, AIIMS' and NITs. These institutes have been established at both Central and State level. Based on this, there are only two types of universities that can be under private management: Deemed and Private Universities.

3. Regulatory: Concept

The institutions imparting education and higher education system at different levels are regulated by University Grants Commission (UGC), All India Council of Technical Education (AICTE), Medical Council of India (MCI), India Council for Agriculture Research (ICAR), National Council for Teacher Education (NCTE), Bar Council of India (BCI), Distance Education Council (DEC), West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Higher Secondary Education (WBHSE), National Policy on Education (NPE), Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examination (CISCE), and have had many more boards for individual states in India.

India's Higher Education system can be projected to be more transparent and inclusive by the end of Twelfth Plan period, provided the Government is able to create an enabling regulatory environment and put in place healthy implementation, monitoring and quality assurance mechanisms. The Ernst and young Limited

Liability Partnership (LLP), registered under the Limited Liability Partnership Act, 2008 in India suggests the following strategies to be adopted.

- ✓ **Merit-based Student Financing:** This should ensure admissions to meritorious students independent of financial background.
- ✓ **Inter-nationalization of Education:** This would entail aligning different aspects of education (curriculum, faculty, etc...) to international standards.
- ✓ **Enabling a Research Environment:** This would involve creating adequate means of research funding and practical application of research
- ✓ **High Quality Faculty:** The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty.
- ✓ **Improved Technology for Education Delivery:** Leveraging technology for enhancing the teaching-learning experience will ensure better outcomes.
- ✓ **Employability:** Making education-industry relevant and practical would be the right way to ensure a highly employable talent pool.

14. Twelfth (12th) Five Year Plan (2012 - 2017) and it's beyond

The Twelfth Five Year Plan's recommendation on Higher Education from a private sector perspective and suggests strategies for quality improvement in higher education. With the objectives and proposals of the plan as the basis, the report cites that the private sector has played an active role in the growth of the sector. Private institutions now account for 64 per cent of the total number of institutions and 59 per cent of enrollment in the country, as compared to 43 per cent and 33 per cent, respectively, a decade ago. The Indian Government has also given the required thrust to the sector in its Five Year Plans. During the Eleventh Plan period (2007 - 2012), India achieved a Gross Enrollment Ratio (GER)

of 17.9 per cent, up from 12.3 per cent at the beginning of the plan period.

15. Post Globalization: Concept

Globalization has a multi-dimensional impact on the system of higher education in India. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education and emphasis on its research and development activities because education is an important investment in building human capital. The higher education system in India suffers from acute paucity of funds, lack of autonomy, burden of affiliation. On the other hand the effect of globalization on education brings rapid developments in technology, communication and knowledge economy.

- **Globalization and Economic reforms:** In India has yielded significant changes in the role of state and restructuring of social welfares education, employment, agriculture and health system. In higher education it was always the monopoly of middle class and elite groups of the society.
- **Privatization of Higher Education System:** There has been an increasing trend towards privatization of higher education in India. The quality and content of the education are industry oriented due to privatization. In this day, age of globalization and privatization with competition and to meet the new challenges of the 21st century higher education should be radically transformed. India is required to set up a chain of educational institutions which are accredited, globally acceptable. We should also keep in mind that quality can come only from quality teachers and quality infrastructure, under quality leadership.
- **Women Education:** Women literacy rate has grown over the three decades. Women education

plays a very important role in the overall development of the country and improving the quality of life at home and outside.

- **Commercialization of Education:** Impact of globalization is commercialization of higher education due to which self-financing courses have been introduced which has deprived many from getting higher education especially in countries like India where illiteracy still prevails and education is a dream to many. The existing policy of globalization of higher education is motivated by profits rather than social justice or the policy of the government. Its goals therefore are to meet the demands of the market.
- **Teacher Education:** In the global society to-day the aspects of rapid change, life-long learning, flexible routes of learning and the use of technology have a major impact on all the areas of teacher education. Major steps to be taken qualitative expansion, value based, competency based and ICT based teaching learning.
- **Knowledge:** The impact of globalization on higher education is the transition to a knowledge society towards universities as knowledge-centers.
- **Skill:** Higher education is seeking ways to meet the demands and challenges put forth by globalization. Higher education today is expected to produce skilled and trained workforce who can compete in this global market.
- **Different Education Policies:** Globalization also impacts the education policies on higher education in India. In the last two decades Indian government has formed various committees, commission and also different kinds of economic bodies came to existence like NAAC.
- **Entry of Foreign Universities:** Foreign Direct Investment (FDI) is important tool of globalization. As government lack of funds FDI is allowed into higher education. The foreign universities is

expected to bring the quality infrastructure in teaching, research as well as physical infrastructure. This will attract large scale foreign investments into India and also to an extent reverse brain drain. However, the government will have to create a level playing field for all institutions and also ensure that other factors are considered. Their entry should also increase the qualities in research areas and so on, rather than focus on undergraduate programs.

- **Communication:** The effects of globalization on education bring rapid developments in technology and communications. It changes the role of students and teachers and producing a shift in society from industrialization towards an information-based society.
- **E-learning:** People with disability get benefit from globalization only if they endowed with knowledge, skills, capabilities and rights needed to pursue their basic livelihoods. The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy, more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form and students are generating papers, assignments and projects in electronic form. Video projection screens, books with storage device servers and CD rooms as well as the emergence of on-line digital libraries are now replacing black-boards. Even exams and grades are gradually becoming available through electronic means and note-books are starting to give way to laptops. Also, students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in a classroom.

16. Indian Higher Education: After One Epoch

Academically and Institutionally, India has moved beyond traditional reticence and leaders are no longer discomfited by risky experimentations. Against such a back-drop there is more room to grow with equity and excellence. By 2030, India will have the largest population in the world, in the higher education age bracket. Increasing urbanization and income levels will drive demand for higher education. India's economy is expected to grow at a fast pace; rapid Industrialization would require a gross incremental work-force of about 250 million by 2030. India could potentially emerge as a global supplier of skilled man-power. Given the expected socio-economic scenario in 2030, India would need a robust higher education system that can deliver on multiple imperatives. A differentiated system of institutions with differing objectives and focus areas would be critical for achieving the proposed goals. It will be a 'Tough Road Ahead'.

17. Emergence of the Private Sector in India

The private sector has emerged in India due to following some reasons;

- **Shift in policy:** According to Article 45 of the constitution of India, there should be free and compulsory education for all children between the ages of 6-14 years. So focus has shifted to elementary education. As a result, the involvement of the state in higher education has been reduced.
- **Mass approach to higher education:** This type of approach to higher education has resulted in phenomenal growth of number of institutions of higher learning.
- **Increased demand for enlightened work force:** In the recent years, there is a revolution in the area of technology. It has resulted in boosting market economy.
- **Economic compulsion:** Education is also relevant to globalization through Cultural integration. In the

wake of competitive market scenario, the countries are left with no choice other than to depend on education and training to manage economies.

- **Charting the pressure of commercialization:** Demand for education is high. If government cannot afford to provide and fund all the education that parents expect for their children then those parents will seek private suppliers.
- **Demand side pressure:** Government System is unable to cope with increase in enrolment because they must raise money from the tax payers. In this condition, private provision is the only way in which education system can grow in response to increase demand.
- **Push and Pull factors:** There are general pressures to privatize education system. One of factor is global economic and social change. Whenever globalization is linked with market liberalization, it will result in encouraging government to seek more efficient, more flexible and more expensive systems.

18. Limitations

Due to time constraint this research review study has been made on the basis of previous data i.e. secondary data. Those research gaps are huge and to be helped the future researcher when research on this topic. This study may be up-dated and redesigned by considering the latest available data. There is a lot of scope for further researches on this issue by considering other factors which I have not considered in my present study, it would have been more.

19. Recommendations

Followings are the some suggestions and expectations from government, industry, educational institutions, parents and students for improving or increasing quality and quantity of education.

- **To learn society:** As we move towards a learning society, every human activity will require contributions from experts and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned to-day to the task of education for all, will continue to be preponderant, the country will have to prepare it-self to invest more and more on education and simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.
- **Industry is connected with Academic:** Industry and Academic connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills + global professional skills = good jobs).
- **Innovative practices:** The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation-growth linkage.
- **To mobilize resources:** The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidized and fully subsidized education.
- **Student-centre education and dynamic methods:** Methods of education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centre education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.
- **Public Private Partnership (PPP):** The public-private-partnership i.e., PPP is most essential to bring in quality in the education system. Governments can ensure PPP through an appropriate policy. University Grants Commission i.e., UGC and Ministry of Human Resource Development i.e., HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories i.e., NRLs as a step towards PPP. Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated equipment. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels. However, this needs to be intensified with appropriate attention to all the aspects related in order to prepare quality and sufficient number of educational staff. Such efforts need a very serious structuring for the research base institutions. We have to be optimistic that private-public partnership and the Industry interface will take place in the field of education at all levels, and particularly in the backward regions, which is the need of the hour. To achieve excellence, we thus

need to create a real partnership between government, educators and industry - Partnerships that can provide our high-tech industries with skilled workers who meet the standards of their industry.

- **To provide job-oriented courses:** All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself; and based on this ambition only one can lead interesting life doing satisfying job to do remarkable achievements in some field in the world.
- **International cooperation:** Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and

communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

- **New education system for make a new India:** India realizes, like other nations of the world, that humanity stands today at the head of a new age of a large synthesis of knowledge, and that the East and the West have to collaborate in bringing about concerted action for universal upliftment, and lasting peace and unity. In this new age, great cultural achievements of the past have to be recovered and enriched in the context of the contemporary advancement so that humanity can successfully meet the evolutionary and revolutionary challenges and bring about a new type of humanity and society marked by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities.
- **Culture Programmes:** After education, tour to all the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.
- **Take plan for improving quality:** Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realize the need for quality education and come forward with action plan for improving quality in higher educational institutions.
- **Individuality:** The life of one will not be interesting but rather boring, monotonous and

frustrating. This is mainly due to parental interference in the education of the children. Parental guidance is necessary but it should not interfere in the creativity or individuality of the students. Also, in spite of the obsolete type of education system, some are achieving wonderful things in sports, music, dance, painting, science and technology in the world. This is only due to the encouragement of the parents and some dedicated teachers in the educational institutions. Education is necessary for one to achieve excellence in the line one is best. But one should be selected for higher education on the basis of merit only. Further, fees for education in general should not be high; especially, the fees for higher studies should be within the reach of every class of people in the nation.

- **Privatization of education system:** In any nation education is the basic necessity for the socio-economic development of the individuals and the society. In reality only 20 per cent of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the govt. authorities with sincere political will. Also, privatization of higher education is absolutely necessary in a vast country like India as government alone is helpless to do so.
- **To develop the education quality:** Quality depends on its all functions and activities: teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values and circumstances. The level of education and

knowledge being impacted by many colleges...is not up to the mark. Instead of concentrating on quantity, these institutions should concentrate on quality. The approach of doctoral research in social sciences needs to be more analytical and comparative and be related to society, policy and economy. A study conducted on Social Science Research Capacity in South Asia (2002) showed that the share of the Indian universities in the special articles published in the Economic and Political Weekly was only about a 25 per cent. This too was dominated by only three universities, namely- Jawaharlal Nehru University, University of Mumbai & University of Delhi.

- **World class education system:** Indian government is not giving priority to the development of standard in education. India should aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc... allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it should adopt uniform international syllabus in its educational institutions.
- **To develop our personality:** Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for the educated people are naturally ample in scope. As a result business process outsourcing i.e., BPO activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.

- **Fair quality assurance system:** Colleges and Private institutes should set up internal quality assurance cell and must follow a minimum standard to give degrees. The quality assurance system must be independent of political and institutional interaction and it must have a basis in the legislation. There should be operational, financial and academic autonomy coupled with accountability. There is a need of an independent accreditation agency with a conglomerate of government, industry, academia and society etc... means all stakeholders of the education to ensure that the stakeholders particularly the students are not taken for a ride. They should be able to know whether a particular institution delivers value or not, then things can be under control to some extent. It is also important that all institutes of higher learning must make public the acceptability of their courses and degrees. (i.e., the status, recognition and acceptability of their courses by other institutions)
- **To increase quantity of Universities:** We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission i.e., NKC to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrollment ratio increases to 15 per cent. It has also called for establishing an Independent Regulatory Authority for Higher Education i.e., IRAHE to monitor the quality of overall higher education in India.
- **To reforms examination pattern:** Examination reforms, gradually shifting from the terminal,

annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented.

- **Digital libraries:** Our school, college and university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.
- Health care and education are the two sectors where India can become a world destination. By providing high quality health care and highly professional education, India can become a world leader in these sectors.
- At higher education level, Mushroom Colleges have grown rapidly. Such colleges are becoming the center for selling degrees. After paying money, you need not attend the classes. Such institutions are more in professional courses like Engineering, Pharmacy, Education and Management courses. Due to this, employers get low wages. So government should check these kind of colleges in control.

20. Epilogue

“Education is that what remains after one has forgotten what one has learnt in school”.

Einstein

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements

there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation by 2020 and knowledge power by 2015. The decisions that are going to be taken on these are likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

From the above discussion we said that, privatization or commercialization has both the positive and negative impact on education, society and economic growth of India. Without privatization or commercialization, education can't take place. Education is to bring out the potential in a learner by providing the learner the most congenial physical and social environment to help him realize his fullest potential. On the other hand education is an industry and its commercialization or privatization is here to stay. At the end we can say that for these people education has to-day become an option to make money than providing quality education to students. But due to the presence of this tendency it is helpful for the government for reducing their work burden and for the students to cope up with the modern society. The role of commercialization or privatization is important to expand education qualitatively as well as quantitatively. Here, state and central government encourage the commercialization of education to achieve economic development. But, the lack of quality education affects the educated masses. In fact, commercialization

increases of number of degrees holders on one hand and un-employment on the other hand. For this more and more opportunities should be provided to them which can prepare them for employment in organizations or engage in self employment. Therefore, the suggestions given in the study may be implemented to improve the quality of education provided through commercialization and remove its negative impact on education and society.

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