

Privatization of higher education: Analytical study of administrators' views

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Abstract

An attempt has been made to study the views of the administrators towards privatization of higher education. Descriptive survey method is undertaken to find out the views of the administrators serving in higher educational institutions, personnel connection with administration in Directorate and Government Department of higher education. The administrators comprising of 54 numbers (38 males and 16 females) as sample has been taken through random sampling method from Odisha. Statistical techniques like mean and percentage have been used to analyze data obtained from the interview schedule developed by the investigator for the present study. The findings of the study reveal that quality of higher education managed by the private body can be promoted by the extended activities of the administrators like administrative activities, financial activities, supervision on infrastructural facilities, teaching learning process, examination, keeping relationship with community by solving the problems caused thereof.

Keywords: Privatization, Higher Education, administrators

1. Introduction

Any institution or 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 vigour, energy and success to develop various development effectively. The effective functions or duties of the organization depend on the vigour, quality, efficiency and hard labour of the administrators. Here an attempt has been made to study the types of administrators such as Principal, Regional Director, Director of Higher Education, Additional Director, Deputy Directors, Assistant Directors, Secretary, Additional Secretary, Deputy Secretary etc. and their nature of works such as supervision, administration, sanction of funds, affiliation, academic achievement and so on. In this context the collected views of the administrators are interpreted using statistical techniques like mean and percentage followed by tables and graphs.

Review of Literature

Some research studies are reviewed here to bridge up gap with the the present study.

Ambani (2000) justified in his study that Government was not in a position to afford private parties, having money, could do privatization of higher education better than the Government. Arcelo and Sanyal (1987) found in their studies in Thailand that unemployment rate among graduates from private universities were about 2.8 times higher than those from public Universities in Philippines.

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

Bray (1998) in his study identified four major models of organising privatization of higher educational institutions such as transfer of ownership of public institutions, shifting sectoral balance without redesignating existing institutions,

increased government funding and support for private institutions, increased private financing and/or control of Government institutions. In addition to these models Bray gave four pillars of combinations contributing to privatization i.e. (a) Public production with public finance, (b) Public production with private finance (increasing support coming through private fund raising), (c) Private production with public finance (a regime of deregulation), (d) Private production with private finance (load shedding and divesting governments, stopping providing a service and leaves to what market bears).

Bray (2000) revealed from his study that the reactive character of State action was strongly shown in wide spread pattern of delayed regulation.

Breneman (1988) expressed in his study that high quality of education can be carried on by private educational institutions by collecting required fees from the guardians.

Brokeman (2002) highlighted in his study that the privatization of higher education was a means of bringing of whole development of the people in society. In addition to this he suggested that modern technology and facilities provided by the private educational institutions would no doubt bring socio-economic development of the society.

De Angelo and Cohen (2000) emphasized that the role of private sector on production and finance as the distinguishing government role in educational institutions not only reducing partnership between government and private service providers but also developing the idea of privatization to run the higher educational institutions. On the other hand the study revealed that shifting of activities, assets and responsibilities should go from Government control to private control. In this connection the idea of privatization, liberalization should function through different agencies of public private partnership, federal corporations, quasi-government organizations and Government sponsored agencies which would open the door of free marketisation.

According to the study of Gopalan (1995) the important task

of privatization of higher education is to prepare leaders for different walks of life like social, intellectual, political, cultural, scientific and technological aspects which were inevitable components of socio-economic development of the nation.

Hvide (2001) concluded from his study that private higher educational institutions played a vital role in teaching learning process in which information capital was accumulated, the most able individuals, having a high level of self-confidence, would skip higher education and go directly to the market as entrepreneurs.

James (1987) in his study found that private education had grown for several reasons as social and differentiated demands for higher education. Social demand for higher education exceeded the public supply and the private markets seek to meet the unsatisfied demand as well as demand for high quality.

It is observed from the study of James and Benjamin (1988) that in Japan public higher education provided better facilities, which were significantly related to quality than private Universities and colleges. The number of pupils per teacher in public Universities was only eight, compared with twenty six in private Universities. Private Universities employed the retired, part-time and experienced teachers in Japan, Columbia, Brazil, Argentina, Indonesia and in several other countries.

Jimenez and Tan (1987) in their studies expressed that the graduates from private Universities received higher rewards on the labour market in the form of better paid jobs and consequently higher earnings. The external efficiency managed by private owners in higher education was greater than public higher educational institutions.

Jandhyal (2005) reflected that privatization of higher education should not provide higher education rather it should promote socio-economic peace and harmony among the people of a nation.

Kadam and Godha (2003) in their studies stated that the State would control over the private aided higher educational institutions to ensure that capitation fee was charged and there was no profiteering. The State would regulate the right to establish an educational institution only within the parameters of maintained by proper academic standards, environment as well as infrastructure and prevention of maladministration by those in charge of the management.

Karuppaiyil (2003) had explained that sixty per cent of private higher educational institutions had shown quality education through infrastructural development as well as modern technology but research and teaching had taken back seat in most of such government institutions.

The study of Kaul (1993) was against of privatization of higher education. According to her opinion privatization of higher education would perpetuate inequalities in the education system. Economic inequalities accentuated the inequalities to higher education which in turn contributed to the inequalities to occupational achievements, in earnings and in social economic sphere as a whole. Higher education, the 'Public' or the 'Quasi Public Good' would turn out to be a luxury good, and middle and even upper middle income classes might not afford which would become a monopoly of the rich so that private universities and institutions would not merely cover the cost, but also made huge 'quick profits' which were not necessarily reinvested in education.

The study of Koyzis (1989) revealed that private universities in Cyprus were found to be fuelling the diploma-inflation problem, leading to a serious problem of graduate unemployment.

Levin (2000) concluded that privatization of higher education could control the market given freedom of choices productivity efficiency, equity and social cohesion.

Levy (1985) expressed that in Brazil and Peru the quality of private higher education was described as disgraceful. In the United States of America and Thailand fees per student in private Universities were five times that of those in public institutions; the corresponding ratio in Japan was 2.5:1. He concluded in his study that proportional expansion of the private sector would make for a better higher educational system and support to the students to purchase higher education was an important source of funding for private universities of the United States.

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.

Nigavekar (2001) in his study viewed that forty per cent of private participation of higher educational institutions had got success in achieving quality education having a provision of infrastructure facilities, quality teaching facilities,, non-political interference choosing quality students whereas Government supported institutions provided good relief to the middle classes, villagers and urbanities and gave hope that their children could be given quality education at a price within their budget but in actual practice quality achievement in higher education was a misconception.

Psacharopoulos (1987) found in the study that private institutions provided better quality education at lower cost than public institutions in Japan. By reducing public subsidies to higher education, the perverse effects of public subsidization of higher education on income distribution could be reduced and through privatization, inequities in funding education would be substantially reduced.

Psacharopoulos and Woodhall (1985) stated in their studies that access to higher education by lower income groups was negatively affected by the rapid growth of privatization.

Rederick and Stephens (1979) stated in the study that privatization had assumed a greater significance as a policy strategy for the development of education in recent times, essentially, but not wholly, due to stagnating and in some countries declining the public budgets for education, on the one hand and on the other, increasing social demand for higher education, manifested in slogans like higher education for all.

According to the study of Rehfuss (2013) privatization included complete withdrawal of public services and transferring the services to private parties, community group, non-profit organizations and even former employees to provide public services with a focus to achieve a reduction of costs, increased efficiency and managerial flexibility.

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.

Set Panich *et al.* (1990) pointed in the studies that in Thailand 27 per cent of graduates from private universities were employed compared to 13.3 per cent of the graduates from national universities.

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.

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. Private investment alone in higher education would be socially sub-optimal, where the private and households did not come forth to invest on non-market oriented courses in higher education, research and development. Further increased role of market jeopardized the participation of meritorious students from economically disadvantageous groups, women and minorities. Solomon (1993) in his study suggested the following parameters for quality of teaching in privatization of higher education. Joy of teaching in terms of intellectual curiosity and persuaded holding in the attention of students' inspiring towards teaching, competency of teaching, enabling students towards thinking, encouragement towards thinking, encouragement towards reading, teacher-student relationship, research type teaching were all the indicators which brought quality in privatization of higher education.

Spence (1974) told that talented individuals in private higher educational institutions performed high academic achievement in the examination. Tilak (1990) found in his study that the private colleges received little public support in India expect huge donations and capitation fees and charged abnormally high fees, ten to twenty times higher than those charged by the government colleges.

Tilak (1991) was also of the opinion that privatization would lead to commercialization with profit motive. The existing market system did not ensure optimum social investment in higher education, as externalities exist in the case of higher education, which was a 'quasi-public good'. Complete marketization and privatization of schools and higher education could not be an acceptable policy and lead to commercialization as the financial bodies or industrialists, whoever would invest in higher education, would invest with a profit motive not with a motive of social development or advancement in 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.

Washington (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.

Wolff and Copa (2003) made a study on additional dimensions of forces behind the private higher educational institutions. According to them privatization movement appeared to be an answer to an increasingly diversified demand in terms of content or teaching methods and to the desire of families to choose the institutions to which they wish to invoke the freedom of choice, managerial flexibility, private regulation, value for money and an overall accountability with emotional satisfaction.

According to Zha (1994) private sector was playing a limited role in China and was characterized by the peripheral private sector which had been indicated by the regime of the reduction of this State subsidies and State regulations within the society and social obligation public realms.

Zidermani and Albrecht (1995) revealed in the study that remaining 60-70 per cent of the recurring cost was generated from endowment alumni and other sources for privatization of higher education.

2. Objectives of the Study

The objectives of the study are as follows.

1. To study the nature of woks of the administrators.
2. To study the views of the administrators towards privatization of higher education.

3. Methodology of the Study

The methodology used for the study is stated below.

Research Method

Descriptive survey method is undertaken to study the views of the administrators towards privatization of higher education.

Sample: The administrators comprising of 54 numbers including 38 males and 16 females serving in various institutions, Directorate of Higher Education and Government Offices of Odisha as sample has been taken through random sampling method. The table follows the sample.

Table 1: Sample

S.No.	Administrators	Male	Female	Total
1.	Secretary to Government, Higher Education	1	-	1
2.	Additional Secretary to Government	1	-	1
3.	Deputy Secretary to Government	1	-	1
4.	Assistant Secretary to Government	-	2	2
5.	Director, Higher Education	1	-	1
6.	Regional Director, Higher Education	1	-	1
7.	Additional Director	1	-	1
8.	Deputy Director	3	-	3
9.	Assistant Director	3	-	3
10.	Principal	26	14	40
	Total	38	16	54

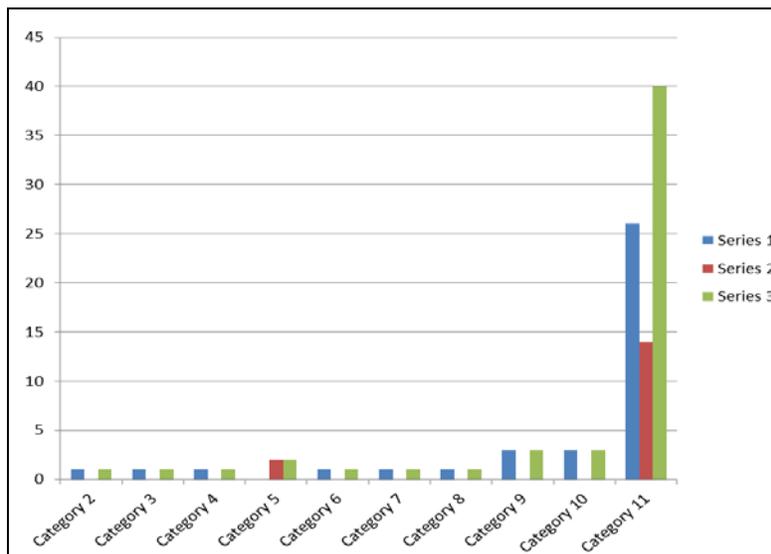


Fig 1: Reference Table No. 1

Tools used for the study: The investigator has developed an Interview Schedule with multiple choice items for the administrators to collect data on the objectives stated above.

percentage and mean have been used for analysis and interpretation of data. The followings are the analysis and interpretation of the objectives. The table 2 reflects the activities of the administrators undertaken in private higher educational institutions.

Analysis and Interpretation: Statistical techniques like

Table 2: Activities of the administrators undertaken

S. No.	Types of administrative activities undertaken	Males	%	Females	%	Total	%
a.	Observing teachers’ engagement in teaching learning process	27	71.05	14	87.50	41	75.92
b.	Participating in day-to-day administration	24	63.15	11	68.75	35	64.81
c.	Seeking students’ problems	27	71.05	10	62.50	37	68.51
d.	Verification of students’ attendance	32	84.21	7	43.75	39	72.22
e.	Verification of office regularly	26	68.42	14	87.50	40	74.07
f.	Observation of Reservation Policy	27	71.05	9	56.25	36	66.66
g.	Withdrawal of concurrence, affiliation and permission	25	65.78	13	81.25	38	70.37
h.	Others if any	-	-	-	-	-	-

N₁=Males=38, N₂=Females=16, N=Total=54

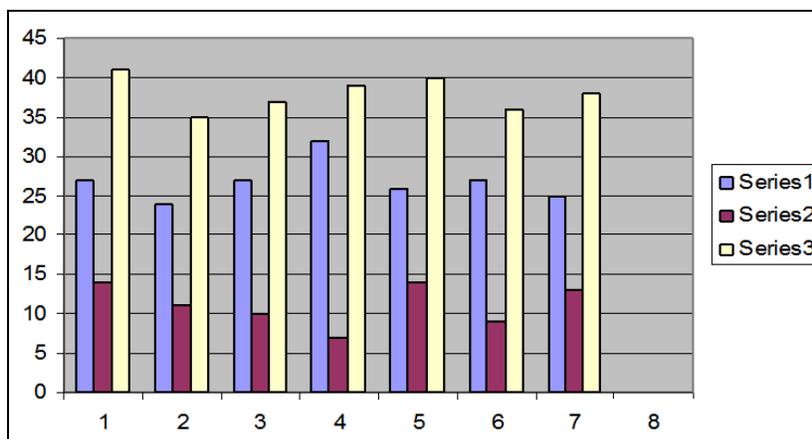


Fig 2: Reference Table No. 2

It is depicted in the above table that 75.92 per cent of the administrators are assessing teachers ‘engagement in the classroom situation whether teaching learning process is effective or not. Necessary steps are taken at their level to root out the problems detected in classroom teaching. On the other hand the administrators are verifying the official records (74.07%) and students’ attendance (72.00%) as well

as participating in day-to-day administration (64.81%) regularly which creates a healthy impact on students, teachers and staff 70.37 per cent of the administrators are of the view that they do not go back to withdraw concurrence, affiliation and permission if the institution, students, teachers and managing committee fulfill the conditions laid by the Government from time to time which are the pertinent issue

for the private higher educational institutions. It is understood that students' indiscipline and unrest are main issues of the private higher educational institutions which are to be solved by the administrators in order to establish peace and tranquility in academic atmosphere (68.51%). Besides this, the reservation policy formulated by the

Government is worked out or not that is to be strictly supervised by the administrators and timely review on this matter is taken care of (66.66%). The responses of the administrators about types of financial activities undertaken in private higher educational institutions are presented in the table no.3.

Table 3: Financial activities undertaken

S. No.	Types of financial activities undertaken	Males	%	Females	%	Total	%
a.	Daily maintenance of cash book and its supervision.	23	60.52	13	81.25	36	66.66
b.	Supervising daily deposit and withdrawal	24	63.15	14	87.50	38	70.37
c.	Supervising daily expenditure incurred by the institution	33	86.84	13	81.25	46	85.18
d.	Disbursement of salary	30	78.94	11	68.75	41	75.92
e.	Granting of scholarship and students' aid fund	29	76.31	10	62.50	39	72.22

N₁=Males=38, N₂=Females=16, N=Total=54

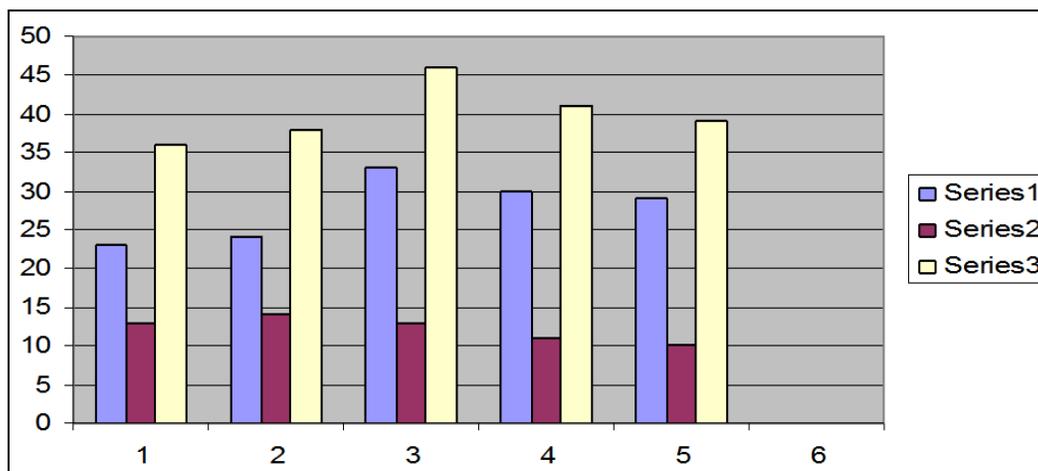


Fig 3: Reference Table No. 3

It is depicted from the table that supervision of daily expenditure incurred by the institution (85.18%), daily maintenance of cash book and its supervision (66.66%) and supervision of daily deposit and withdrawal (70.37%) made by the institutions are the mandatory work of the administrators in order to bring a clean chit in the financial transaction which restricts the corruption keeping cash in hands. In addition to this it is found that the administrators

are supervising whether the right disbursement of salary to the staff (75.92%) and scholarship to the eligible students (72.22%) is made or not in order to bring a better financial transaction of the institution. The responses of the administrators about measures undertaken to improve the quality of education are stated in the table no. 4.

Table 4: Measures undertaken by the administrators to improve quality of education

S. No.	Various measures taken	Males	%	Females	%	Total	%
a.	Physical verification of infrastructure, library, computer, internet and all advanced technology.	27	71.05	9	56.25	36	66.66
b.	Permission in attending national seminar, international conference, refresher course, orientation course.	18	47.36	11	68.75	29	53.70
c.	Observing quality of teaching learning process.	25	65.78	10	62.50	35	64.81
d.	Guiding scholars for project and Ph.D. work.	9	23.68	7	43.75	16	29.62
e.	Observing publication of articles and books.	6	15.78	6	37.50	12	22.22
f.	Permission for attending in-service program	5	13.15	3	18.75	8	14.81
g.	Others in any	-	-	-	-	-	-

N₁=Males=38 N₂=Females=16 N=Total=54

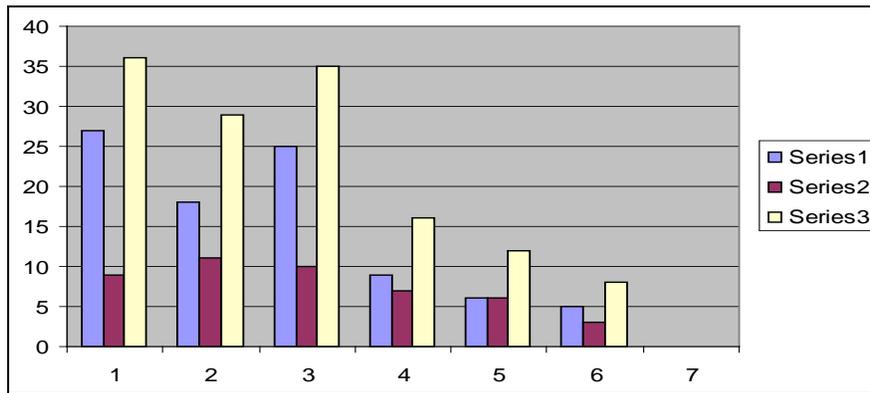


Fig 4: Reference Table No. 4

The table states that 66.66 per cent of the administrators are engaging in physical verification of infrastructure, library, computer, internet and all advanced technology in private higher educational institutions because these materials are essential for quality education.

64.81 per cent of the administrators are enhancing the quality of teaching learning process in the classroom situation by observing teachers' activities as a result of which teachers are more conscious to impart quality education.

53.70 per cent of the administrators are giving permission to the teachers in attending national seminar, international conference, refresher course and orientation course which are part and parcel of upgrading quality education.

On the other hand very few administrators (29.22%) are engaged in guiding the research scholars in the project and Ph, D. work which is very negligible. As per the demand of the nation no remarkable research work is done.

Besides, 22.22 per cent of administrators are presenting their views that a few teachers are publishing research articles and books which do not fulfill the target of the research publication works as desired from the teachers engaged in private higher educational institutions. The responses of the administrators about steps taken to improve the private higher educational institutions through the help of mass media are stated in the table no.5.

Table 5: Steps taken to improve the private institutions through the help of mass media

S. No.	Various steps taken	Males	%	Females	%	Total	%
a.	Organizing parents' meeting	32	84.21	11	68.75	43	79.62
b.	Mobilizing through village youth club, Mahila Samiti and village committee	27	71.05	12	75.00	39	72.22
c.	Cooperating with other developmental agencies.	28	73.68	10	62.50	38	70.37
d.	Mobilizing community members	25	65.78	11	68.75	36	66.66
e.	Others if any	-	-	-	-	-	-

N₁=Males=38, N₂=Females=16, N=Total=54

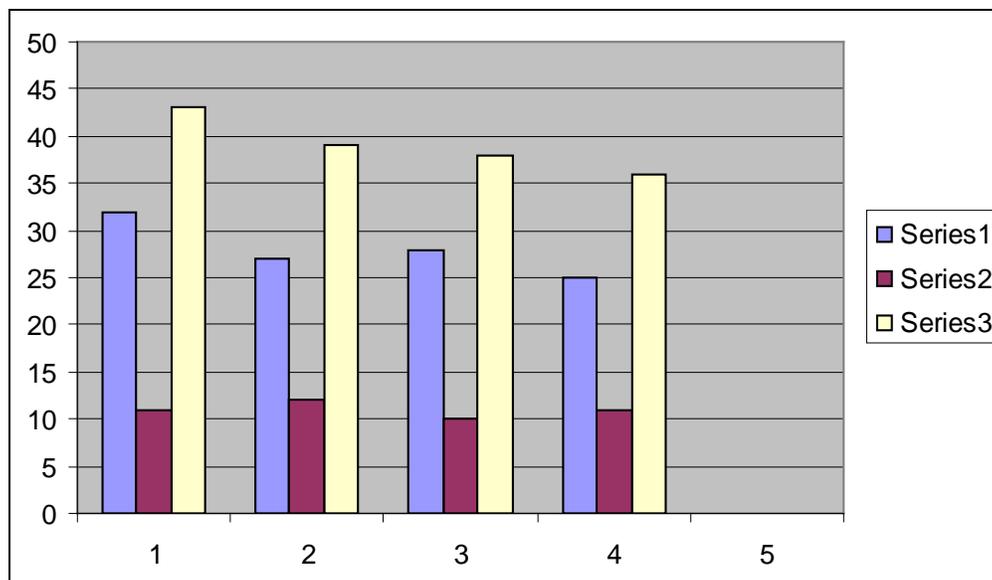


Fig 5: Reference Table No. 5

It is stated in the above table that 79.62 per cent of the administrators are organizing parents' meeting in order to

discuss various problems like academic, financial, extra-curricular activities, examination and admission as a result

they come in contact with the community who create awareness towards privatization of higher education and face to face interaction between the administrators and parents are made to establish relationship among them which is the better healthy symptoms to bring integrated growth and development of privatization of higher education. 72.22 per cent of the administrators are mobilizing the members of the village youth club, Mahila Samiti and village committee in order to make them associated with the affairs of the private higher educational institutions for better atmosphere as well as make them conscious how to solve created problems in a

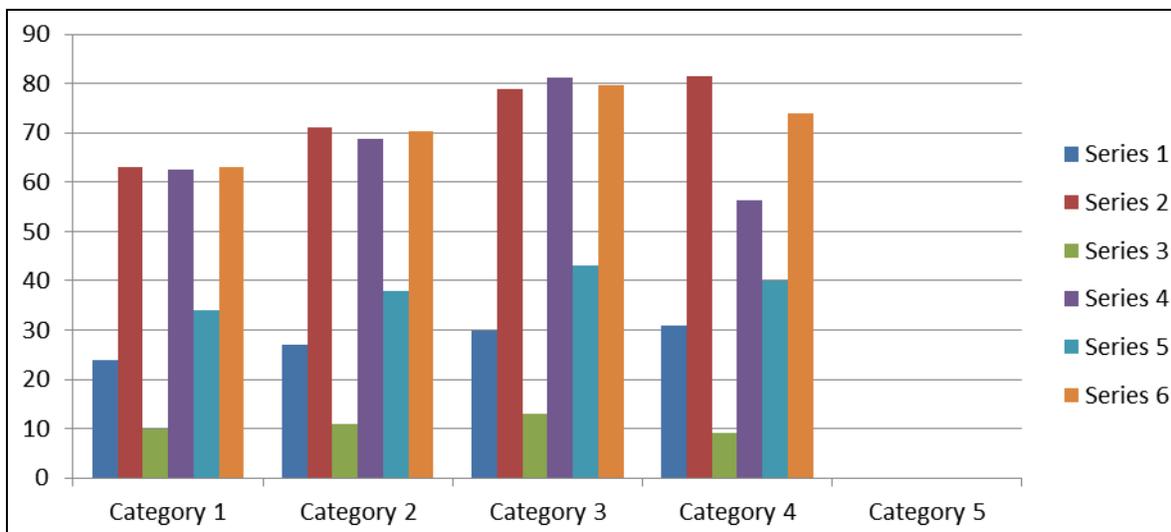
constructive manner because Non-Government Organizations play a vital role in extending their cooperation for the smooth running of academic activities as well as administration and the environment is very much felt enjoyable by the students, teachers and administrators.

66.66 per cent of the administrators are in view that they are mobilizing the community members in order to explicate their intrinsic inclination towards the privatization of higher education. The administrators' responses on keeping relationship with community are shown in the table no.6.

Table 6: Keeping relationship with community

S. No.	Various relations	Males	%	Females	%	Total	%
a.	Discussion of examination results	24	63.15	10	62.50	34	62.96
b.	Constitution of Governing Body	27	71.05	11	68.75	38	70.37
c.	Indiscipline situation	30	78.94	13	81.25	43	79.62
d.	Involvement in various functions	31	81.57	9	56.25	40	74.07
e.	Others if any	-	-	-	-	-	-

N₁=Males=38 N₂=Females=16 N=Total=54



Fi 6: Reference Table No. 6

As concluded from the table more than 62.00 per cent of administrators are viewing that the private higher educational institutions keep relation with the community in organization of various functions, discussion of examination results,

constitution of Governing Body and indiscipline situations. The responses of the administrators about problems faced by them in private higher educational institutions are reflected in the table no. 7.

Table 7: Problems faced by the administrators in private higher educational institutions

S. No.	Various problems faced	Males	%	Females	%	Total	%
a.	Political pressure	35	92.10	14	87.50	49	90.74
b.	Public demand in providing education	30	78.94	10	62.50	40	74.07
c.	Industrial pressure	25	65.78	13	81.25	38	70.37
d.	Admission problem	22	57.89	15	93.75	37	68.51
e.	Examination problem	35	92.10	12	75.00	47	87.03
f.	Heavy work load	33	86.84	13	81.25	46	85.18
g.	Shortage of staff	25	65.78	14	87.50	39	72.22
h.	Not paying extra T.A. and D.A.	23	60.52	11	68.75	34	62.96
i.	Others if any	-	-	-	-	-	-

N₁=Males=38 N₂=Females=16 N=Total=54

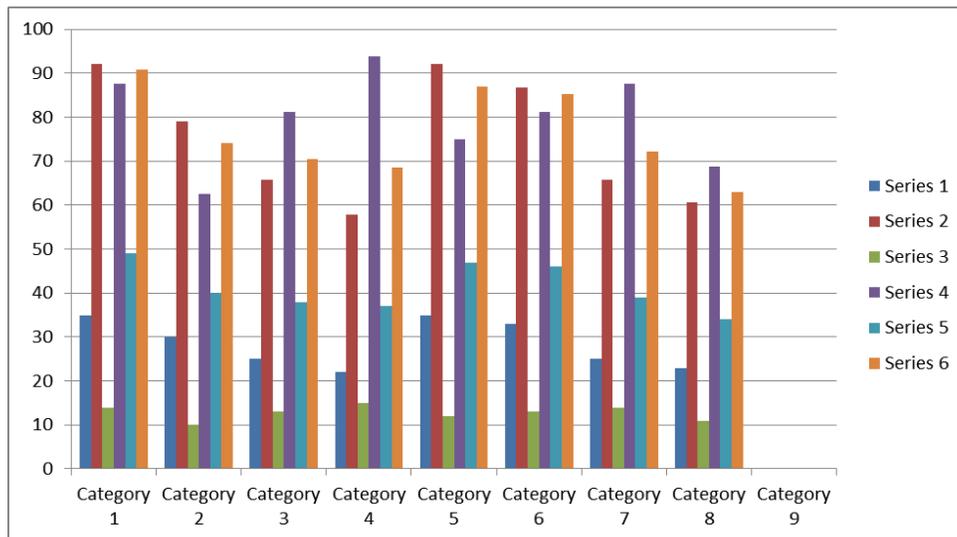


Fig 7: Reference Table No. 7

The table illustrates that more than 62% of the administrators are facing various problems like political pressure, public demand in providing education, industrial pressure, admission and examination problem, heavy work load, shortage of staff and not paying extra T.A. and D.A. which not only create obstacles in their work but also bring stress and strain in their minds.

4. Major Findings

- 1) 75.92 per cent of the administrators are assessing teachers ‘engagement in the classroom situation whether teaching learning process is effective or not.
- 2) The administrators are verifying the official records (74.07%) and students’ attendance (72.00%) as well as participating in day-to-day administration (64.81%) regularly which creates a healthy impact on students, teachers and staff
- 3) 70.37 per cent of the administrators are of the view that they do not go back to withdraw concurrence, affiliation and permission if the institution, students, teachers and managing committee fulfill the conditions laid by the Government from time to time which are the pertinent issue for the private higher educational institutions.
- 4) It is understood that students’ indiscipline and unrest are main issues of the private higher educational institutions which are to be solved by the administrators in order to establish peace and tranquility in academic atmosphere (68.51%).
- 5) According to the view of 66.66 per cent of the administrators that the reservation policy formulated by the Government is worked out or not that is to be strictly supervised by them and timely review on this matter is taken care of.
- 6) The administrators viewed that supervision of daily expenditure incurred by the institution (85.18%), daily maintenance of cash book and its supervision (66.66%) and supervision of daily deposit and withdrawal (70.37%) made by the institutions are the mandatory work of the administrators in order to bring a clean chit in the financial transaction which restricts the corruption keeping cash in hands.
- 7) More than 72 per cent of the administrators are

supervising whether the right disbursement of salary to the staff and scholarship to the eligible students is made or not in order to bring a better financial transaction of the institution.

- 8) 66.66 per cent of the administrators are engaging in physical verification of infrastructure, library, computer, internet and all advanced technology in private higher educational institutions because these materials are essential for quality education.
- 9) 64.81 per cent of the administrators are enhancing the quality of teaching learning process in the classroom situation by observing teachers’ activities as a result of which teachers are more conscious to impart quality education.
- 10) 53.70 per cent of the administrators are giving permission to the teachers in attending national seminar, international conference, refresher course and orientation course which are part and parcel of upgrading quality education.
- 11) Very few administrators (29.22%) are engaged in guiding the research scholars in the project and Ph. D. work which is very negligible. As per the demand of the nation no remarkable research work is done.
- 12) 22.22 per cent of administrators are presenting their views that a few teachers are publishing research articles and books which do not fulfill the target of the research publication works as desired from the teachers engaged in private higher educational institutions.
- 13) 79.62 per cent of the administrators are organizing parents’ meeting in order to discuss various problems like academic, financial, extra-curricular activities, examination and admission as a result they come in contact with the community who create awareness towards privatization of higher education and face to face interaction between the administrators and parents are made to establish relationship among them which is the better healthy symptoms to bring integrated growth and development of privatization of higher education.
- 14) 72.22 per cent of the administrators are mobilizing the members of the village youth club, Mahila Samiti and village committee in order to make them associated with the affairs of the private higher educational institutions

for better atmosphere as well as make them conscious how to solve created problems in a constructive manner because Non-Government Organizations play a vital role in extending their cooperation for the smooth running of academic activities as well as administration and the environment is very much felt enjoyable by the students, teachers and administrators.

- 15) 66.66 per cent of the administrators are in view that they are mobilizing the community members in order to explicate their intrinsic inclination towards the privatization of higher education.
- 16) More than 62.00 per cent of administrators are viewing that the private higher educational institutions keep relation with the community in organization of various functions, discussion of examination results, constitution of Governing Body and indiscipline situations.
- 17) More than 62% of the administrators are facing various problems like political pressure, public demand in providing education, industrial pressure, admission and examination problem, heavy work load, shortage of staff and not paying extra T.A. and D.A. which not only create obstacles in their work but also bring stress and strain in their minds.

5. Suggestions for Further Study

- a) The investigator is inclined to suggest a few research studies considering its value in present research scenario noted below.
A study can be taken up to analyze the administration of the government in private higher educational institutions.
- b) A study can be taken up on infrastructural facilities available in private higher educational institutions.
- 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 may be taken.
- e) A study may be taken up on the role of the community people in managing privatization of higher education.
- f) A study may be taken up on the quality of teaching in private higher educational institutions.

6. Educational Implication

Privatization of higher education plays a vital role in providing higher education to the students. As it is an expensive one most of the talented students are being debarred from getting education. The role of the administrators is very important for smooth conduct of the higher educational institutions. The privatization of higher education offers new subjects that are well accepted by the student community. This opens an avenue for solving employment problem of the nation in elevating the socio-economic standard of the community. It saves the society from the alleviation of poverty and hunger. The smooth conduct of the private higher educational institutions depends on the involvement of the administrators with the private higher educational institutions.

7. Conclusion

The investigator has taken attempt to study the views of the

administrators 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 researches.

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