



A STUDY OF TEACHERS' VIEWS ON PRIVATIZATION OF HIGHER EDUCATION

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ABSTRACT

[An attempt has been made to study the views of the teachers towards privatization of higher education. Descriptive survey method has been undertaken to find out the views of the teachers through gender variables. The teachers comprising of 306 numbers as sample has been taken through random sampling method from Odisha. Statistical techniques like mean and percentage have been used to analyze data from the questionnaire developed by the investigator for the present study. The findings of the study reveal that the activities like admission and generation of funds, teaching learning procedure, financial assistance, educational facilities, institutional cohesion, management of the private higher educational institutions are required to promote higher educational institutions managed by private body.]

KEYWORDS : Privatization, Higher Education, Teachers.

1.0 INTRODUCTION:

An educational institution is recognized as an ideal one which depends on the quality teaching imparted by the experienced, qualified and innovative teachers. The organization is carried on smoothly under the dynamic leadership of the administrators who are placed in the highest level of organization or institution. The administrators are regarded as the indicators of vigor, energy and success to develop various progresses effectively. The effective functions or duties of the organization depend on the vigor, quality, efficiency, hard labor of the administrators. Here an attempt has been made to study the types of administrators such as Principal, Deputy Secretary, Joint Secretary, Chief Secretary etc. and their nature of work such as supervision, administration, sanction of funds, affiliation, academic achievement through examinations etc. In this context the views of the administrators are collected through statistical techniques, tables and graphs.

1.1 REVIEW OF LITERATURE:

Some research studies are adopted here to bridge up gap between the present study and its connected studies which are discussed below.

Adelzadeh (2007) analyzed the skewed development of privatization of higher education taking place in South Africa. He found that system of privatization of higher education needed to be changed for an accelerated poverty reduction path through adopting more professional courses in terms of employment allocation, income and the social security system for the development of the nation.

Ambani (2000) justified in his study that Government was not in a position to afford professional education and private parties, having money, could do privatization of higher education better than the Government. As a result the parents will be able to afford proper education to their children for enabling their family status for real social stability.

Balan (1990) found in his study that the major advantage of private universities had been responding more quickly and efficiently to market demands. The private sector responded to the economic needs of the individuals and society and provided relevant types of education.

Brokeman (2002) highlighted in his study that privatization of higher education was the main instrument for development and change in the society. In addition to it he found that modern job oriented courses offered by the privatization of higher education removed the search for employment from the minds of the people and brought changes in their socio-economic life.

Ghoroneh (2011) reflected the relationship between the quality of life and privatization of higher education in Uganda. According to this study, privatization of higher education was directly related to safe and healthy family environment, development of human capacities, growth and security, social integration and social relevance of life.

Kellner (2003) viewed in his study that the reconstruction of privatization of higher education influenced the socio-economic and cultural conditions of everyday life and labor is a reasonable response to the great transformations of the society.

Nayak (2006) in his study pointed out that privatization of higher education would not only produce academic skills but also provide advance knowledge in driving socio-economic growth of a nation.

Piters (2006) observed in the study the profound economic and social impact of privatization of higher education in South Africa. He outlined poverty reduction through implementation of self employment generated courses in rural areas. The opportunities for employment generated projects and stimulation of the economy by these projects provide the means of better living environment.

The study of Madhusudan (2002) narrated in his study that the concept of privatization of higher education existed mainly on the basis of financial consideration. Since the impact of privatization could be observed in all sectors of economy which had affected the education sector as well. Privatization of higher education was a part of the process of economy at large for changing the socio-economic standard of the people as well as strengthening the psychological state of the parents and students.

Maryam Ilyas (2013) focused on quality of social life of people in Lahore, Pakistan through privatization of higher education. The study explored that privatization of higher education influenced various dimensions of quality of social life in strengthening the people's standard of living. But on the other hand the attitude of teachers in this context was more impatient, aggressive and violent due to low financial benefit from these institutions.

The study of Rehfluss (2015) analyzed that privatization of higher education invited for substantially trimming the scope and breadth of Government services replacing them with private and other non-government organizations and opened a way in removing social and economic strain from the society.

The study of Salem (2003) expressed that ethically higher education should not be left to the private sector along otherwise a large section of indigent but talented students would be deprived of getting admission into the private funded educational institutions. Like law and order and national defense, higher education should be regarded as a public good, the benefits of which went to all members of the society, over and above the recipient of education.

Sandhyal (2015) reflected in his study that privatization of higher education provides higher education which promote socio-economic peace and harmony among the people of a nation.

Singh (2003) attempted in his study that sixty two per cent of people were in favour of privatization of higher education due to the fast changing growth of industries and information technology which provided a fascinating way towards the development of the personal life of the people.

Singh (2017) stressed the need for globalization in privatization of higher education a technical education whose benefit was tasted by the Indian people. The people are testing the benefit of the privatization for having a stable and independent society.

Sobhana (2009) stated in the study that once the higher educational institutions turned self-financing, their prices would be bench marked against their global counterparts which were affordable to the same top layer society.

The study of TheodoreScehultz (1961) recommended that higher education came to be recognized as a key input for the development of human capital by inculcating critical skills, knowledge and desirable outlook to work force and had a decisive role in promoting economic growth in the society.

Udapa and Prasad (1992) stated that customers' satisfaction at competitive cost quality as fitness for purpose provided answers to what of education, quality as excellence on standards in performance which defined the process of education, quality as value for money. It provided the benchmarks for the output of education and quality as a transformation giving the indicators to judge the output of education.

Walford and Kaul (1990) found that private participation in higher education contributed to socio-economic inequalities in society encouraging elitist bias in education. Privatization gave rise to commercialization and profit oriented, with little consideration for national manpower needs, which might cause serious imbalance in the country.

1.2 OBJECTIVES OF THE STUDY:

The objectives of the study are as follows.

1. To study the views of the teachers towards privatization of higher education.
2. To study the suggestion of the teachers towards privatization of higher education.

1.3 METHODOLOGY OF THE STUDY:

The methodology used for the study is stated below.

RESEARCH METHOD.

Descriptive survey method is undertaken to find out the views and suggestion of the teachers towards privatization of higher education.

Sample: The teachers comprising of 306 numbers as sample has been taken through random sampling method from Odisha. The sample of 306 numbers includes 192 males and 114 females serving in eleven private higher educational institutions of the State has been taken using random sampling method.

Tools used for the study: The investigator has developed a questionnaire with multiple choice items for the teachers to collect data on the objectives respectively. The questionnaire was subjected to test validity and reliability and found to be 0.59 and 0.70 respectively have been used for collection of data.

Analysis and Interpretation: Statistical techniques like mean and percentage stated above. The followings are the analysis and interpretation of the objectives. Here attempt has been made to collect the views of male and female teachers on students' preference to study in private institutions are given in the table 1.

Table 1: Students' preference to study in private higher educational institutions

N_1 =Males=192 N_2 =Females=114 N =Total=306

Sl. No	Various preferences	Males	%	Females	%	Total	%
a.	Institution nearest to residence.	-	-	-	-	-	-
b.	Not getting seat in Government institutions.	161	83.85	62	53.38	223	72.87
c.	Parents' compulsion to study	-	-	-	-	-	-
d.	Teachers' force to study	-	-	-	-	-	-
e.	High infrastructure	-	-	-	-	-	-
f.	Easy admission for rich students	157	81.77	73	64.03	230	75.16
g.	Aspiring easy examination result	-	-	-	-	-	-
h.	Easy access for poor and disadvantaged students	2	1.04	3	2.63	5	1.63
i.	Poor teaching standard	-	-	-	-	-	-
j.	Payment seat avoids students' merit	154	80.20	61	53.50	215	70.26
k.	Others if any	-	-	-	-	-	-

In the table 75.16 per cent of teachers are stating that the rich parents are able to pay the donation as demanded by the private higher educational institutions for admission of their children.

72.87 per cent of teachers are of the view that the students are taking admission into private higher educational institutions for not getting seats in Government institutions where high achievers are enrolled. On the other hand 70.26 per cent of teachers view that unmeritorious students get opportunity of admission by paying heavy donation. It is found that students' preference is concentrated more on professional courses related to engineering, medicine, management and computer related studies as per the demand of the present era.

1.63 per cent of teachers are telling that a less number of students are getting admission whereas a major portion of the students are deprived of getting this facility because private higher educational institutions are not giving more importance on it due to profit making motive.

The views of the teachers on causes of students' attraction towards admission into private higher educational institutions are collected in the table 2.

Table 2: Causes of students' attraction towards admission in private institutions

N₁=Males=192 N₂=Females=114 N=Total=306

Sl. No.	Various Causes	Males	%	Females	%	Total	%
a.	Job-oriented curriculum.	189	98.43	110	96.49	299	97.71
b.	Quality education	-	-	-	-	-	-
c.	Research facilities	126	65.62	59	51.75	185	60.45
d.	Mass media facilities	-	-	-	-	-	-
e.	Laboratory and Library reading room facilities	128	66.66	80	70.17	208	67.97
f.	Infrastructural facilities	-	-	-	-	-	-
g.	Others if any	-	-	-	-	-	-

The above table reveals from 97.71 per cent of teachers' responses that the students are attracted to take admission in private higher educational institutions because the students prefer job-oriented curriculum which after completion of their education get the opportunity of self-employment besides the employment in Government and public sectors. On the other hand the students are utilizing laboratory and library well equipped with modern technology, apparatus and chemicals as well as getting various e-journals, e-magazines and course books in reading room (67.97%) are the factors of attraction for admission. Besides, the students are getting research facilities for conducting research (60.45%) from journals, magazines, library, internet etc. and hence the students are attracted to take admission into private higher educational institutions. Teachers' responses about the sources of generating funds to meet financial requirements are collected in the table 3.

Table3: Sources of generating funds to meet financial requirements

N₁=Males=192 N₂=Females=114 N=Total=306

Sl. No.	Sources of generating funds	Males	%	Females	%	Total	%
a.	Donation from the students	192	100.00	114	100.00	306	100.00
b.	Donation from the public	5	2.60	6	5.26	11	3.59
c.	Donation from the management members	93	48.43	71	62.28	164	53.59
d.	Donation from the industrialists	3	1.56	5	4.38	8	2.61
e.	Donation from the Trust	15	7.81	8	7.01	23	7.51
f.	Donation from the Government	-	-	-	-	-	-
g.	Donation from the businessmen	7	3.64	9	7.89	16	5.22
h.	Donation from the elected political leaders	4	2.08	6	5.26	10	3.26
i.	Others if any	-	-	-	-	-	-

From the table it is clear from the cent per cent of teachers' views that the students' donation is a big and primary source of fund generation of the institution. In addition to it the management members, trust and others pay the donation to the institution as secondary source of fund generation. The views of the teachers about types of works undertaken to improve academic achievement are expressed in the table 4.

Table 4: Types of works undertaken to improve academic achievement

N_1 =Males=192 N_2 =Females=114 N =Total=306

Sl. No.	Types of works undertaken	Males	%	Females	%	Total	%
a.	Weekly assignment supervision	183	95.31	98	85.96	281	91.83
b.	Introduction of internal assessment	132	68.75	77	67.54	209	68.30
c.	Extra coaching facility	169	88.02	82	71.92	251	82.02
d.	Extension of education for slow and disadvantaged learners	103	53.64	90	78.94	193	63.07
e.	Residential teaching facility	125	65.10	90	78.94	215	70.26
f.	Library and reading room supervision	127	66.14	79	69.29	206	67.32
g.	Meeting with students and parents for students' academic	165	85.93	77	67.54	242	79.08
h.	Vocational counseling.	107	55.72	87	76.31	194	63.39
i.	Others if any	-	-	-	-	-	-

It is known from the table that 91.83 per cent of teachers are supervising and making correction of weekly assignments of the students which provides students feedback to improve their further studies. 82.02 per cent of teachers are providing extra coaching as a result of which students' doubts are confidently clarified by their teachers.

It is evident from the table that the authorities of private higher educational institutions are inviting the parents, students and teachers to the meeting in order to discuss the academic achievement as well as allied problems of the students to make their teaching learning process effective (79.08%). 70.26 per cent of teachers are in favor that the teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behavior. In addition to it 68.30 per cent of teachers are responding that internal assessment examination in private higher educational institutions compel the students to prepare the portions of the syllabus covered by the teachers and engage in their studies throughout year.

67.32 per cent of teachers are supervising the students' engagement in the library and reading room because course books and costly reference books are available in the library and reading room which make them attracted. 63.07 per cent of teachers are in favor of remedial teaching which improves the academic standard of the gifted, slow learners and disadvantaged children after formal education. 63.39 per cent of teachers are in favor of vocational counseling that the students are able to know various types of employment in various places for which they create awareness and develop efficiency in skill before getting employment. Attention has been given to get the information from the teachers about types of activities undertaken to improve academic excellence in the table 5.

Table 5: Steps for improving academic excellence

N_1 =Males=192 N_2 =Females=114 N =Total=306

Sl. No.	Various steps	Males	%	Females	%	Total	%
a.	Creating games and sports spirit	113	58.85	86	75.43	199	65.03
b.	Excursion on task related places	99	51.56	82	71.92	181	59.15
c.	Project work in industrial sectors	173	90.10	71	62.28	244	79.73
d.	Attending seminar, conference, symposium and workshops	167	86.97	86	75.43	253	82.67
e.	Study tour	103	53.64	81	71.05	184	60.13

f.	Encouragement in publication of articles, magazines, journals and newspapers	114	59.37	49	42.98	163	53.26
g.	Aptitude exhibition in music, dance, painting, drawing and drama	165	85.93	84	73.68	249	81.37
h.	Orientation program to the parents and students	157	81.77	94	82.45	251	82.02
i.	Others if any	-	-	-	-	-	-

In the table 82.67 per cent of teachers are telling that the students are attending seminars, conference, symposium and workshops in order to disseminate hidden thoughts or it is a mandatory course to be undertaken.

82.02 per cent of teachers are giving their views that the private higher educational institutions are conducting orientation program for the students, teachers and parents in order to create awareness among the parents about their children's poor achievement and allied problems faced with the remedial measures taken by the parents, teachers and the authority.

The students are conducting project work in industrial sectors (79.73%) which provides practical knowledge to the students and the students learn from learning by doing as a result the students are getting wide scope to expose their inner quality not only in their institutions but also abroad for achieving medals, prizes and shields etc.

In order to develop inner innovative qualities of the students the institutions organize aptitude exhibition in music, dance, painting, drawing and drama etc. (81.37%) and games and sports spirit (65.03%) which keeps their mind free as a result interest in learning is increased. Excursion on task related places and study tour (59.15% and 60.13%) also are other steps for improving academic excellence of the students in which the students gather first hand experiences from the nature which are related to their study.

In addition to it the publication of articles in magazines, journals and newspapers (53.26%) the students' creative thought is emerged in the form of writings that helps in improving academic excellence as a result creative caliber of the students brings welfare of the society, country and world as a whole. The teachers' responses on taking interest in serving in private institutions are stated in the table 6.

Table 6: Teachers taking interest in serving in private institutions

N_1 =Males=192 N_2 =Females=114 N =Total=306

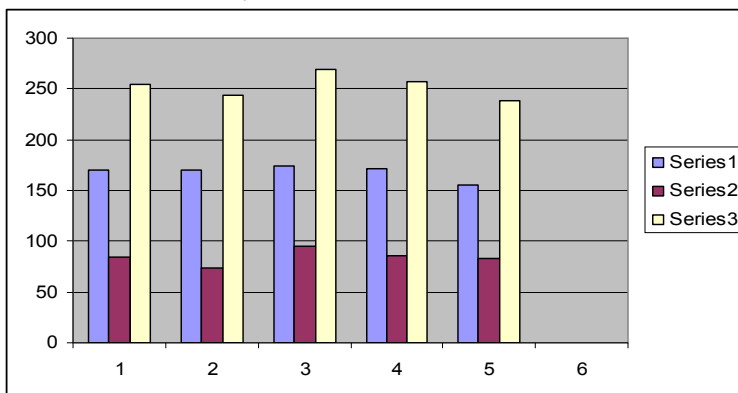
Sl. No.	Various factors	Males	%	Females	%	Total	%
a.	Salary as per the UGC and State Government	-	-	-	-	-	-
b.	Salary as per the desire of the management	192	100.00	114	100.00	306	100.00
c.	Salary as per own desire	-	-	-	-	-	-
d.	Research in extension education facility	192	100.00	114	100.00	306	100.00
e.	Foreign tour facility	-	-	-	-	-	-
f.	Research in publication facility	-	-	-	-	-	-
g.	Service benefit like GPF, gratuity and pension etc.	-	-	-	-	-	-
h.	Others if any	-	-	-	-	-	-

It is depicted from the table that all the teachers are taking interest in serving in private higher educational institutions because they are getting their monthly salary as per the management and every kind of facilities for conducting research work which develop their professional career.

Teachers' views on types of academic activities undertaken by the private higher educational institutions are gathered in the table 7.

Table7: Types of academic activities undertaken by private higher educational institutionsN₁=Males=192 N₂=Females=114 N=Total=306

Sl. No.	Types of academic activities	Males	%	Females	%	Total	%
a.	Conducting internal assessment	170	88.54	85	74.56	255	83.33
b.	Evaluating answer scripts	170	88.54	74	64.91	244	79.73
c.	Engaging in teaching work	174	90.62	95	83.33	269	87.90
d.	Engaging in project work	171	89.06	86	75.43	257	83.98
e.	Conducting practical examination	156	81.25	83	72.80	239	78.10
f.	Others if any	-	-	-	-	-	-

Bar Graph No. 1(Reference Table No.7)

In the table cited more than 78.00 per cent of teachers are telling that they are conducting internal assessment and practical examination for which the students remain busy in study. In addition to it they are engaged in evaluating answer scripts, daily teaching work and project research work for creating innovative contribution to the education in which the private higher educational institutions are conscious about it.

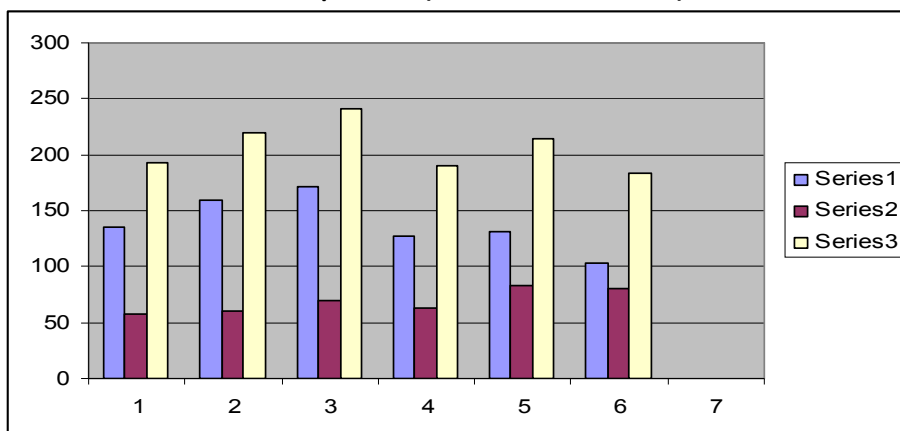
The information from the teachers on programs conducted by the private higher educational institutions are given in the table 8.

Table 8: Programs conducted by the private higher educational institutionsN₁=Males=192 N₂=Females=114 N=Total=306

Sl. No.	Types of programs conducted	Males	%	Females	%	Total	%
a.	National seminar	135	70.31	58	50.87	193	63.07
b.	International conference	160	83.33	60	52.63	220	71.89
c.	Symposium and workshop	172	89.58	69	60.52	241	78.75
d.	Orientation program to teachers, students and parents.	127	66.14	63	55.26	190	62.09
e.	Project work	131	68.22	83	72.80	214	69.93
f.	Practical work in industry	103	53.64	81	71.05	184	60.13
g.	Others if any	-	-	-	-	-	-

As expressed in the table more than 60.00 per cent of teachers are telling that the private higher educational institutions are conducting national seminar, international conference, symposium and workshop, orientation program to teachers, students and parents, project and practical work for the students in industry in which both the teachers and students are participating in order to promote teaching learning process.

Bar Graph No. 2 (Reference Table No.8)



Here attempt has been taken to gather information from the teachers on private higher educational institutions keeping relationship with the community in table 9.

Table9: Private higher educational institutions keeping relationship with the community

N₁=Males=192 N₂=Females=114 N=Total=306

Sl. No.	Various relations	Males	%	Females	%	Total	%
a.	Construction of infrastructure	131	68.22	53	46.49	184	60.13
b.	Discussion of examination results	127	66.14	63	55.26	190	62.09
c.	Collection and expenditure of funds	95	49.47	62	54.38	157	51.30
d.	Constitution of Governing Body	157	81.77	73	64.03	230	75.16
e.	Appointment of teachers from community	-	-	-	-	-	-
f.	Involvement in cultural programs	183	95.31	98	85.96	281	91.83
g.	Admission of the students	180	93.75	81	71.05	261	85.29
h.	Indiscipline situation	161	83.85	62	54.38	223	72.87
i.	Others if any	-	-	-	-	-	-

It is understood from the table that the private higher educational institutions keep relation with the community when the cultural programs are being organized in order to make it a grand success (91.83%). Besides, more than 51.00 per cent of teachers respond that the private higher educational institutions keep relationship with the community members in the construction of infrastructure, discussion of examination results, collection and expenditure of funds, constitution of Governing Body, admission of the students and indiscipline situations neglecting the appointment of teachers from community.

It is an attempt to collect the views of the teachers on providing library facilities given in the table 10.

Table 10: Providing library facilities

N₁=Males=192 N₂=Females=114 N=Total=306

Sl. No	Various facilities	Males	%	Females	%	Total	%
a.	Computer	192	100.00	114	100.00	306	100.00
b.	Text books	192	100.00	114	100.00	306	100.00
c.	Magazine	192	100.00	114	100.00	306	100.00
d.	E-library	19	9.89	8	70.17	27	8.82
e.	Reference books	160	83.33	94	82.45	254	83.00
f.	Competitive books and journals	153	79.68	86	75.43	239	78.10
g.	Employment opportunity magazines	147	76.56	86	75.43	233	76.14
h.	Internet	192	100.00	114	100.00	306	100.00
i.	Others if any	-	-	-	-	-	-

It is found from cent per cent of the teachers' responses in the table that the students are utilizing computer, text books, magazine and internet for strengthening their mental power and able to know the world as a whole. Besides, the students are utilizing the reference books, competitive books and journals, employment opportunity magazines as per more than 70.00 per cent of the responses of the teachers. On the other hand the private institutions are not providing e-library facility due to lack of finance (8.82%). It is an attempt to gather the information on types of infrastructural facilities available reflected in the table 11.

Table 11: Types of infrastructural facilities availableN₁=Males=192 N₂=Females=114 N=Total=306

Sl. No.	Various facilities	Males	%	Females	%	Total	%
a.	Classrooms only	3	1.56	4	3.50	7	2.28
b.	Laboratories only	2	1.04	1	0.87	3	0.98
c.	Library only	3	1.56	4	3.50	7	2.28
d.	Well-equipped classroom, laboratory, library, playground, and hostel etc.	187	97.39	107	93.85	294	96.07
e.	Book Bank and question bank facility	192	100.00	114	100.00	306	100.00
f.	Medical facility	189	98.43	102	89.47	291	95.09
g.	Vehicle facility for day scholars	192	100.00	114	100.00	306	100.00
h.	Others if any	-	-	-	-	-	-

It is found from the table that all the teachers are in favor of the institutions providing vehicle facilities for communication of the day scholars to the institution, book bank and question bank facility enabling them to know various types of questions set in the examination and accordingly they prepare for examination which are the factors of attraction towards the institution. In addition to it the students are availing well equipped classrooms, laboratory, library, playground, and hostel (96.07%) and also medical facilities (95.09%) being another essential feature for taking health care of the students.

SUGGESTIONS OFFERED BY THE TEACHERS:

The teachers have given their suggestions not only for the betterment of the private higher educational institutions but also for the development of higher education in our country. These suggestions are collected from them and are given in the table 12.

Table12: Suggestions offered by the teachersN₁=Males=192 N₂=Females=114 N=Total=306

Sl. No	Various suggestions	Males	%	Females	%	Total	%
1.	Flexible admission fee and abolition of management quota.	172	89.58	76	66.66	248	81.04
2.	NAAC to carry out extensive assessment and grading private higher educational institutions across the country	183	95.31	98	85.96	281	91.89
3.	Utilization of modern technology like power point presentation, projector, P.C., laptop, CD etc. in teaching learning process.	157	81.77	73	64.03	230	75.16
4.	Government's control over the standards of the private higher educational institutions through a policy of accreditation.	170	88.54	84	73.68	254	83.00
5.	A panel of education experts appointed by MHRD to monitor inspection, granting permission and	152	79.16	71	62.28	223	72.87

	appointment of highly qualified teachers with research experience.						
6.	Infrastructural facility, hostel facility, library facility be given priority.	149	77.60	66	57.89	215	70.26
7.	Conducting various programs like literacy, health camps, environment awareness, population control, moral education, peace education, human rights education, women empowerment and adult education.	167	86.97	90	78.94	257	83.98
8.	Encouraging national integration, international understanding, and preservation, promotion and transmission of social values, culture and ethos through performing various activities.	184	95.83	76	66.66	260	84.96
9.	Introduction of holistic knowledge curriculum	157	81.77	73	64.03	230	75.16
10.	Interaction with expert faculty members.	170	88.54	84	73.68	254	83.00
11.	Facilities of loan to meritorious students at lower rate of interest through public sector loan scheme.	184	95.83	76	66.66	260	84.96
12.	Promoting privatization of higher education in rural sector for women deprived, OBC, SEBC, SC/ST and marginalized people.	125	65.10	74	64.91	199	65.03
13.	Professionalizing excellency in education, IIT, IIM and IIMS.	159	82.81	99	86.84	258	84.31
14.	Autonomy to bigger and reputed colleges.	151	78.64	54	47.36	205	66.99
15.	Opening of university and colleges in hilly, remote, tribal and border areas.	152	79.16	71	62.28	223	72.87
16.	Development of employability skills among the students.	149	77.60	66	57.89	215	70.26
17.	Steps to improve teachers' quality in publishing research articles and books as per national as well as international repute.	184	95.83	76	66.66	260	84.96
18.	Providing vocational and educational guidance.	125	65.10	73	64.03	198	64.70
19.	Regulatory Body of MHRD to collect information from the stakeholders.	161	83.85	99	86.84	260	84.96
20.	Particular course in a particular region basing on need assessment survey.	153	79.68	77	67.54	230	75.16
21.	Laboratory well equipped with latest technology and good library for research.	152	79.16	71	62.28	223	72.87
22.	Faculty development program (seminar, refresher course, orientation course).	184	95.83	78	68.42	262	85.62
23.	Provision of incentive to research scholars.	125	65.10	75	65.78	200	65.35
24.	Monitoring quality in teaching and research work.	159	82.81	99	86.84	258	84.31
25.	Allocation of funds by the State and Central Government to private higher educational institutions for achieving academic excellency	152	79.16	77	67.54	229	74.83
26.	Continuous dialogue among the State Government, the University and private institutions to consider relevant issues with a viable solution.	152	79.16	73	64.03	225	73.52

It is known from the table that more than 64.00% of teachers have given their suggestions. These are flexible admission fee and abolition of management quota, NAAC to carry out extensive assessment and grading the private higher educational institutions across the country, utilization of modern technology like power point presentation, projector, P.C., laptop, CD etc. in teaching learning process, Government's control over the standards of the private higher educational institutions through a policy of accreditation, a panel of education experts appointed by MHRD to monitor inspection, granting permission and appointment of highly qualified teachers with research experience, infrastructural facility, hostel facility, library facility be given priority, conducting various programs like literacy, health camps, environment awareness, population control, moral education, peace education, human rights education, women empowerment and adult education, encouraging national integration, international understanding, and preservation, promotion and transmission of social values, culture and ethos through performing various activities, introduction of holistic knowledge curriculum, interaction with expert faculty members, facilities of loan to meritorious students at lower rate of interest through public sector loan scheme, promoting privatization of higher education in rural sector for women deprived, OBC, SEBC, SC/ST and marginalized people, professionalizing excellency in education, IIT, IIM and IIMS, autonomy to bigger and reputed colleges, opening of university and colleges in hilly, remote, tribal and border areas, development of employability skills among the students, necessary steps taken to improve teachers' quality in publishing research articles and books as per national as well as international repute, providing vocational and educational guidance, regulatory body of MHRD to collect information from the stakeholders-students, teachers and parents about the institution, introduction of particular course in a particular region basing on need assessment survey, laboratory well equipped with latest technology along with good library required for qualitative teaching and research, faculty development program through seminar, refresher course and orientation course, provision of incentive to research scholars, monitoring quality in teaching and research work, Allocation of funds by the State and Central Government to private higher educational institutions for achieving academic excellency and continuous dialogue among the State Government, the University and private institutions to consider relevant issues with a viable solution.

1.4 MAJOR FINDINGS

1. 75.16 per cent of teachers are stating that the rich parents are able to pay the donation as demanded by the private higher educational institutions for admission of their children.
2. 72.87 per cent of teachers are of the view that the students are taking admission into private higher educational institutions for not getting seats in Government institutions where high achievers are enrolled.
3. 70.26 per cent of teachers view that unmeritorious students get opportunity of admission by paying heavy donation. It is found that students' preference is concentrated more on professional courses related to engineering, medicine, management and computer related studies as per the demand of the present era.
4. 1.63 per cent of teachers are telling that a less number of students are getting admission whereas a major portion of the students are deprived of getting this facility because private higher educational institutions are not giving more importance on it due to profit making motive.
5. According to 97.71 per cent of teachers' responses the students are attracted to take admission in private higher educational institutions because the students prefer job-oriented curriculum which after completion of their education get the opportunity of self-employment besides the employment in Government and public sectors.
6. Cent per cent of teachers view that the students' donation is a big and primary source of fund generation of the institution. In addition to it the management members, trust and others pay the donation to the institution as secondary source of fund generation.

7. 691.83 per cent of teachers are supervising and making correction of weekly assignments of the students which provides students feedback to improve their further studies. 82.02 per cent of teachers are providing extra coaching as a result of which students' doubts are confidently clarified by their teachers.
8. 67.32 per cent of teachers are supervising the students' engagement in the library and reading room because course books and costly reference books are available in the library and reading room which make them attracted.
9. 63.07 per cent of teachers are in favor of remedial teaching which improves the academic standard of the gifted, slow learners and disadvantaged children after formal education.
10. 82.67 per cent of teachers are telling that the students are attending seminars, conference, symposium and workshops in order to disseminate hidden thoughts or it is a mandatory course to be undertaken.
11. 82.02 per cent of teachers are giving their views that the private higher educational institutions are conducting orientation program for the students, teachers and parents in order to create awareness among the parents about their children's poor achievement and allied problems faced with the remedial measures taken by the parents, teachers and the authority.
12. More than 78.00 per cent of teachers are telling that they are conducting internal assessment and practical examination for which the students remain busy in study. In addition to it they are engaged in evaluating answer scripts, daily teaching work and project research work for creating innovative contribution to the education in which the private higher educational institutions are conscious about it.
13. 60.00 per cent of teachers are telling that the private higher educational institutions are conducting national seminar, international conference, symposium and workshop, orientation program to teachers, students and parents, project and practical work for the students in industry in which both the teachers and students are participating in order to promote teaching learning process.
14. According to cent per cent of the teachers' responses the students are utilizing computer, text books, magazine and internet for strengthening their mental power and able to know the world as a whole. Besides, the students are utilizing the reference books, competitive books and journals, employment opportunity magazines as per more than 70.00 per cent of the responses of the teachers.
15. All the teachers are in favor of the institutions providing vehicle facilities for communication of the day scholars to the institution, book bank and question bank facility enabling them to know various types of questions set in the examination and accordingly they prepare for examination which are the factors of attraction towards the institution. In addition to it the students are availing well equipped classrooms, laboratory, library, playground, and hostel (96.07%) and also medical facilities (95.09%) being another essential feature for taking health care of the students.
16. More than 64.00% of teachers have given their suggestions. These are flexible admission fee and abolition of management quota, NAAC to carry out extensive assessment and grading the private higher educational institutions across the country, utilization of modern technology like power point presentation, projector, P.C., laptop, CD etc. in teaching learning process, Government's control over the standards of the private higher educational institutions through a policy of accreditation, a panel of education experts appointed by MHRD to monitor inspection, granting permission and appointment of highly qualified teachers with research experience, infrastructural facility, hostel facility, library facility be given priority, conducting various programs like literacy, health camps, environment awareness, population control, moral education, peace education, human rights education, women empowerment and adult education, encouraging national integration, international understanding, and preservation, promotion and transmission of social values, culture and ethos through performing various activities, introduction of holistic knowledge curriculum, interaction with expert faculty members, facilities of loan to meritorious students at lower rate of interest through public sector loan scheme, promoting privatization of higher education in rural sector for women deprived, OBC, SEBC, SC/ST and marginalized people, professionalizing excellency in education, IIT, IIM and IIMS, autonomy to bigger and reputed

colleges, opening of university and colleges in hilly, remote, tribal and border areas, development of employability skills among the students, necessary steps taken to improve teachers' quality in publishing research articles and books as per national as well as international repute, providing vocational and educational guidance, regulatory body of MHRD to collect information from the stakeholders-students, teachers and parents about the institution, introduction of particular course in a particular region basing on need assessment survey, laboratory well equipped with latest technology along with good library required for qualitative teaching and research, faculty development program through seminar, refresher course and orientation course, provision of incentive to research scholars, monitoring quality in teaching and research work, allocation of funds by the State and Central Government to private higher educational institutions for achieving academic excellence and continuous dialogue among the State Government, the University and private institutions to consider relevant issues with a viable solution.

1.5 SUGGESTIONS FOR FURTHER STUDY:

The investigator is inclined to suggest a few research studies considering its value in present research scenario noted below.

- a) A study can be taken up to analyze the financial contribution of community members for privatization of higher education and their socio-economic impact.
- b) A study can be taken up on various aspects on privatization of higher education as per the findings of the present study and suggestions from the parents, teachers, community members, administrators and overall impact upon their day-to-day activities, quality, access and equity of higher education.
- c) A study is needed to investigate the socio-economic-cultural problems of the community people living in different parts of India being influenced by the privatization of higher education.
- d) A study on quality and equity of privatization of higher education and their practical implication in the life of community people which should be analyzed separately one by one comparing them.
- e) A study is to be taken up on the role of the community people in managing privatization of higher education.

1.6 EDUCATIONAL IMPLICATION:

Privatization of higher education extends its scope in participating community members in all educational activities, cultural and celebrating international and national functions, seminar, symposium etc. where dissemination of knowledge is carried on. The community people in higher educational institutions remove the barriers of the society related to gender discrimination, caste feelings, regional imbalances and environmental problems created from time to time. This privatization of higher education through community people enables the students' employability skill as per the need of the society to earn livelihood as a result of which socio-economic standard of the community members go up to standardized level. It saves the society from the alleviation of poverty and hunger. The privatization of higher education through community people brings sustainable development for future generation.

1.7 CONCLUSION:

The investigator has taken care to study the community members towards privatization of higher education. The findings of the study will help the learners, planners, policy makers, researchers, administrators to implement the results obtained from the problem for further researchers.

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