The Commercialization of Tertiary Education in India: Challenges and Strategies for Educational Leadership

by

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Abstract

This project work explores the challenges of the commercialization of tertiary education in India. Several years ago, some philanthropists started private institutes in order to provide free education to needy children. Nowadays, however, the motive of Indian private institutes has changed into monetary purposes. Commercialization in higher studies contradicts “Education for all” by allowing only the financially able people to get an education. Tertiary education becoming beyond the reach of many common students is the driving force for this research project. I hope this handbook will act as an eye opener for school administrators, government executives and policy makers. I believe this guide will (a) reveal some harsh impacts and consequences of commercialization in Indian education and (b) present purposed strategies that will create an environment to curb the menace of commercialization.
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Chapter-1 Introduction

Purpose of study

Being honest, I am an introverted type of person who does not want to remain in the limelight. Most of the time, I hesitate to take initiative and run from presentations. I am trying hard to overcome these drawbacks and hope I will become more out-going during and after taking part in Master of Educational Leadership in Vancouver Island University, Nanaimo, British Columbia, Canada. I do, however, have big dreams with strong determination and power to accomplish them. Ambitions with economic progress always dominate my mind. As a researcher, I love to dig deep to learn about new things. I believe in hard work, am honest with my work, have confidence, and am open to new experiences that will boost my research work. I also believe that I possess determination, honesty, and an inclination towards my ambitions that will further support my mission. Being from a teacher family background, my primarily purpose of pursuing a master’s in educational leadership is to extend the legacy left by my father. My aim is to attain a top position in government to formulate policies which will curb commercialization of education, support inclusive education, and improve student teacher relationship.

The following values will help me accomplish my research work:

**Honesty**- Being honest means telling the truth and having ethical principles and clear standards by which to live.

**Broad-Minded**- Always think big. Broad minded people create big opportunities and narrow-minded people create big problems. Big opportunities always lead to big results.

**Determination**- Strong determination is the basic element of success. Determination will decide whether you succeed in your mission or you quit after first attempt.

**Imagination**- The true judgement of intelligence is not knowledge, but imagination. If you can imagine, you can achieve.

My cultural foundations include beliefs which make me committed to my research progress and determined to complete this mission. I believe that there should be no disparity between girls and boys in the modern world and that every child should have equal opportunities to educate himself or herself. I believe that
every student who enters my classroom can succeed. As a teacher, it is my duty to help students reach their full potential and gain the knowledge and skills they require in their daily lives as a democratic citizen of our society. I believe that every student has something to teach me. To facilitate sharing of ideas by my students, I wish to develop a safe atmosphere where my students feel their thoughts and opinions are valued. I feel that education should be relevant and interesting. Education should incorporate the students’ families and communities when possible.

If you cannot do it alone and have to rely on others, what is needed to make this happen? Trust is the social glue that holds individuals and groups together. The level of trust others has in you will determine the amount of influence you have. In nutshell, trust is the backbone of leadership. You must take long-term perspectives. The capacity to imagine and articulate exciting future possibilities is a defining competence of leaders. Leaders must remain optimistic because positive differences can only be made by positive leaders. Leaders are continuous learners. Leaders are constant improvement fanatics and learning is the master skill of leadership. If you want to be the best leader, learn to accept your criticism and weaknesses. One who is satisfied with learning has stopped progressing. Change is the nature of life and challenges are the aim of life. If one runs from challenges, how could one make progress in life. Challenges are the part of life. If you overcome the challenges, you can lead and if you cannot, you will certainly guide. Challenges are crucial for greatness.

Education is the most powerful tool that separates a man from an animal. Education has always been and will always be the most vital need of mankind. Devotion, passion and honesty are the forces which drive the education. Human history is shaped by the ebb and flow of fashion in ideas. Militarism turns to pacifism; prudishness is overthrown by permissiveness (Flam & Keane, 1997, p. 1). The preferred role of the government in the life of citizens is no less than pendulum swings. It is well said “If You Are Planning for A Year, Sow Rice; If You Are Planning for A Decade Plant Trees; If You Are Planning for A Lifetime, Educate People (Chinese proverb). A man learns from the world outside him, which consists not only of human beings but nature and the material products of human labour as well, and he is also an active participant in this world (Shrivastava & Chowdhary, 2006, p. 178). Education is a mechanism through which human beings become social subject. ‘A preparation for particular forms of social life’ essentially means that human beings consciously influence the learning of other human beings to mould them in accordance with the ‘moral and
political’ values that they want to build the future society on. Education, therefore, is always “based on ethics and politics, and even the content of education is politically determined”. Or, to put it crudely, education is politics (Shrivastava & Chowdhary, 2006, p. 179). The decade of 2000s has truly been regarded as the era of modernization, globalisation, and privatisation. In the transformation of education from ancient times to the twenty first century, commercialization could be viewed as the worst possible thing that could ever happen. Private schools and colleges are proliferating like mushrooms in India which has significantly spoiled the dignity of education as well as teachers. In the present neoliberal era where the logic of the market is being propagated as the ultimate determinant of the future, we find that equality, dignity, justice and democracy are under serious threat. In such a situation the need for ‘all-round education’ becomes critical for reclaiming democracy and human dignity because the “politics of human resistance” (Shrivastava & Chowdhary, 2006, p. 179). The education policy of India has always been focused on primary education since the mid-nineties. The higher portion of the education budget is reserved for primary and secondary education and higher education remains in the hands of corporations. The examination system further reflects the modification of education into profitable business. With the implementation of the Structural Adjustment Programme and New Economic Policy, as per the IMF- World Bank conditions, the State began to withdraw from all social sector services including education thereby leading the way to the commercialisation of all services (Shrivastava & Chowdhary, 2006, p. 179). Fundamental debates are taking place in India today about the need for clear vision and a focused mission for public education. In recent years, the voices of business leaders have been the loudest in the discussion (Flam & Keane, 1997, p. 31-32). Many companies, such as Reliance and Tata, are stepping into the field of education and gradually taking over the control from government due to their financial influence over the government and its policies. This paper focuses on challenges of commercialization and strategies to curb commercialization at the tertiary level.

**Justification of the study**

Although the right to education was not the fundamental right of the Indian people in early years of enactment of the constitution in India but there were certain provisions in the constitution which dealt with the education of people. Article 45 of the constitution says- The state shall endeavour to provide free and compulsory education to children up to age of 14 within a period of ten years from commencement of
constitution (as cited in Sahu, 2013). In the case of Mohini Jain vs State of Karnataka, the judiciary stated the Right of Education as- The right to education directly flows from right of life. The right to life and dignity cannot be assured unless it is accompanied by the right to education (as cited in Sahu, 2013). The constitution of India clearly points towards free education to children up to 14 years and any contradiction to a constitution provision is against the law. In the late 90s, private education was started initially for philanthropic purposes. Education was provided free without any materialistic intentions. What is new about today’s commercial practices is not their existence, but their purposes and quality. While it is true that education must evolve with time, but the purpose of education must be kept above all. Commercialization is the worst possible thing that could ever happen in the education system. Commercialization of education is a process of private ownership and management of educational institutes whereby investments are made with the motive of earning profits (Chopdawala, 2015, para. 3). A substantial increase in the number of private institutes in India has significantly influenced the dignity of education as well as the dignity of teachers. But the introduction neo liberal economic policies opened the door for private sectors to intervene in education sector. Allocations for higher education in the Eighth (1992-97) and the Ninth (1997-2002) Five-Year Plan periods touched all-time lows. Hardly seven to eight percent of the total Plan expenditure on education was devoted to higher education, compared to nearly one-fourth in the Fourth Five-Year Plan (1969-74) period (Tilak, 2012, p. 2). India has the highest number of students in the world, about 315 million (Varma, 2014, para. 1). It is not an easy task to accommodate all. In the context of the current changing social and economic fabric of the country, the recent paradigm shift in the Indian economy and political philosophy has led to the demand for private institutions to provide education to all. It is argued that the government has limited funds for education and it is difficult to open new public colleges and universities. To cover its inability, the government has allowed the private companies to intervene in the education sector. Now the situation has worsened to such an extent that the government share in overall education has dropped to 54% in 2013 from 80% in 1983 (Sahu, 2013). The scenario is much worse in engineering and medical streams. Private firms had a 15% share in engineering colleges in the 1960s, which has turned out to be 87% in 2013. In the medical field, it was 7% in 1960s and 41% in 2013. The government is obliged to provide free primary education to children below 14 years, and it has invested a large proportion of
the education budget in it. Because of this, investment in higher education has proportionally decreased. To meet the needs of students for higher education, it was imperative to privatize higher education (Sahu, 2013).

Sahu (2013) also emphasized that with privatization, private professional colleges have proliferated. This rapid growth has contributed to an increase in the number of colleges providing higher education, but it has been at the cost of quality, as the government does not exercise sufficient control over “unaided colleges”. In these private colleges, enrollment procedures are unethical. College authorities do not follow the standard rules for admission. The criteria reflect the notion that the more one pays, the greater the chances of getting admission. Moreover, deserving poor students do not get admission, regardless of their achievement marks. Money speaks louder than capability in such colleges.

I belong to a teacher family. I have been brought up in a family which is very meticulous in its plan for education. My father was strictly against the donation fees process and he always tried to participate in social welfare and student welfare programs. He taught me that education should remain for its true purpose. As he was teacher in a government school, he made us study in government-aided school. But due to social pressure, he reluctantly transferred us to study in private schools. Although I was too young at that time, I felt that most of the earnings of my father and mother went for my admission into private school settings.

I thought that I belonged to a financially sound family and that my parents were capable of paying high fees for my studies. What about financially weak students? How would they get better education by paying such huge amounts? It can be viewed that relationships are the backbone of the education system and better relationships lead to better results. In my opinion, the relationships in private institutes are becoming weak. How can we think of better learning environments if relationships among students and teachers are not well? If respect for the teacher diminishes in the minds of students, learning will suffer in schools. Better relationships among teachers and students will eliminate the hesitation and students will feel comfortable discussing their problems with teachers. Relationships are foundational to achieving effective outcomes from any task put forth because you cannot do it alone. The worst example of commercialization in the education sector being evident with my close friend. He paid triple the fees for the same course I took because he took admission in private university whereas I took admission in public university. Furthermore, the purpose of Education for All is not fulfilled due to incapability of students from economic families to get admission in
colleges. Private institutes charge exorbitant amounts for admission as well as for studies. A common person cannot afford such expensive studies. The management of these schools and colleges make huge profits, and this concept acquires distinct market undertones.

**Research question and hypothesis**

As commercialization is perhaps the worst possible thing prevailing in Indian education system, there is dire need to curb it as soon as possible. There are limited seats in public colleges and these public colleges cannot accommodate all students. Students from poor families are incapable of participating in higher education. So, to make a sustainable environment for education and to avail higher education to all, commercialization should be halted with immediate measures. Given the prevailing situation in the Indian education system, the educational leadership has big role to play in confronting commercialization. Considering commercialization as one of the biggest menaces of the present Indian education system, my research question is- What are the challenges and strategies to tackle commercialization in tertiary education system in India?

**Definition of terms**

The operational definitions of some of the key terms used in this study are:

- **Relationships**: Relationships ‘happen’ at all times, in all places, in all parts of society and in all phases of development of individuals. These might include exchange of ideas, skills, attitudes or values. It is a bonding which moves every group of individuals.

- **Commercialization**: Commercialization of education is a process of private ownership and management of educational institutes whereby investments are made with the motive of earning profits.

- **Privatization**: The intervention of private firms in public sectors is called privatization. Private investors become executives in different fields.

- **Materialism**: A tendency of inclination towards material possessions and worldly comforts. The possessions and comforts become more valuable than spiritual satisfaction.

- **Leader**: Leader in this study is referred to the head of the school who has the power to take action against any injustice to the students in the school.
Executives: Executives in this study refers to people who are responsible for implementing the rules and regulations, who keep a check on the implementation of laws.

Tertiary education: Tertiary education is the third level education, which is received after completion of secondary education in a school. Tertiary education is imparted in colleges and universities.

**Brief overview of the study**

My research question focuses on the impacts of commercialization on the Indian education system. Commercialization is an extremely large topic and I must refine it. The first step in this study is to review the past and current research on commercialization in Indian education and analyse it deeply. Reading more about the educational policies of developed countries may prove to be a boon for my research and may yield possible remedies to curb commercialization. This analysis will determine whether or not the policies being adopted by developed countries are possible to be implemented in the highly populated Indian education system.

This study will include five chapters. This first chapter is the introduction of the topic. It reveals the topic and its basics. It provides the guiding route to the reader. It also gives the purpose of my study and justification as why I chose commercialization as my research topic. Chapter Two is the review of the literature which pertains to my research topic and it will provide the grounding for further research. Chapter Three acts as a bridge between the literature review and Chapter Four: the design. It will convey the rationale for my research and will provide justification about my approach towards commercialization through a designed handbook for school principals. Chapter Four will outline the methodology to control commercialization at tertiary education level in the form of handbook. It will also include the strategies which can be adopted in the colleges to monitor monetary purposes of education and the handbook will also play a helpful role for administrators, executives and policy makers. The last chapter will summarize the thesis project along with highlighting the pros and cons of commercialization in Indian education. The concluding chapter will also speak to the limitations of the study and provide suggestions for further research in this area.
Chapter-2 Review of related Literature

This chapter will focus on existing research on the impacts of commercialization on the Indian education system and the role, leaders can play to confront it. A significant amount of literature has been written on this matter and this chapter will summarize the discussions found in the literature.

Commercialization and education

There have been considerable changes in the world in last two decades. It is true that the education system should change with time and must include some advance technological features, methods, and variations with changing times. I believe that imparting education is the most sacred work in the world. Education has been recognized as the spine of the learning society. In the late 90s, private education in India was started initially for philanthropic purposes. Education was provided free without any materialistic intentions. What is new about today’s commercial practices in Indian education is not their existence, but their purposes and quality. While it is true that education must evolve with time, the founding purpose of education must be kept above all. In marketing, there is a concept of Demand & Supply. If supply exceed demand, then it devalues the product and vice versa. This concept can be applied to the education sector also, as the supply of the talent pool is far exceeding the demand, which is devaluing the education (Bhatia, 2012, para. 4). Higher Education in India used to be an aspiration for middle and lower-class people in 80’s because of very limited access and poor economic condition of families. Post economic liberalization and with the opening of education sector, these classes of society grabbed the opportunity available to fulfill their dream without taking quality into consideration (Bhatia, 2011-2012, para. 6). Thus, it also changed the traditional concepts of education in Indian society, including student-teacher relationships, educational purposes, and attitudes towards knowledge. While it is difficult to predict its future, we would certainly benefit from examining the current status of commercialization of education in India.

Tilak (2015) says

if one reviews developments in higher education during the 1st two-three decades, one notices six major global trends in higher education, viz., (a) rapid expansion of higher education, (b) decline in public subsidies for higher education, (c) increase in cost-recovery, particularly through student fees and student loans, and generation of funds from corporate sector and other segments of the society (d) neglect of
liberal arts, humanities, sciences, and social sciences, (d) adoption of new market modes of higher education that include privatisation and commoditisation, and (f) internationalisation of a new type (p. 43).

India has the highest number of students in the world, about 315 million (Varma, 2014, para. 1). It is not an easy task to accommodate all students. In the context of the current changing social and economic fabric of the country, the recent paradigm shift in the Indian economy and political philosophy has led to the demand for private institutions to provide education to all. It is argued that the government has limited funds for education and it is difficult to open new public colleges and universities. To cover its inability, the government has allowed the private companies to intervene in the education sector. Now the situation has worsened to such an extent that the government share in overall education has dropped to 54% in 2013 from 80% in 1983 (Sahu, 2013). The scenario is much worse in engineering and medical streams. Private firms had a 15% share in engineering colleges in the 1960s, which has turned out to be 87% in 2013. In the medical field, it was 7% private in 1960s and 41% in 2013. The way in which privatization is growing, it is expected that it will cross US $115 billion within the next 10 years. It is a harsh reality for India, one of the fastest developing economies, that just 3.3% of its Gross Domestic Product (GDP) was spent on education, whereas Norway spent 6.9%, Australia spent 5.1%, and New Zealand spent 7.2% of GDP on education in 2012 (Expenditure, 2013, n.p.).

Tilak (2012) says

it is higher education that consolidates the gains received from elementary and secondary education and provides skills that could be useful in the labour market, while helping in innovating technology and sustaining growth. It is higher education that keeps people above the poverty line without the danger of their falling back into the poverty trap, whether it be educational poverty or income poverty. Higher education takes people much beyond the poverty line by improving the social, occupational, and economic mobility of households. Somewhat robust research evidence exists to show that higher education contributes to development and has a poverty-alleviating effect. It enhances the earnings of individuals and thereby contributes to economic development. It thus makes a significant contribution to reducing absolute as well as relative poverty. It also contributes to improvement in human development indicators such as infant mortality and life expectancy. In all, higher education is a very important
"human capability" and a "human freedom" of the sort that Amartya Sen champions, a freedom that helps in attaining other freedoms, though Sen does not explicitly refer to higher education in this context (p. 2).

Macpherson et al (1993) explains commercialization as the process by which the education sector is increasingly being opened up to profit-making and trade, and to agenda-setting by private, commercial interests that conceptualizes the learner as a consumer and education as a consumer good. The neoliberal policies have created extreme danger to the democracy, liberalism, and dignity of people, who are directly or indirectly involved in education system (p. 72). It is critical to expect justice, equality, and sustainable development in market-oriented environment, where imparting education motivates monetary purposes. The recent growth of the private sector is not that of philanthropy-based private sector, but profit-motivated private sector. Education outputs are manipulated according to market demands. The State Government is under an obligation to make endeavour to provide educational facilities at all levels to its citizens. Consequently, Article 21A along with clause (k) to Article 51A was introduced in the Constitution as 86th Amendment Act 2002 which reads as follows: “21A. Right to Education—the state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine.” 51A.Fundamental Duties-It shall be the duty of every citizen of India - who is a parent or guardian to provide opportunities for education to his child or ward between the age of six to fourteen years.” Thus, as stated above, Article 21A provides that the state shall provide free and compulsory education to all children of the specified age in such manner as the state may, by law, determine (as stated Gupta, 2013, p. 93). The government is obliged to provide free primary education and most of the education budget is devoted towards primary education. Due to insufficient funds, tertiary education has to bear the brunt of financial crises. Accordingly, in the Eleventh Five-Year Plan (2007-12), which was described as an Educational Plan, allocation to higher education was scaled up and major expansion was planned. As many as 30 new central universities were to be set up, of which 15 have been opened in the last two to three years. At the commencement of the Eleventh Plan, only 20 such universities existed. Plans for expansion also included setting up six new Indian Institutes of Management, seven Indian Institutes of Technology, 20 National Institutes of Technology, four Indian Institutes of Information Technology, nearly 2,000 colleges of engineering and technology, 1,300 polytechnics, 400 undergraduate colleges and many other institutions. It was acknowledged that the enrolment ratio in higher education had to be raised to at
least 15% by 2012 from around 10% in the middle of the last decade to realise the objective of inclusive growth. In addition, this had to be pushed up to about 30% in the decade after that (Tilak, 2015). Public expenditure on scholarships in higher education decreased from Rs.15.35 crores (1 crore = 10 million Canadian dollars) in 1990-91 to Rs.13.49 crores in 2003-04. This expenditure as a percentage of total expenditure on higher education was just 0.49 in 1990-91 and 0.32 in 2003-04. Similarly, public expenditure on scholarships in technical education decreased from Rs.2.72 crores (in 1993-94 prices) in 1990-91 to Rs.2.13 crores in 2003-04. This expenditure as a percentage of total expenditure on technical education was just 0.45 in 1990-91 and 0.23 in 2003-04 (Sharma, 2005, p. 68).

<table>
<thead>
<tr>
<th>Year</th>
<th>Central Universities</th>
<th>State Universities</th>
<th>Deemed to be Universities</th>
<th>Institutions of National Importance</th>
<th>Private Universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>3</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td>1960-61</td>
<td>4</td>
<td>41</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>49</td>
</tr>
<tr>
<td>1970-71</td>
<td>5</td>
<td>79</td>
<td>9</td>
<td>9</td>
<td>-</td>
<td>102</td>
</tr>
<tr>
<td>1980-81</td>
<td>7</td>
<td>105</td>
<td>11</td>
<td>9</td>
<td>-</td>
<td>132</td>
</tr>
<tr>
<td>1990-91</td>
<td>10</td>
<td>137</td>
<td>29</td>
<td>9</td>
<td>-</td>
<td>185</td>
</tr>
<tr>
<td>As on 27-04-2005</td>
<td>18</td>
<td>205</td>
<td>95</td>
<td>18</td>
<td>7</td>
<td>343</td>
</tr>
</tbody>
</table>

Table 1- Number of Universities, 1950-2005

Roherty (as cited in Jamshidi et all) observed that one reason governments tried to defund higher education was because of higher education’s ability to generate funds from a varied range of sources. Most other state services/programs were unable to generate funds in the same manner (2012, p. 754). Gupta (2013) says that Education being a part of concurrent list (list shared by centre and state governments) Sec 7 provides for sharing of financial responsibilities between the centre and the states. However, the state governments have publicly declared their inability to implement the act on account of paucity of funds and the central government
does not want to provide funds to the states uniformly. It is therefore submitted that paucity of funds is backed by paucity of political will in implementing the provisions of Right to Education (RTE) (p. 96).

<table>
<thead>
<tr>
<th>Year</th>
<th>General and Professional colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>568</td>
</tr>
<tr>
<td>1960-61</td>
<td>1819</td>
</tr>
<tr>
<td>1970-71</td>
<td>3277</td>
</tr>
<tr>
<td>1980-81</td>
<td>4738</td>
</tr>
<tr>
<td>1990-91</td>
<td>5748</td>
</tr>
<tr>
<td>2001-02</td>
<td>11,146</td>
</tr>
<tr>
<td>2003-04</td>
<td>16,865</td>
</tr>
</tbody>
</table>

Table 2: Number of General and professional colleges

Heswosz (2010) explains

In this brave new academic world, in which a sort of commercialized newspeak has been created, every individual is called a revenue centre, every group of people is a stakeholder, every student is a customer, every professor is an entrepreneur, and every institution is seen as a seeker of profit – whether in the form of money or in the form of human capital. At the same time, Kirp notes that what is referred to as enrolment is nothing more than marketing strategy. With the aim of gaining new students (customers), universities spend millions of dollars on promotion, and the university itself needs to become a brand (para. 5).

Shrivastava & Chowdhary (2006) stated in his article that the WTO under the General Agreement on Trade in Services (GATS) has made education a tradable good. This means that now education too can be traded internationally and would be governed according to laws of market and free competition. The Article I of Part I of GATS puts forth four main modes of trade in services (WTO: 1999), which are also applied to trade in educational services. These four modes are called consumption abroad, cross-border supply, commercial presence in the consuming country, and presence of natural persons. The most critical of them is consumption abroad where education is traded internationally keeping in mind the purpose of marketing (p. 181). An international student pays almost triple the fees than the local student for his study. Various initiatives
sponsored by governments, universities and private firms, such as ‘education fairs’, exemplify the competition over the global education market. The purpose of education today is not administrative but economic as clearly mentioned in the background note of WTO on trade in education. It explicitly says, “Education enables them [students] to face the challenges of technological change and global commercial integration. Through its capacity to provide skills and enable effective participation in the workforce, education is crucial to economic adjustment” (WTO, 1998: 2). Also, the Most Favoured Nation Clause under the WTO agreement is applicable on trade in education (Part 11, Article II of GATS) which essentially means that no country can now set legal and administrative compulsions to direct its education system according to its national requirements (as cited in Shrivastava & Chowdhary, 2006, p.182). With the change in the traditions of education, the true meaning of education has changed now. Education is oriented around the market forces. Earlier, the chief motive of education was to equip a child with social and moral values which focus on overall development of a child. Furthermore, there was extreme respect for the teachers and seniors. With the changing scenario, everything shifted towards materialism. Students opt for those subjects, that simply fulfil the requirement of the job market. The importance for social development is at stake as young minds are swayed by labour market and lucrative jobs. Private enterprises have a massive role to play in halting the social development of youngsters.

Let us consider the example of Punjab, a northern state in India. Only a few reputed professional teaching training colleges existed in the late 90s. There were limited seats in each training college, and highly qualified teachers were pioneers for the learners. It was difficult to gain admission in such colleges. A brigade of qualified teachers was prepared during the 1990s. But since the private sector has entered in teaching training colleges, the level of education has dropped. More than 80% of teacher training colleges are privately owned. More than 40% are owned by the family members and relatives of ministers of the state government. Thousands of professional teachers have been trained every year, but still the quality of education is degrading.

Why? The reason is simple: Education is driven by personal benefits, market forces, and economic competition. The scenario is totally contrasting in Singapore. Singapore has one of the best education systems in the world (Hargreaves & Shirley, 2012, p. 87). The best part of Singapore’s education system is its coherent strategies of teacher training, leadership development, and educational research by having just one higher education-based
program of teacher education. The National Institute of Education is the sole provider of teacher education and leadership preparation (Hargreaves & Shirley, 2012, p. 87).

Traditionally, higher education was viewed as a vehicle for dissemination of knowledge that would further assist in getting a good job. Chopdawala (2015) states, “Higher education was viewed as an instrument of personal development of individuals to have a better standard of living and an instrument of production and economic growth; and thereby ensuring the economic well-being of people and societies” (para. 1). Tertiary education has been under pressure due to a number of factors such as growth strategies, competition, business issues and quality of education to keep up with the international market. Tertiary level of education decides the future of the youngsters. Whatever the youngsters grab from colleges and universities, decides their jobs future and quality of life. Higher education forms the base of the future of the person. In late 90’s, it was considered to be a privilege to study in university. There were a handful of universities in late 90’s. Students with high grades in secondary school earned admission into universities. There were a limited number of seats and it was not a big issue to accommodate all students. Due to lack of awareness, most of the youngsters from rural areas did not continue onto higher education. Public sector universities and colleges, therefore, could accommodate all students. Due to the invention of advance technology and awareness, youngsters started involving themselves in higher education and were motivated to pursue jobs in the public sector. The government found it difficult to accommodate all youngsters in limited public colleges and it was reluctant to invest in new colleges and universities. It is true that government has a number of other sectors to focus upon and due to this, the government policies neglected the education sector. Due to lack of interest and investment, government allowed entrepreneurs to intervene in the education system. Das (2012) explains that the establishment of private higher education in India was a commitment towards market economy and an outcome of the shortfall of public resources for funding. The expansion though, took place due to collusion between powerful politicians and the government apparatus in-charge of control of its standards (Das, 2012, p. 256). In the initial state, private firms invested in education just for philanthropic purposes and education was provided free without any monetary benefits.

After several years, however, the entrepreneurs began to realize the business scope in tertiary education sector. As one can feel the influence of private sector on quality of education in current time. Philanthropy has
dried, and monetary purposes are being motivated at alarming phase. Profit seeking private sector organizations are now the main players of higher education in India. Today, the private sector has removed the label of being kind for youngsters and put on the label of being a business-oriented, profit-motivated private sector. As a result of the increase in the number of private institutes, the balance of tertiary education has shifted towards private sector. Private universities are a discrete alternative and provide a new avenue for higher education all over the world. With a virtual halt of growth of public higher education, the rapid growth in private sector resulted in a diminution of the public sector itself to miniscule sizes. In Pakistan private universities started emerging in the mid-1980s and in India in mid-1990s. Currently Pakistan has 61 private universities and 74 public ones. In Bangladesh there are 51 private universities, compared to 31 in the state sector (Tilak, 2015, p. 53-54). According to recent estimates, there are 191 private universities in India which form one-third of total number of universities (FICCI, 2012); but at college level, nearly two-thirds of the nearly 40,000 colleges are in the private sector. In all, there are nearly 30,000 private in institutions of higher education, compared to 16.7 thousand public institutions in India. As high as 60-70 percent of the enrolments in India and Nepal and above 40 percent in Bangladesh are in private institutions, compared to about 25 percent in a country like the USA and India: MHR (as cited in Tilak, 2015, p. 54).

The university, as we know it today, is a medieval development, and serves two purposes: discovery of knowledge through research and dissemination of knowledge by means of teaching (Ahmed, 2016, p. 78). The growth of private universities in India is a positive phenomenon for the country and an alternative source to public universities in enhancing opportunities for the large pool of youth in gaining access to higher education and job prospects (Ahmed, 2016, p. 77). It is not true that private tertiary education institutes are only degrading the education system. There are quite a few positives of private colleges. We cannot ignore the positive aspects of privatization. A few years ago, commercialization was initialized for philanthropic purposes in primary education and eventually in professional education. For instance, the increasing demand for better quality higher education in India can be met only by private institutions complementing the state universities. The proportion of students opting for higher education in India is increasing at a rapid rate, and the only feasible way to accommodate them is to privatize the educational system (Sahu, 2013). The government is
obliged to provide free primary education to children below 14 years of age, and it has invested a large proportion of the education budget in it. Because of this, investment in higher education has proportionally decreased. To meet the needs of students for higher education, it was imperative to privatize higher education (Sahu, 2013).

The facilities provided by the private institutes are much better than the public institutes. Infrastructure, resources, and funding are the positive features of these institutes. It has been evident from the expenses in private institutions. Although the expenses are high and beyond the reach of middle class, still the facilities and technology provided by private colleges are admirable. The infrastructure ultimately benefits the students. Commercialization of higher education generally results in state-of-the-art facilities for all students as money is no longer a constraint. Private entrepreneurs have big investment to manage the college. In addition, the private colleges, and schools function independently. For taking immediate action, unlike other public colleges, private colleges act without the consent of government officials. The honourable Supreme Court of India held that ‘in professional institutions, as they are unaided, there will be full autonomy in their administration, but the principle of merit cannot be sacrificed, as excellence in education is in national interest’. The universities would try and implement new techniques, which would have otherwise been impossible without the permission of the state (as cited in Sahu, 2013). According to learn with friends in school funding, less intervention of state authorities addresses the issue of funding as well as management. Moreover, as universities are free to enter corporate ties with variety of industries they can improve and upgrade their infrastructure through corporate funding (College preparedness, 2009, n.p). Furthermore, unethical practices have recently been discovered at public colleges (Harnek Singh, personal communication, 26 October 2017). Private colleges affiliated with universities run the risk of being stripped of their affiliation if they are caught engaging in such unethical practices by the relevant authorities. The students also get the opportunity to get trained in corporate firms and get valuable industry exposure because of a Memorandum of Understanding that is in place between the university and the organization (College preparedness, 2009, n. p). In addition, some private institutes have excellent placement in reputed companies in the field of engineering and medical fields. Ties with academies and collaboration with foreign colleges and universities provide global platform for students. Another boon of commercialization of higher education is the fact that surveys found privatized
universities being more professional in their approach than their public counterpart (College preparedness, 2009, n. p).

Certain provisions in the constitutions of different countries support compulsory and free education for all students. Undoubtedly, education is accepted as a basic human need and a matter of right in international law, and most of the developed countries are serious in any compromise with the quality of education. A few of the pivotal provisions from developed nations are listed below.

Article 26 of the United Nations Universal Declaration of Human Rights states, “Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages” (UN, 1948). Article 151 (21) of the Constitution of the Republic of Ecuador reads:

Education is free, with no other restriction than those specified by law, but official education and that maintained by the municipalities are essentially secular and lay. Primary education and that is arts and crafts of an official character are gratuitous and consequently not even enrolment fees may be charged. Furthermore, the former is compulsory without prejudice to parents' right to give their children the education they may deem suitable (as cited in Sahu, 2013).

Article 37 of the Indian Constitution states that all citizens are entitled to free primary education, “and it shall be the duty of state to provide within a period of ten years after commencement of Constitution, for free and compulsory education for all children until the completed the age of 14” (Right to Ed., 2002). “The right to education flows directly from the right to life. The right to life and dignity cannot be assured unless it is accompanied by the right to education” (Supreme Court, 1992).

Article 160 of the Constitution of the Republic of China states: “Children of school age from six to twelve shall all receive basic education free of tuition, and those who are poor shall be supported with books by the Government” (as cited in Sahu, 2013, n.p.).

Article 42 of the constitution of the Irish Republic states:

The state acknowledges that the primary and natural educator of the child is the family and guarantees to respect the inalienable right and duty of the parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of the children. Parents shall be free to provide this education in their homes or in private schools or schools recognized or established by the state.
Article 83 of the constitution of the Kingdom of Denmark of June 5, 1915, with amendments of September 10, 1920 stated:

Children whose parents have not the means to ensure them education have the right to free instruction in the public school. Parents or guardians who themselves undertake the instruction of children to the standard generally required by the public school are not obliged to send their children to the schools.

Article 151 (21) of the constitution of the Republic of Ecuador of March 26, 1929, read:

Education is free, with no restriction than those specified by law, but official education and that maintained by the municipalities are essentially secular and lay. Primary education and that is arts and crafts of an official character are gratuitous and consequently not even enrolment fees may be charged. Furthermore, the former is compulsory without prejudice to parents’ right to give their children they may deem suitable (as cited in Sahu, 2013).

A final report in World Conference on higher education of UNESCO explains that higher education shall be equally accessible to all on the basis of merit, in keeping with Article 26.1 of the Universal Declaration of Human Rights. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities (UNESCO, 1998, p. 1)

Privatization of education has occurred in several forms in India. One, privatisation within government higher education institutions take place in the form of introducing self-financing courses within government institutions. This form is indirect form of privatization. In this form, government or university grants commission(UGC) financial aid is not provided and student has to bear the cost of study and mostly working students do this course and meet the expenses of study themselves. Self-financing courses cost more than the regular courses, but the curriculum remain the same. Second is converting government-aided private institutions into private self-financing institutions. The control of college is in the hands of government, but the private firm manages the college. 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 (Bhome & Chandwani, 2013, p. 30)).
portion of the total funding covered by families) and private regulation, decision-making and accountability (education services being monitored by those who receive the services directly - i.e. students and their families). Commercialization of education deals with for-profit schools (including low-fee schools) provided by private corporations, businesses, enterprises. Commercialization of education helps in the process of economic development. Commercialization in education helps in increasing the rate of literacy, Gross Domestic Product, Gross national Income, per capital income, provide the job opportunity. 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. Commercialization of education gives 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, 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 (Borgohain, 2016, p. 72-74). Commercialization of education also indirectly deals with investors in education enabling those corporations, businesses and enterprises to be actors in the education sector such as investment banks, private funds (Moumne & Saudemont, 2015, p. 14). Some of the PERI (private education research initiative) studies suggested that privatisation may create better opportunities for families and the broader community to participate in a variety of ways, including in the governance and management of schools. Studies of the World Bank policy and lending practice of the IMF indicated that half of the relatively limited number of IMF education programmes encouraged community involvement in decision-making concerning schools. In some of the studies, parental participation was also seen in the decision-making process for granting scholarships and school boards that oversee school activity. (Moumne & Saudemont, 2015, p. 16).

Apart from the above positive aspects of commercialization of tertiary education, there are plenty of negative impacts to consider: - With privatization, private professional colleges have proliferated. This rapid growth has contributed to an increase in the number of colleges providing higher education, but it has been at the cost of quality, as the government does not exercise sufficient control over “unaided colleges” (Sahu, 2013). In these private colleges, enrolment procedures are potentially unethical. College authorities do not follow the
standard rules for admission. The criteria reflect the notion that the more one pays, the greater the chances of getting admission. Moreover, deserving poor students do not get admission, whatever their marks are. Money speaks louder than capability in such colleges. Private investors are setting up large higher education institutes where entry is based more on the capacity to pay than merit. Hefty donations are the base of getting admissions in such colleges. In clear violation of the Supreme Court order passed in mid-nineties, some private institutes allocate places beyond stipulated limits to those who have money instead of giving opportunities to meritorious students (Borpujar, 2000, p. 36). Fees in private colleges are so high that meritorious students from poor families are refrained from getting admissions due to high fees. Merit invariably takes a backseat and those with the ability to shell out more money often tend to get admitted, without fulfilling the admission requirements (as cited in Sahu, 2013). Money plays a bigger role than capability. Private institutes are dominating public education sector especially in engineering and medical streams. The ratio of public engineering college to private college is around one fifth. It has been evident that due to lack of financial resources, every year many deserving and intelligent but unfortunate students are not able to get admission in higher education. Every year, the 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. Discrimination prevails in the education sector and it directly influences the right of education. The Right of education insists on education for all without any discrimination on the basis of race, religion, colour and background. In the case of higher education, inequalities have increased and the absolute numbers of those attaining higher education in the bottom income groups have fallen in the last decade, according to National Sample Survey data (Tilak, 2012, p. 6).

Commercialization of education places more emphasis on marks. It does not only try to fulfil all round development of students. The students were forced to focus on each subject and students were insisted to give importance to 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 (Borgain, 2016, p. 75).
Kishore Singh explains that privatization widens disparities in access to education. Private providers disregard the fundamental principle of equality of opportunity in education common to almost all international human rights treaties (A/HRC/17/29 and Corr.1). Inequalities in opportunities for education will be exacerbated by the growth of unregulated private providers of education, with economic condition, wealth or property becoming the most important criterion in access to education (p. 10). To conclude, financial inability is one of the significant negative impact of commercialization on tertiary education.

In addition, commercialization also influences the equality of educational opportunities. Discrimination in imparting education to youngsters is unacceptable at all levels. Lack of equality of educational opportunities lead to social injustice among the society. The Supreme Court of Nepal (2012) found that exorbitant fees were increasing social and economic disparity and ruled that educational authorities had to devise reform programmes to regulate private colleges by regulating fees, prohibiting the sale of unregistered and overpriced textbooks, and limiting the number of schools being accredited (Moumne & Saudemont, 2015, p. 18). Students in private colleges get alienated from social experience as the classroom experience has been becoming isolated and sheltered from the community.

With the intervention of private firms in the education sector, the role of the teacher is redefined. Teachers were the most respectable people in the society until the late nineties. They had the highest position in the society. There has been significant degradation in the dignity of teachers since the entry of private firms in education. The teacher now, is person who just earns livelihood from teaching with less effort in imparting knowledge and draw high wages from the college and university. Teachers are viewed as objects which dance to the tunes of investors. The responsibilities of teachers have been compromised due to commercialization in tertiary education. People now consider teaching as just another job which pays them and feeds them. Faculty in private colleges lack power, autonomy, and position as they enjoy in public colleges. Teachers in private colleges are pressured to do activities which do not meet the level of teaching profession and Bhome and Chandwani (2013) states, “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” (p. 29). Colleges which are privately owned and administered would exploit the teachers, professors by paying them amounts which are not in consonance with the amount specified
by various regulating agencies of the state which regulate higher, like the University Grants Commission. This would lead to a slackening in the efforts of the aggrieved and may ultimately result in a fall in the standard of education (as cited in Sahu, 2013). The students in private colleges do not respect their teachers. Students in such colleges have valid reason for not respecting their pioneers. The management of private colleges do not pay attention towards the teaching level in college. As youngsters pay substantial amounts of fees for admission, they get the privilege of passing the examination without much effort. This fearless factor gives rise to political interference in private colleges and institutes. The political intervention in these colleges and schools has adversely affected the quality of the education. Even the weak students get higher grades due to the institutions’ relationships with politicians. This factor demoralises the hard-working students as well as their parents, which inculcates a negative feeling for the worth of hard work. These institutes charge exorbitant amounts for admission as well as for studies. A common person cannot afford such expensive studies. The management of these schools and colleges make huge profits, and this concept acquires distinct market undertones. Borgohain adds that commercialization of education makes the education process as mechanical. It does not follow 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 (2016, p. 75).

Commercialization of education has a deep impact on student teacher relationship as well. Bonding between student and teacher is considered the backbone of the classroom. If students have no respect for their teachers, how could we expect better relationship between them? In teaching the values of ethical citizenship, teachers may be hindered in their efforts by the increasingly popular, commodity-oriented perception of their relationship to their students. As Turk points out: Unlike a retail clerk, the teacher’s role is not to sell a product or please customers. It is to challenge students, to provoke new ways of thinking, to make students uneasy with what they have taken for granted. The measure of success is not ‘customer satisfaction’ but intellectual growth. This can be a difficult and unsettling process — the opposite of what is to happen to a retail customer who is to be placated and soothed into buying a product (as cited in Chorney, 2010, p. 14-15). Teachers, students, administrators, parents, and taxpayers are traditionally the highest stake-holders when it comes to education. The relationship among them was not as highlighted in traditional education, when the
focus was on student learning. However, commercialization of education may change the relationship among these players through a cost-effect process and product evaluation re-structuring. In a simplistic sense, it changes a vertical relationship to a horizontal or more flexible relationship with profit as the focus. For example, the roles of teachers and students change into those of business and clients (Liqing, Margaret & Wayne, n.p.).

Although, industry institute linkage has positive impacts in terms of jobs for youngsters. We cannot ignore the fact that students are prepared according to market needs. Colleges and universities compel students to cater to apparent market driven demand for utility and choice. Market forces decide the quality of education in the private college. Principles of commercialization primarily focus on vocational courses. The conception that higher education generates new knowledge and subsequently a new labour force makes the higher education sector the focal point of interest for the industrial forces (Shrivastava & Chowdhary, 2006, p. 186).

Bhome & Chandwani explain,

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 a 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 (2013, p. 30).

Furthermore, with competitiveness on the global market acquiring significant national significance, most aspects of life are gradually being commoditized, and institutions of higher learning are increasingly compelled to treat education in terms of commerce, as a set of transactions whose object is the supplying of commodities, that is, the buying and selling of goods and services (Chorney, 2010, p. 12). Instead of considering education as life changing process, it is nowadays, considered as a commodity. The private colleges and universities sell it by charging hefty fees to youngsters. The central idea of education at all levels must be determined by market forces. Education has become a market object instead of social good. It implies
that it is accessible to those who have sufficient money to purchase it. According to Karl Marx, “a commodity is, in the first place, an object outside us, a thing that by its properties satisfies human wants of some sort or another” (as cited in Shrivastava & Chowdhary, 2006, p. 189). The consumer attitude towards education results in the view that liberal arts and value-based learning have gone out of vogue, which has direct consequences for an area of education like ethical citizenship, which is value-based (Chopdawala, 2015, para. 4). Students incorporate the monetary value of education in their minds, and this conception significantly impedes their ability or willingness to embrace the values of ethical citizenship. Because of this conception, students are becoming alienated from the social experience (Chopdawala, 2015, para. 5). Chopdawala also adds that the outcomes of a commodity-based exchange in the free market are easy to measure and quantify, the outcome of education, unless it is erroneously equated with the degree as an ‘embodied’ form of capital, is not easily quantifiable. One can observe that students in the commercialised education system in India have been reduced to mere consumers, leaving out the millions of poor yet deserving students. The market-led manipulative practices render India's well-established convention of reviewing prevailing education policies and programmes, through working groups or committees at appropriate democratic forums, quite unnecessary if not altogether superfluous. The fine but distinguishing democratic line separating informal from formal, lobbying from legislative process and market from the Constitution, stands almost eroded (dismantling education, p. 8).

Ethical citizenship has been in danger due to commercialization of tertiary education in India. The concept of corporate education impedes their ability or willingness to embrace the values of ethical citizenship, rooted in responsible action aimed at pursuing truth and knowledge for their own sake or acting for the benefit of public good (Chopdawala, 2015, para 5). Students lose their perception of good or bad, evil or justice and they consider tertiary education as a way to overcome the obstacle of job. The commercialization of education makes the student self – centred. 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 student. The knowledge imparted at private colleges is not worth to understand the ethics of life. Students are not prepared to stand in the society with ethics, but to obtain job. Kishore Singh (2015) adds that Education is instrumental in “promoting development, social justice and other
human rights”. Privatization stymies the principle of social justice, which is at the core of the global mission of the United Nations to promote development and human dignity. Low-fee private schools “not only constrain social justice in education, favouring access for some over others, but also social justice through education” as their raison d’être is “monetizing access” to education. This aggravates inequality through the structural exclusion of certain groups, entrenching a neoliberal vision of society (p. 10). Chopdawala adds that in this circumstance, and with the increasingly commoditization of higher education, students are increasingly less likely to perceive the connections between knowledge and ethical practice, less likely to see education as something valuable in itself, and less likely to reflect on the application of classroom education to the world and society outside with the aim of furthering society’s moral wealth (para 5). Civic virtues and civic consciousness is formed through the citizens’ inclination to identify with the collective and so feel ethical responsibility to the collective, feel compelled not only to participate in the political institutions of their society, but also to act out of concern for the welfare of others within it, “assume social responsibility, nurture tolerance and respect, as well as a belief in their own capacity to make a difference” (as cited in Chorney, 2010, p. 9). Chorney further adds that the increasing development of global markets boosts competitive attitudes and necessitates struggles for economic advantage that valorise the efforts of the individual and promote consumerism, moral principles and values defined largely by the economic perspective and an apathetic attitude toward social and political events that fall outside the economic and consumerist framework. The emphasis on the individual obscures the need for collective and often public-sector initiatives and distracts attention from economic and political obstacles to remedying social ills. The combination of these factors explains why current critical discourse “locates an antagonism between globalization and citizenship,” and why it is increasingly difficult for institutions of higher education to teach the values of ethical citizenship and encourage its practice (Chorney, 2010, p. 11). Youngsters are the leaders of tomorrow and they must inculcate moral and ethical values along with academic education. Private institutes, due to monetary motives, neglect ethical values. Students are prepared simply to get a job and earn money. Students lack social knowledge, moral values and are ignorant of responsible character. Due to irresponsible character, youngsters turn their back towards truth, where truth may be understood as adherence to moral principles that define right and wrong in terms that may transcend group loyalties or norms and are not necessarily based on common history and culture (Chorney, 2010, p. 11). The
process of commercialization has made it difficult for colleges and universities to cultivate a culture of ethical citizenship because of monetary inclined environment.

Chorney says

As a concept and a category of social behaviour, ethical citizenship is much larger than corporate citizenship, as its values are not easily quantified in consumerist, economic terms. It includes in its definition all those areas considered ‘discretionary’ in the context of business ethics and not always mandated by law. The value of ethical citizenship as it should be taught in colleges and universities — and independent of the values of any one particular political and economic group or ideology — lies precisely in its promise to educate students to assume “responsibility for resisting all attempts to create absolute” and unquestioning power, and perceive forms of injustice and wrongdoing even when they are not obvious, and even when they are not a matter of legislation. The increasing commodification of higher education and the growing alliances between businesses and universities gradually compromise both the educators’ willingness and ability to teach ethical citizenship in a comprehensive and ideal way and the students’ willingness and ability to learn and practice it (2010, p. 17).

Quality of education is also suffering in private institutions. In this context, it is important to note that the best institutions of higher education in the world in terms of quality and standards are public institutions or private institutions that are guided by the principles of philanthropy (Tilak, 2012, p. 4). Tilak also adds that these institutions have already contributed to vulgar forms of commercialisation in education. To allow them now formally to make profits with no limits will result in further commercialisation of our education system. Instead of checking the tendency to commercialize education and make profits, the government seems eager to formally legalise the unfair practices of private institutions. Moving from an educational system characterised by partial application of quasi-market principles to one fully governed by market principles, many of which are hazardous to its strength and equity, will be injurious to all but a privileged few (p. 4). The government does not regulate these institutions. Lack of control of government on the private institutions motivates profitable acts. Graduating the youngsters without series of examinations and other aptitude examinations, questions the quality of education. Further these institutions are not accountable to government. As the alliances between universities and industry are becoming increasingly complex and extensive, the kind of knowledge being
pursued and the terms of inquiry on which knowledge is based may be shifting away from an unfettered pursuit of knowledge for its own sake to a pursuit of questions that are of interest either to a particular segment of society or to society understood mainly in terms of one aspect — the economic (Chorney, 2010, p. 20).

Education is the only source which can make this atmosphere sustainable for surviving by focusing on overall development of a human being. Government policies and the intervention of commercial motives have made it an industry where the students are not trained to learn but are trained in order for institutions to make profits. India has huge number of youngsters who are receiving education at the tertiary level. Due to huge numbers, the government is not able to accommodate all the youngsters in public colleges and universities. Furthermore, government is obliged to pay more attention towards primary and secondary education. With the intervention of big entrepreneurs in education sector, tertiary education is currently passing through its worst phase. The purpose of education has changed from overall development of students to a system which is focused on jobs and monetary success. As I belong to teacher family, education has always been top priority in my life. In the present scenario, private colleges and universities have outnumbered public ones. But there are still hundreds of youngsters who are not able to get an education due to policies of private institutions. One has to be financially stable to get admission in such expensive institutions. The government is caught in a ‘dichotomous’ situation, where on the one hand, it is being ‘forced’ to commercialise and privatise education, where education becomes available only for those who can buy it, while on the other the Constitution as well as ‘commitment’ to ‘Education for All’ programme requires the government to ensure that everybody gets education irrespective of the fact whether he or she can buy it (Shrivastava & Chowdhary, 2006, p. 181). The centre of power in such private institutions is placed in the hands of management. The management has the power to take independent decisions without any prior consultation with government officials. As we all know these decisions are driven by financial benefits to the college.

Richa Gupta says that the right to education is universal and inalienable and enshrined in International law through several conventions. Not only do all people have the right to receive quality education but they also have the right to the knowledge and skills that will enable them to contribute economically and socially and that will enable them, if necessary, to lift themselves out of poverty and gain the means to contribute to and participate in their communities. Failure to support these rights continues to deny millions around the world not
only the opportunity and ability to acquire knowledge and skills but also the opportunity and ability to claim and protect their rights (Gupta, para 1, p. 93). Gupta further adds that education being a part of concurrent list Sec 7 provides for sharing of financial responsibilities between the centre and the states. However, the state governments have publicly declared their inability to implement the act on account of paucity of funds and the central government does not want to provide funds to the states uniformly. It is therefore submitted that paucity of funds is backed by paucity of political will in implementing the 7 provisions of RTE (Right to Information, p. 96). The reason why commercialization is one of the biggest menaces in the present world, is its contradiction to right of education. Some of the youngsters belonging to poor families do not get admission in public as well as private universities and colleges. Public institutions have limited seats and only intelligent students with upper grade get admission in them. Admission procedure suffers in private institutions. This unethical practice raises questions on the development of the education sector in India.

On behalf of leadership, commercialization caused by privatization, raised serious issues for the college leadership members and teachers. Deans and vice chancellor in universities and principals in colleges need to put some serious efforts to curb commercialization at its root level. As discussed earlier as well, the role of teachers is defined at primary, secondary and tertiary education level. They are not treated as they should be treated. Commercialization of education only gives emphasis on profit of authorities who open the institution but does not give attention to the profit of the teachers. They provide less salary to the teachers, but teachers have been given an increased burden of work. They do not provide quarters, proper facilities, proper transport, water facility to the teachers. If all the facilities provide to the teachers the institutions not become in a condition of profit (Borgohain, 2016, p. 76).

Getting a quality education is not the priority for youngsters nowadays. Most of the youngsters concentrate more on getting jobs and success instead of the overall development of themselves. This is due to propaganda spread by the entrepreneurs. Financial benefits dominate the social development of human being. As young and enthusiastic minds are influenced by monetary purposes, there is a popular trend of getting job by paying bribe to higher authority. This trend, obviously, not good for the society.

Borgohain adds
Commercialization of education develops the materialistic outlook among the students. The students 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 life full of luxuries. The commercialization of education makes the student self–centred. The students have the high expectation of self-benefit instead of social benefit. This type of education does not help the student to develop the democratize attitude towards the people, towards the society and the nations. The students are always busy with themselves and forget the duties of the citizenship and it produces a narrow outlook or narrow attitude among the students (2016, p. 75).

Commercialization has created danger for ethical citizenship as well. This handbook will emphasize on the need of such type of education which develops social attitude in youngsters. Chorney says “As a concept and a category of social behaviour, ethical citizenship is much larger than corporate citizenship, as its values are not easily quantified in consumerist, economic terms”. It includes in its definition all those areas considered ‘discretionary’ in the context of business ethics and not always mandated by law. The value of ethical citizenship as it should be taught in colleges and universities — and independent of the values of any one particular political and economic group or ideology — lies precisely in its promise to educate students to assume “responsibility for resisting all attempts to create absolute” and unquestioning power, and perceive forms of injustice and wrongdoing even when they are not obvious, and even when they are not a matter of legislation. “The increasing commodification of higher education and the growing alliances between businesses and universities gradually compromise both the educators’ willingness and ability to teach ethical citizenship in a comprehensive and ideal way and the students’ willingness and ability to learn and practice it” (Chorney, 2010, p. 17).

The Birla Ambani Report 2000

The Prime Minister’s Council on Trade and Industry appointed a committee headed by Mr. Mukesh Ambani and Mr. Kumarmangalam Birla to suggest reforms in the Educational sector. The committee, which submitted its report in the year 2001, highlighted the important role of the state in the development of education. Some of the suggestions in the report include:
• The government should confine itself to primary education and the higher education should be provided by the private sector.
• Passage of the private University Bill.
• Enforcement of the user-pay principle in higher education.
• Loans and grants to the economically and socially weaker sections of society.

The report suggested that the Government must concentrate more on primary education. The committee advocated the interference of private firms in higher education which motivated commercialization of tertiary education. The Birla-Ambani report further recommended that the government must encourage business houses to establish educational institutions (as cited in Sahu, 2013).

The All India Council for Technical Education act, 1987

The Act provides for the establishment of the “All India Council for Technical Education” (AICTE) for the proper planning and co-ordinated development of the technical education system throughout the country, promotion of qualitative improvement of such education and other allied matters. There are three bodies which are referred specially because:
• They are already in existence.
• They are vested with over-riding powers which, if enforced, can lead to far reaching changes.
• They have been facing problem of commercialization of education in particular.
• UGC Act was amended in 1985 to empower it to prescribe fees at every level. Had the UGC discharged this responsibility, it would not have been necessary for the Supreme Court to intervene.
• The incorporation, regulation and winding up of universities is within the competence of the state legislatures. However, in order to maintain the standards of higher education, the UGC (Establishment of maintenance of standards in private universities) Regulations, 2003 were issued on 27th December 2003 and are in force (as cited in Sahu, 2013).

The Punnayya Committee 1992-93

The Punnayya Committee that was set up by the University Grants Commission made valuable recommendations on the need for the universities to identify various other means of revenue generation. The committee has recommended that as a rule. Universities should generate 15 percent of its annual maintenance
expenditure through internally generated resources and this should go up to at least 25 percent at the end of the years. The committee also recommended that students receiving higher education should also bear a reasonable proportion of the cost of higher education (as cited in Sahu, 2013, n.p).

International human rights law lays down core provisions regarding the right to education. The legal provisions are developed by a number of international instruments, including the 1948 Universal Declaration on Human Rights (Article 26), the 1960 UNESCO Convention against Discrimination in Education, the 1966 International Covenant on Economic, Social and Cultural Rights (Article 13), as well as other instruments covering specific components of the right to education. States’ obligations include, notably, providing free and compulsory primary education, making secondary education generally available and higher education accessible based on individual capacity, while introducing progressively free education at both these levels. States have obligations to respect, protect and fulfil each of the ‘essential features’ (the four ‘As’) of the right to education:

The ‘four As’

**Availability** - Educational institutions and facilities have to be available in sufficient quantity (building, sanitation, facilities for both sexes, safe drinkable water, trained teachers receiving domestically competitive salaries, teaching materials).

**Accessibility** - Educational institutions have to be accessible to everyone in every circumstance, without discrimination, in law and in fact.

**Acceptability** - The form and substance of education have to be acceptable to both students and parents: relevant, culturally appropriate and of good quality.

**Adaptability** - Education has to be flexible to the needs of changing societies and respond to the needs of students within their diverse social and cultural settings (Maumne & Saudemont, 2015, p. 5).

**Yash Pal Committee to advise on renovation and rejuvenation of higher education**

Prof Yashpal and his committee members have, in their report to the ministry of human resources development, suggested the scrapping of all higher education regulatory monitoring bodies and creation of a super regulator: a seven-member commission for higher education research (CHER). The committee in its final report, submitted to the ministry of human resource development (MHRD) on June 24, recommended that the
deemed university status be abandoned, and all deserving deemed varsities be either converted into full-fledged universities or scrapped. The committee advised a plethora of regulatory bodies like UGC, AICTE, NCTE et al be replaced by seven-member commission for higher education and research under an act of parliament. It has also recommended that the position of chairperson of the proposed commission be analogous to that of election commissioners. All levels of teacher education should be brought under the purview of higher education expressing concern on the mushrooming of engineering and management colleges, that had largely become business entities dispensing poor quality education. Yashpal committee lamented the growth of deemed universities and called for a complete ban on further grant of such status (as cited in Sahu, 2013, n.p).

UNESCO and the International Organization of la Francophonie have expressed concern with sweeping privatization in education reducing education to a commodity: “With diversification in the field of education, the private providers — international or local — are more and more numerous. International consortiums have [become] specialized in ‘selling’ education. Several local figures, including many teachers and even educational authorities, are creating schools for profit, turning to rather wealthy families with slogans extolling the quality [of the school] or are turning towards the disadvantaged public with altruistic slogans, which often hide the profit or political character of their endeavours. One can observe, above all, the emergence of a quasi-market phenomenon (Singh, 2015, p. 7).

The UNESCO Convention against Discrimination in Education contains similar provisions. It provides that the objective of the establishment or maintenance of private educational institutions should not be to secure the exclusion of any group, but “to provide educational facilities in addition to those provided by the public authorities” and that “the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level (Singh, 2015, p. 8). States remain primarily responsible for protecting the right to education. Many countries have national legislation with provisions applicable to non-State providers of education. In most cases, it is broadly conceived, covering freedom for religious and moral education in accordance with article 13 (3) and (4) of the International Covenant on Economic, Social and Cultural Rights and other international human rights conventions. Except in a few cases, such provisions do not cover privatization in all its manifestations and do
not adequately address issues specifically related to the commercialization of education. Laws on private providers exist in only a few countries (Singh, 2015, p. 12).

User pay principle

M.Ambani and K.Birla committee (2011) strongly suggested for full recovery (user pays principle) from students even in public higher education institutions through hike in fees and introduction of self-financing courses and seats shifting of resources from higher to primary level of education that government should leave higher education altogether to the private sector and confine itself elementary and secondary education. Further, the report urged the private university bill to be passed and also suggested that the user pays principle be strictly enforced in higher education, supplemented by loans and grants to economically and socially backward sections of society. In addition, number of foreign universities and franchise of multinational educational centres compete in developing their own centres in India at a full cost recovery basis (as cited in Sahu, 2013, n.p).

The Honourable Supreme Court's (SC) judgment on the TMA Pai Foundation & others vs. State of Karnataka case' and other related judgments followed by 'The Private Professional Educational Institutions (Regulation of Admission and Fixation of Fee) Bill, 2005' allowing maximum autonomy to the private medical institutes with respect to admission procedure (including control over entrance tests) fee structure and abolishing of State quotas'. It allowed up to 50 per cent seats to be reserved under the management category while only 15 per cent for general category to be filled on an all-India basis. The said bill's ambiguity over allowable profits (termed 'reasonable surplus'), fair and transparent admission procedure under the 'management category' without any legal/administrative tool for the State to oversee, control and intervene had allowed scope for manipulation by private colleges' (Das, 2012, p. 255).

The Private Universities (Establishment and Regulation) Bill which was introduced in Rajya Sabha in August 1995. The NDA Government tried to revive it. The statement of objects and reasons of the Bill clearly points out that the private universities will be "self-financing universities not requiring any financial support from the Government." These self-financing private universities will provide courses of studies in "emerging areas of science and technology" by "making available addition (Sharma, 2005, p. 70).

The University Grants Commission (UGC) issued a Concept Paper October 2003 entitled "Towards Formulation of Model Act for Universities of the 21 ' Century in India" with a view "to prepare the Indian
University system for the future." This Paper advocated "commercial culture and corporate culture" for the governance of universities. In addition to already existing traditional functions, the Model Act, applicable to all the types of Universities in the country, was to include "the mobilization of financial resources to become self-sufficient" as one of its objects and would have statutory provisions for raising resources through sponsored research and consultancy for Government, industries and companies, competitive examinations, etc (as cited in Sharma, 2005, p. 72).

It is evident from literature review that commercialization is one of the biggest issues in the current Indian tertiary education system. A number of constitutional laws have been contradicting commercialization at primary, secondary, and tertiary level in recent years. Inability and lack of determination from government further support the menace of commercialization. As there are two sides of a coin, privatization of tertiary education made some positive impacts on the education system, but monetary purposes dominate positive impacts. Degradation in the quality of education, domination of money over eligibility in admission to colleges and universities, decrease in the dignity of teachers are some of the serious consequences of intervention of entrepreneurs in education system. Heswosz (2010) says

We live in a consumer society, so it is hardly surprising that even universities, or rather university education has begun to be perceived in terms of commodities. Nor should it be surprising that the trends towards opening higher education up to market forces are so strong. Howard Gardner perceives the university as a cross-eyed beast, which has one eye focused on financial issues and the other on the expectations of the students. Such an attitude needs to be corrected. It is getting more and more difficult to tell a university apart from a business, hence the former is losing its raison d’être. For this reason, according to Gardner, universities must take a long hard look at their educational mission” (para 8-10).
Chapter 3 Course Design, Model and Strategies

This chapter presents the rationale behind the designed handbook for this study based on the existing research literature as discussed in the previous chapter. This chapter supports the creation of the handbook which I will reveal in Chapter Four. It also outlines the strategies which can be implemented in primary, secondary, and tertiary Indian educational system.

Some aspects of planning

Scholars like Posner and Rudintsky (1994) state that course design is a complex phenomenon. Several aspects have to be considered while planning a handbook such as the audience, current approaches to the subject matter, as well as the willingness and commitment of the planner. Moreover, these authors state that a handbook design needs to be moulded as per the needs of the audience even if the subject matter remains the same (p. 50). The modern world has brought a slight modification in the true purpose of education. The current Indian education system is classified into two sectors, the public sector and the private sector. The public sector implies total government control over the education, whereas private firms and their business motives dominate the private sector. As discussed in previous chapter, the ratio of private institutions to public institutions has become considerably disturbing nowadays. The way at which privatization and commercialization are spreading their wings, consequences could be horrible in future. The purpose of education is to bring out the potential in all learners by providing them the most congenial physical and social environment to help them realize their fullest potential. There is a strong need to change the basics of the education system, not its pattern, to be true to education's real importance (Chanwani & Bhome, 2013, p. 32).

Rationale for the Design

Posner and Rudintsky state that a course rationale “serves the purpose of justifying the learnings that students are to acquire during the course as well as justifying the methods and procedures employed in teaching the course” (1994, p.52). They further state that a course rationale should articulate the planner’s values with respect to the “learner, the society and the subject matter” (p.55) although it might not emphasize all of the three. In other words, the rationale outlines, as Walker states, “why this problem deserves attention and cannot be lived with anymore” (1990, p.171).
India is a vast country with one of the highest number of students in the world. It is difficult to accommodate all of them in public colleges and universities. The government is obliged to provide free primary education to the children below 14 years. Most of the education budget goes to primary education and government has to depend on private firms and entrepreneurs to support higher education. Where the capacity of public higher education is unable to meet the demands of the larger population, private higher education appears to fill the gap between demand and supply in the most demanding study areas (Jamshidi et all, 2012, p. 790). Intervention of private firms moulded the meaning of education by keeping monetary benefits on top pf overall development of the students. Various consequences such as degradation in the quality of education, decrease in the respect for teachers and lack of moral values have turned privatization into business of education. Being in education department for about 33 years, my father experienced unsocial behaviour of students towards their pioneers, which is one of the main reasons this study attempted to find solutions to curb commercialization at its earliest appearance.

Principals are the leaders of the schools and colleges whereas deans and vice chancellors are responsible for what happens in universities. Although there is a management structure and several committees consisting of teachers, counsellors or other administrative staff members, the principal is the sole arbiter and always has the final say in all matters. Moreover, profit making is the sole motive of the private schools and everything is directed towards this mission (Kaur, p. 24). Teachers and students act as rubber stamp in private institutions. The roles of teachers and students are moulded according to the needs of market. Getting marks and obtaining good jobs should not be the sole purpose of education. Education should insist on the social, mental, moral and ethical development of a person. Due to hundreds of private colleges in India at present, a sense of lack of job security can easily be felt. Teaching is not a joyful job for most of the teachers in private colleges. As a result, teachers do not feel valued and all of this affected their performance in the classroom situation and often they do not give their best effort. This also ultimately affects the overall performance of the students. As a result of this, the teachers indeed suffer all the more as they are judged simply on students’ academic performance (Kaur, p. 24).

As Lee (2008) argues, the government support for the growth of private higher education is due to factors such as: widening of access and increase in enrolments in the face of increasing government budgetary
constraints, meeting the social demand for higher education, thus allowing students (buyers) to pay for tuition and self-funding by private providers themselves (as cited in Jamshidi et all, 2012, p. 790). Colleges and universities are run by cooperation of students, teachers, principal and management, a collective effort towards commercialization could result in tremendous results. Commercialization has fixed its roots at all levels of education whether it is engineering, medicine or other fields. A single person cannot make a difference to such a big menace. After going through the literature review of commercialization of higher education, I have come up with an idea of creating a handbook for the teachers, principals and management of the schools, colleges and universities.

The handbook will be based on the following consequences of commercialization of education: -

A) Inability of colleges to maintain the principle of equality.
B) More emphasis on academic success instead of overall development of students.
C) Compromise on the quality of education being imparted.
D) Role of teachers is defined with their dignity in danger.
E) Youngsters are motivated to incline more towards monetary success instead of social development.
F) The higher you pay, the higher the education you obtain.
G) Immoral and unethical recruitment process for teachers and other staff.
H) Institutions as service providers and students as consumers.
I) Commercialization as threat to values of ethical citizenship.

Creation of the handbook

The handbook will be prepared keeping in mind the consequences of commercialization of tertiary education in India. It will, hopefully, prove to be a great advantage to students, teachers and principals. It is always easy to go through handbook and to note down the factors which motivates commercialization.

The handbook will primarily help principals and deans to determine the factors responsible for commercialization. Once they come to know the factors, it will be easy for them to control commercialization to some extent if not completely. As principals are the leaders of the institutions, they have the responsibility to manage the institution. So, principals have to take out the best from the handbook. The principals will come to
know any malpractices occurring in the college. Also, principals, teachers and students, after reading this handbook will be able to better recognize questionable actions being executed in classrooms or college.

Youngsters are the leaders of tomorrow. In college life, any malpractice leaves a deep impact on enthusiastic minds of youngsters. The deep impact may further lead to exploitation of ignited minds of youngsters. This handbook will help to create commercialization free environment. The youngsters will become familiar with the negative impacts of commercialization on their social and moral development.

Chorney explains

The commercialization of education is not simply an economic process related to the governance and structure of colleges and universities, but also a symbolic process by which the values of the market place, associated with the idea of private, for-profit ownership, gradually replace the values associated traditionally with education and knowledge as a public good, something worthy to be pursued for its own sake and serving the needs of all members of society” (2010, p. 14).

Youngsters should be motivated to incline themselves towards social development instead of monetary success. It is a common phenomenon that the curriculum of education is extremely vast, and students do not have time to engage themselves in other development programmes. The best possible way to develop interest in contradicting commercialization is by including this handbook in the curriculum. Although, it will be compulsory for the students to study it, perhaps it will create curiosity among students (a) to know the advantages and disadvantages of commercialization and (b) have the practical knowledge of consequences of monetary inclination will make them ponder on the issue of commercialization.

There are some ways to confront commercialization at tertiary level which are explained below: -

**Working within system**- Relationships are the backbone of the education system. Stronger the bonding between teachers and administrators, better the results of the institution. High degree of trust between teachers and administrators lead to better tackling power. It is not in the hands of teachers and administrators to decide the annual fees and other expenses. The management manages the whole financial budget of the school or college. The best way to oppose commercialization is by raising the voice against the injustice done to the students by their financial exploitation. As we know that commercialization has spread its wings to global level,
it is extremely difficult to confront it alone. Unity is strength fits in relationships among teachers and administrators. Active participation of community and school administration can bring a deep change in the education system. The common people are responsible for the monopoly of private firms. There is a need to take the initiative to challenge unfair decisions. Other factors that blossom from the trust between the people working within the system are also crucial, including close communication with parents, strong ties with community service providers, effective use of data to identify and respond to problems, and ongoing team-oriented support focused on continually improving teaching practices (Anrig, 2015, p.30). The situation demands the awareness among masses to know about the quality of education provided in the private institutes and the unfair practices being executed by the investors.

Creating one’s own system- The global society operates on the principle of profit. The disadvantaged are characterized by low literacy, low income, low level of aspirations, low esteem and negligible access to skills (Jain, 2007, p. 21). There are inspirational examples in the field of education in which people tried to execute something different and went on to become successful in accomplishing what they desired. It is substantially difficult and time as well to act against commercialization by remaining within the system. Starting one’s own institute can be an alternative to refraining from the menace of commercialization. One can set an example by providing quality education in such an institute which contradicts the malpractices of materialistic purposes.

The conception that higher education generates new knowledge and subsequently a new labour force makes the higher education sector the focal point of interest for the industrial forces (Shrivastava & Chowdhary, 2006, p. 186). Higher education brings plenty of opportunities for youngsters as well as for entrepreneurs. Youngsters see higher education as a path for their better future whereas businessmen see the monetary success in imparting higher education through private institutions. The handbook will act as a boon for teachers and students, but its lead role is to create vision for leadership. Principals and management will benefit the most from the handbook which opposes commercialization at primary, secondary and tertiary educational level.
Chapter 4 The Design

This chapter will represent the design created on the basis of my extensive research and experience in topic of commercialization of tertiary education in India. This handbook will serve its purpose of confronting commercialization in the best possible way and will suggest some strategies to monitor and control commercialization at its initial stage. This handbook will be of best use if it is included in the curriculum of students. Every college and university has an official magazine or book which has details about departments, faculty, facilities, honours and achievements of that college or university. If eight components of the designed handbook are included in mission statement of the college magazine, it would make the college authorities more responsible for any kind of act that supports commercialization. College administration would be liable for not halting any malpractices against the mission statement of the college and parents and students would get privilege to question the college authorities.

After reviewing the literature from studies in the field of commercialization, I have developed a handbook which would be best suited for principals, teachers and students of colleges and universities. The handbook will consist of following components: -

A) **Check on fees** - Principal, as a leader has many responsibilities. He has to manage academics, finances and all other vital works in college. Although management has ultimate power in private colleges, still the principal has a big role to play in successfully running the college. Private investment in education are generally driven by profit motive and if youth education is left solely in the hands of entrepreneurs, only the elite class will be privileged to basic right of education and majority of financially challenged students could not afford it, which questions the right of education. As a representative of the college, he must have eye on the fees structure. Most of the private colleges work as private firm in which changes are made without any prior notice. Private colleges charge exorbitant tuition fees which is not fair at all. Although, the government has given the power to colleges to mark increase in tuition fees to some extent every year. But due to lack of strictness, these colleges charge more than required fees. The principal must be well aware of his duties as he is the leader of the college. A strict check on fees will certainly keep commercialization in control in the college and youngsters will not feel being cheated on name of tuition fees. Governments encourage universities to generate such revenues by offering several
incentives, such as even matching grants, flexibility in application of rules in the use of such funds and the corporate sector by offering liberal tax incentives (Tilak, 2015, p. 45). All these initiatives are acceptable up to certain level but there must be constant check on its effects.

B) **No compromise with quality of education**- One of the worst impacts of commercialization is on the quality of education. As a leader of the college or university, top priority should be given to the quality of education being imparted in the institution. It has been evident from many cases that private institutions compromise with the quality of education just for monetary benefits. The best way to check the quality of education is by conducting series of examinations. Simply using student achievement marks is not the best way to evaluate the quality of education, yet it is the knowledge which determines the level of education. A man learns from the world outside him, which consists not only of human beings but nature and the material products of human labour as well, and he is also an active participant in it. In other words, human beings learn from each other in a dialectical process (as cited in Chowdhary & Shrivastava, 2006, p. 178). Social interactions of youngsters with scholarly people will certainly pave the way for quality knowledge. Shrivastava & Chowdhary (2006) further adds that in order to understand the state of education it is necessary to examine, apart from the content and mode of its transmission, the institutional structure within which the transmission of knowledge takes place (p. 180). A suitable framework is required to maintain the quality of education. There should be minimum qualification for the teachers. Highly qualified teachers would certainly maintain high quality in their teaching, behaviour, and management. No recruitment should be done on basis of caste, religion, colour, and race. Education imparted in such institutions should be focused on the overall development of the youngsters, not only on getting jobs and earning money. Earning and learning, if go together, will lead to sustainable development for tertiary education.

C) **Role of teacher**- Dignity of teachers is on verge of extinction in private institutions. Few years ago, teachers were the most reputed people in the society. they were also called as manufacturers of modern leaders. But with the intervention of private entrepreneurs, the role of teachers has been defined. They do not get the deserved respect from their pioneers. As a leader of teachers, principal has to lead from the front. The dignity of teachers must be kept above other things. A teacher, hidden in the shadow of
the student, must guide him to move ahead and resurrect our broken society (as cited in Bhome & Chandwani, 2013, p. 28). The primary role of teacher is to focus on overall development of pioneers. It also includes the success of students in academics as well as in physical growth. Teachers should not be pressurized to do such activities which are irrelevant to their profession. There has been some news regarding the attack on teachers. Youngsters of twenty first century, due to some reasons, lack patience. If teachers and any senior member of college scold them for misbehave or mistake, some of the youngsters try to hit back either verbally or physically. This behaviour towards teachers is unacceptable at any level. The principal must be conscious about the wellness of the teachers. Teachers should be provided safe and healthy environment so that they can perform their duties without any fear. If they have safe environment, they would give their best to their pioneers.

D) **More emphasis on social development**- Willmott (as cited in Gaan, 2012) had asserted that the student is perceived as a customer and the degree awarded by a university is perceived as a passport to the corporate world. Thus, the role of the academics is that of a service provider who treats students as customers (p. 674). Education has to play a role in facilitating social mobility and bringing about integration in often very diverse constituencies (Borpujar, 2000, p. 37). In present materialistic world, social values are at its verge of extinction. As the leader of the college, principal along with teachers and management should work to create such a curriculum and environment which supports social development. After all, everybody merges with society and become part of society. Lack of social values will hinder the overall growth of youngsters. Although, moral education has become one of the subjects in primary level but there is need to introduce this subject at secondary and tertiary level.

E) **Ethical recruitment process for teachers**- It has been evident that some private colleges do not work ethically for recruiting teachers. Teachers are hired according to the needs of the college instead of qualification. Management has a bigger role to play for recruiting teachers. If we talk about India, a candidate must have bachelor’s degree in education and masters to become teacher in tertiary education institutions. But autonomous status of private institutions allows them to evade the norms and rules formed by education ministry of India. Besides this, the infamous trend of recruiting teachers referred by management instead of their capability, has been a worrying trend for a long time. The recruiting
procedure proposed for public colleges and universities must be followed in private institutions as well.

Teachers should be recruited on the basis of eligibility, capability and merit.

F) **Youngsters are future of country, not consumers**- Youngsters of today are leaders of tomorrow.

Hejwosz (2010) explains that university students, if they are involved in the construction of knowledge, are not customers but producers. “Learning is a direct consequence of students’ efforts, more rarely is it a purchased service” (n.p). If the principle “the customer is always right” cannot be used with reference to students, this in no way means that students have no right to expect a high level of education from the university. It is true that investors want to make out for their investment, but it should not be in notion of exploitation of students. Students should be treated as future leaders instead consumers. Let us take an example, if a student pays hefty fees to become a doctor, it is true that he or she would try to make out his or her fees by unethical ways such as bribery, corruption. The demands made by management and administration lead to exploitation of academicians and consequently to stress. Quality education imparted by dedicated teachers polish the skills of students, which will pave the way for bright future.

G) **Ethical citizenship**- Students often internalize this utilitarian and corporate conception of education and incorporate it into their views of themselves and their role in the world. This conception significantly impedes their ability or willingness to embrace the values of ethical citizenship (Chorney, 2010, p.19). Students are not supposed to have only academic knowledge. Chorney (2010) adds that the values of ethical citizenship taught to the future citizens of global world would ensure that they see the importance of getting involved in initiatives based on responsible action, that they assume social responsibility, are able to make ethical judgments with regard to local or global policies and choose to act when polices are likely to affect others adversely. Introduction of subject related to ethical values would promote the responsible character among youngsters.

H) **Follow the principle of equality**- Education for all is the basic statement for Indian education system, whether it is primary, secondary or tertiary level. Donation fees is dominant factor in getting admission in reputed private institutions. Most of the private colleges work under the pressure of politicians and admission process is influenced by the power of legislatives. As the leader of the college, it is a moral responsibility of the principal to follow ‘education’. There should be no partiality or favour for any
aspirant. Every student must be given equal opportunities to qualify for admission. Entrance test or merit-based admission are best ways to get deserving youngsters in college and nobody will feel cheated if ethical way of admission is followed.

I) **Priority to overall development of students**- Academic success is not the only parameter for intelligence of an individual. A well-educated individual comprises of moral, social, physical and academic assets. Due to specific drawbacks of Indian education system, less attention is paid for moral and physical development. The leadership must develop the curriculum, which comprises of debates, extracurricular activities, knowledge trips, creative programmes, and professional workshops. The number of lectures should be reduced to give extra time for students to develop their skills. Introduction of vocational or professional courses will give plenty of job opportunities for youngsters and will help them to work independently without any expectation from government.

The condition of teachers in private colleges and universities is worse as compared to teachers of public colleges. In the private institutions the pressure of work burdens the teachers. The teachers usually face the rude voice of authority when mistakes are there. The usual schedule of teachers includes continuous teaching for 5 to 6 hours. They do not have the leisure time for mental release. But the salary of teachers is not relevant to the amount of work they do. Rigorous teaching schedule does not encourage the teachers for their professional development. The leader of the college is responsible for the professional development of his subordinates. The principal is captain of the team. It is the moral duty of the principal to take care of the wages of the teachers and their well-being as well. If the teachers are not paid according to their hard work, how would one expect complete dedication from teachers towards their students. One of the biggest drawbacks of Indian education system is lack of medical facilities for teachers. In western countries, most of the tertiary educational institutions have medical insurance for teachers. One can observe significant negligence towards health of the teachers in private institutions. There has been a trend of capitation fees in private higher education institutions. As Sahu explains that capitation fees (bribery for admission) are nothing but a price for selling education. “The concept of teaching shops is contrary to the constitutional scheme and is wholly abhorrent to the Indian culture and heritage” (2013, n.p).
Chapter 5 Conclusion

Summary

The purpose of this research study was to explore the positive and negative impacts of commercialization of tertiary education in India and to prepare a handbook for leaders, students and teachers. The handbook focuses on the ways to tackle commercialization at tertiary level and reveals the various ways, which can be adopted by the leaders to halt the menace at all levels.

Education is instrumental in “promoting development, social justice and other human rights”. Privatization stymies the principle of social justice, which is at the core of the global mission of the United Nations to promote development and human dignity. Low-fee private schools constrain social justice in education (Singh, 2015, p.10). Traditionally, the functions of higher education are recognized as noble and lying at the core of the very sustenance of societies. From the society’s point of view, the core functions higher education performs can be listed as follows: First and most important, higher education helps in the creation, advancement, absorption and dissemination of knowledge through research and teaching. After all, it is well established that universities are nurseries of ideas, innovations and development and gradually they become reservoirs of knowledge. Secondly, higher education helps in the rapid industrialization of the economy, by providing manpower with professional, technical and managerial skills. In the present context of transformation of societies into knowledge societies, higher education provides not just educated workers, but knowledge workers who are essential for rapid growth of the knowledge economies. It also helps in reaping the gains from globalization. Thirdly, universities are institutions that assist in building the character and morals of the individuals; they inculcate ethical and moral values, orderly habits and create attitudes, and make possible attitudinal changes necessary for the socialization of the individuals and the modernization and overall transformation of the societies, by protecting and enhancing societal values. Fourthly, higher education also helps in the formation of a strong nation-state, contributes to the deepening of democracy by producing a better citizenry which actively participates in the civil, political, social, cultural and economic activities of the society, with members who understand, interpret, preserve, enhance and promote national, regional, international and historical cultures, in a context of cultural pluralism and diversity. It also has the potential to produce social and political leaders of high calibre and vision (as cited in Tilak, 2009, p. 453).
As discussed in earlier chapters, commercialization is at its zenith in the present world. Asian countries have been struggling to halt commercialization at primary, secondary and tertiary level of education. In India, commercialization is dominating the cultural, social and moral aspects of education. There are plenty more private institutions in ratio with public or government funded institutions. The consequences of commercialization have been extremely disastrous on education. Quality of education in some private institutions is sadly poor. Education is compared to a commodity and students are treated as consumers. Knight (as cited in Tilak, 2009, p. 450) sums up that with the massification of higher education, increasing at an exponential rate, there is strong interest on the part of large and small countries to make the export of education products and services a major part of their foreign policy. In fact, we see major shifts in foreign policies where education was primarily seen as a development assistance activity or cultural programme to one where education is an export commodity. The only purpose of most of the private colleges and universities is to earn money through legal or illegal ways. It is true that facilities and infrastructure provided by private institutions is better than public institutions, but facilities and infrastructure do not develop ethical ways of citizenship in an individual. Indian youth is currently struggling through shortage of jobs. Jobs are not created at same pace at which private institutions are opened. The bitter truth of current engineering and medical streams reflects the scenario in India. There are substantially more colleges than proposed by the government. The vacancies are limited for doctors and engineers. Reasonably, only few youngsters get jobs in related field.

**Government efforts towards commercialization**

Sharma (2005) explains

The Private Universities (Establishment and Regulation) Bill which was introduced in Rajya Sabha in August 1995. The NDA Government tried to revive it. The statement of objects and reasons of the Bill clearly points out that the private universities will be "self-financing universities not requiring any financial support from the Government." These self-financing private universities will provide courses of studies in "emerging areas of science and technology" by "making available additional” (p. 70). He continues that certain provisions of the Chhattisgarh Private Universities Act, which allowed more than a hundred private universities to start, were quashed by the Supreme Court last year declaring all the private
The Indian education system was once highly enriched and interesting. Young minds were trained to improve their moral, social and skill values. Teachers enjoyed the top position in the society. Education was imparted without any materialistic purposes. Due to paradigm shift and introduction of neo liberal policies, privatization of education started gradually. Most privatization policies fall into one of the above three forms. So, privatization of education can be undertaken by either: a) increasing the number and proportion of private providers; b) raising the amount of funds contributed directly by the users of the services (i.e. students and their families) and lowering the amount contributed through subsidies; or (c) enhancing parental monitoring of schools and school choice over government rules and regulations. Each of these approaches may be taken simultaneously (Dash, 2009, p. 3). Higher education systems, even in economically prosperous countries, are under severe financial strain, with growing student numbers on the one hand, and a chronic shortage of public funds on the other. In recent years, most countries have inflicted serious cuts in state grants to higher education institutions (Tilak, 2009, 456). Gradual increase of intervention of private firms in education sector, ultimately lead to exploitation of education, teachers, and students. Teachers have been given the tag of service provider and student have been tagged as customer.

Das (2012) says

The establishment of private higher education in India was a commitment towards market economy and an outcome of the shortfall of public resources for funding. The expansion though, took place due to collusion between powerful politicians and the government apparatus in-charge of control of its standards. In the aftermath what can be seen is confusion not only in the ideological commitment of the Indian polity and in the regulatory understanding of Indian judiciary but also in the values of merit among the Indian middle class” (p. 256).

Although the constitution of India contradicts the unethical practice of ‘more you pay, better the education you get’, the inability and lack of determination of government executives and policy makers in keeping the true meaning of education at top, forbids the constitutional rights.
Keeping in mind the adverse consequences of commercialization on tertiary education, I have designed a handbook for the teachers, management, principals and students. The handbook reveals the consequences of commercialization and it also reflects the strategies, which can be implemented in schools, colleges and universities. The best way to gain maximum benefit from the handbook is by including it in the curriculum.

The government is the most powerful authority in a country. The genuine reason for exploitation of education is the inability of government to perform its duties. If government officials become strict in maintaining the true value of education, it would become extremely easy to halt commercialization at all levels of education. The main motive of education is to develop a person physically, socially and mentally fit to stand in the modern world. To educate someone is very sacred work. Education is the only source which can make this atmosphere immensely sustainable to survive by overall development of human beings. But the government policies and intervention of commercial motives in India have made it an industry where the students are not trained to learn, they are trained to make profit. There is an acute need of time to understand the basics of education and to refrain from the menace of commercialisation so as to keep this educational system as pure as we can. We all have to contribute towards its betterment and keep privatisation in that place for which it was started.

Finally, I would like to quote justice Krishnan Ayyar-

“Whatever it be, it is an obligation of the state and the state and its agencies cannot be allowed to trade on education. If the private parties want to share the responsibilities with state, it cannot be on the term of trade, business or profession” (The Hindu, 2002, n. p)
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