

IMPACT ON EDUCATION IN INDIA -AN ANALYSIS

Dr. T. Ramanathan

*Assistant Professor, Department of Environmental Economics,
School of Economics, Madurai Kamaraj University, Madurai*

D. Indrakumar

Research Scholar, Bharathiar University, Coimbatore

Jaspreetkaur

Research Scholar, Bharathiar University, Coimbatore

Abstract

The most sacred and the most important job in the world is that of the teacher. A teacher, hidden in the shadow of the student, must guide him to move ahead and resurrect our broken society. From the time when education started its first phase of commercialization, the responsibilities of the teacher too, have been compromised. It is painful to note that people are beginning to view it as just another job which pays them and feeds them. India is witnessing new era in the field of Management Education. Many Corporate groups like Reliance, Nirma, Tata, Sterlite etc. have promoted Management Institutes. Some reputed foreign universities are also coming to India. But Government should issue some guidelines so that fees structure remains within certain limit and those who are from economically poor background have same opportunity. So, researchers have tried to find out the impact of commercialization of education in India.

Introduction

Education was something that was always driven by devotion and thought. Helped by their own volition, teachers were successful potters moulding men and women into the embodiment of an intangible divine force, of rectitude. Sadly though, the twin foundations have penetrated the department of education as well, subverting it, leading to the establishment of a commercial education system that manufactures solipsists but doesn't nurture altruists. While it is true that education must evolve as time passes but commercialization of education is the worst thing that could ever have happened. It is tantamount to decide. Depressingly, we are not averse to the idea of commercialization. India has become a dirt-pool where „educational institutions proliferate like mushrooms. And there is none to cleanup! Foremost among these are the engineering and medical colleges which have become clubs of incompetent youngsters.

It is only because of such „institutes of technology and of medical sciences , which turn out maladroit people, that the BPO and IT industry is thriving in our country. Because, lets face the truth, our education system doesn't make us competent enough. The word IIT might have sprung up in your mind, but I don't think they are paradigms of the ideal

education institute. They sure equip you with technical knowledge that this age requires but certainly don't imbibe the intellectuality that every age demands.

Review of Literature

A Global Campaign for Education report (2004) states that without education, young people are less likely to understand the information regarding HIV/AIDS education provided, and less confident in accessing services and openly discussing the HIV epidemic. Kilian (1999) and Blanc (2000) support this idea that school attendance may directly affect access to health services and exposure to health interventions.

The World Bank (2002) states that education protects against HIV infection through information and knowledge that may affect long-term behavioral change, particularly for women by "reducing the social and economic vulnerability that exposes [them] to a higher risk of HIV/AIDS than men", including prostitution and other forms of economic dependence on men.

Gregson et al. (2001) conclude in their research that participation in well functioning community groups has a negative correlation with HIV prevalence rates for young women in rural eastern Zimbabwe. They conclude furthermore that "the school setting can both facilitate the development of [community group formation] and provide students with easy access to it." Thus, not only do schools provide the education, knowledge and life skills for decreased vulnerability to HIV infection, but they also provide the environment for communities to be able to protect themselves

Methodology

Keeping in view of the availability of the resources and feasibility of the present research paper, the author conducted his research studies on the basis of secondary sources of data. Secondary data has been collected from various books, Journals, research articles etc. The methodology of the study also includes the thoughts and writings of various authors in the stream of academic, research & corporate industry. Thus, the author utilized all resources available and carried out exhaustive studies for the present research paper.

Objectives of the Study

- i. To analyze the Scenario of Education in India
- ii. To explain the Importance of Education

Scenario of Education in India

In India, over the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education not only to meet the growing demands but also to realize the huge and quick profits

potential. This was situational because government has shortage of funds so for the benefit of nation government allowed private institutions. Privatization of higher education has emerged in several forms and types in the recent decade in India. One, privatization within government higher education institutions take place in the form of introducing self-financing courses within government institutions; two, converting government-aided private institutions into private self financing institutions; three, allowing to expand self-financing private institutions with recognition and also without recognition, which may be termed as commercial private Commercial private higher education emerges from market forces and tied to economic and global forces.

They thrive on the principles of commercialism, primarily focus on vocational courses and highly pragmatic. Their commercial thrust is training jobs, indeed, part of the curriculum is industrial training. Not only training for jobs but also place their students in well-paid jobs. This indeed speaks about the strong industry - institution linkages. They are narrowly focused, rather micro-specific in designing their course and training. This narrow focus is their strength as well weakness. It is strength as long as there is demand for such specific nature of the courses and a weakness once such a demand is satiated. Moreover, the built-in set up / infrastructure do not allow them to diversify. They cater to the unmet demands or rather demand- absorbing from the non university higher education sector.

We can divide these institutions in to various types, like of the self-financing engineering colleges and management institutions are affiliated to the conventional universities in which, the course structure, design, curriculum, and the pattern of examination fall within the purview of the national or state pattern. On the other side, several of these self financing private institutions are also non-affiliating to any universities and cater to the demands of the corporate sector nationally and internationally.

This privatization has its negative impact also. Student is acting as market force. Student is the power while faculty is weak in these private institutions. Indeed, the faculty lack the position, power and autonomy as they traditionally enjoyed at universities. Basically they serve to students and their practical orientations in commercial private institutions. These institutions rely on part time faculty and may be drawn from full-time faculty at public universities (and hence do not add to further employment opportunities). When employing full-time faculty, they pay meagre salary. Perhaps many of them have neither practical nor academic expertise and lack training.

Importance of Education

Education, helps in the training of human minds is incomplete. No individual is a human being in the working world until he has been educated in the proper sense. Education makes man a right thinker and a correct decision-maker. A person who gets a good education will become a more dependable worker, a better citizen, and a strong

consumer. But there is providing even something more. In many cases, situations even become worse and students feel cheated at the end of courses. However, in India this trend has full support of our government because many big political leaders and industrialists are running these colleges. Therefore, they easily get the required certificates to run these colleges without providing proper educational infrastructure. At the end, we can say that for these people education has today become an option to make money only than providing quality education to students.

This is really a shameful situation for country like India where our great leaders have stressed on quality and free education. There are many people in India, who still live under poor conditions and therefore, they first find it hard to afford this education and second, if can afford then fail in getting quality education in return. Though, government announce many such popular schemes for providing help to poor students but these s schemes mostly do not get any takers due to less information and rampant corruption in system.

Conclusion

Education is to bring out the potential in a learner by providing the learner the most congenial physical and social environment to help him realize his fullest potential. Education on the other hand is an industry and its commercialization is here to stay. At the end, we can say that for these people education has today only become an option to make money than providing quality education to students. There is strong need to change the basics of the education system, not its pattern, in order to revive education's real importance. Einstein once said, "Education is that what remains after one has forgotten what one has learnt in school." If what he said is true, none of us of the present generation have ever had education.

References

1. AICTE (1994) report of the High Power Committee for mobilization of Additional Resources for Technical Education, All India Council for Technical Education, New Delhi.
2. Government of India (1997) Approach paper to the ninth Five year plan: 1997-2002, Planning Commission, New Delhi
3. Rani, Geetha, P. (2003) Financing Education in India in the Economic Reform Period:
4. Focus on Intra sectoral Allocation of Resources to education, in Globalization and Challenges of Education, NIEPA, 2003
5. Dr. C. Rangrajan, Chairman - economic Advisory Council to The Prime Minister The Globalization of Indian economy: a need for internationalization of higher technical education (Patil & Pudlowski).