CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The relevant literature on the proposed area of the study is reviewed in this chapter extensively. This chapter attempts to present a survey of studies conducted on higher education, privatisation of higher education, self-financing higher education, higher education institutions and the teachers engaged in self-financing higher education institutions. The focus of this chapter is on the issues raised by various researchers, the methodology adopted by them and the outcome of their studies.

2.2 Higher Education

Higher education is an engine of economic growth in any country including India. It supports knowledge driven economic growth strategies. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. Indian higher education system has undergone massive expansion since independence.

Education plays a vital role in economic development of a nation. Investment in education and other related activities contributes to the growth of an economy. Modern techniques, skilled persons, innovative aptitude, technical skill and supervisory talents are required for production. It is education that helps to develop these attributes and in this context the institutions of higher education plays a decisive role. Although higher allocations have been made for development of higher education in India the fact remains that the institutions of higher education are not getting adequate funds needed for their maintenance and development.

R.B. Agarwal (1993) deals with the issues like importance of human capital formation, development of higher education in India, agencies involved in the financing of higher education in India with their performance evaluation. He also highlights the importance of the University Grants Commission (UGC) in
financing higher education. This study is focused on the financing of education in two important and leading universities of the country like Aligarh Muslim University (AMU) and Banaras Hindu University (BHU). This study is based on the secondary sources. These sources include the annual budgets, annual statements of income and expenditure and the annual reports of the two universities under study. Author also tried to provide constructive suggestions which would ensure better utilisation of funds.

K.B.Powar (2002) has examined the basic concepts of higher education and evaluated the growth, development and future of Indian higher education. He also reviewed some critical facets of the higher education system including the management of universities, autonomy and accountability, research in universities and internationalization of higher education.

He examined the issues related to higher education in a historical perspective, and more realistically within the context that the system functions. The collection of his own published papers include useful suggestions, guidelines and directions for the consideration of the policy makers, institutional leaders, teachers, government and non-government organizations to orient national higher education system towards development and creation of informed citizens who can set agenda for the future.

The first section of the book examined the basic concepts of higher education, in the context of the Indian scenario, and looked at the development of higher education in India. The second section is India-centric and dealt with the status of different areas and issues in higher education in India. The third section contained papers related to financing of higher education which examined the financial aspect of higher education. The fourth section included papers related to quality of higher education, where performance indicators and benchmarking were discussed. The fifth section examined distance and flexible education. This book analyzed, in depth, three key aspects of modern education namely the financing of higher education, quality assurance and the role of distance education. All five sections of the book entirely justified its title by being not only a conglomerate of papers on various aspects of Indian
higher education but also a conglomerate of concepts, facts, practices and thoughts.

J. Tilak (2004) brought out the recent trends in growing public indifference towards higher education and the reduction in public expenditures on higher education. Along with these, due to absence of any policy for development of higher education that led to unregulated growth of private higher education in India. This paper tried to show the laissez-faireism in higher education in India. This led to the withdrawal of the state from its responsibility of providing higher education.

The important issues about the higher education in India were discussed in Golden Jubilee seminar organized by eleven universities in the country (UGC, 2003). The topics of the seminar have been presented in three sections: viz., Management of higher education; Reorientation of higher education and Quality assurance in higher education. The first section discussed issues of public / private partnership, governance, access and equity as well as policy planning for export under World Trade Organization (WTO) and General Agreement on Tariffs and Trade (GATT) regime. The focus of the second section was on economics of higher education and issues such as health consciousness, physical fitness, professional ethics, evaluation systems and value education. The issues related to sustaining quality in higher education through periodic assessment and accreditation of institutions have been highlighted in third section. This publication focused on the specific recommendations for charting new directions in higher education in India.

The education system remains suspended between over-regulation by the state on the one hand and a discretionary privatisation that is unable to mobilize private capital in productive ways. Devesh Kapur and Pratap Bhanu Mehta (2004) examined the political economy of Indian higher education. They argued that privatisation is not the result of changing ideological commitments of the key actors like the state, the judiciary or propertied classes. Rather, privatisation has resulted from the breakdown of the state system and an exit of Indian elites from public institutions to both private
sector institutions within the country as well as abroad. Authors also examined the role of judiciary in shaping the regulatory landscape of higher education and argued that it was an important factor shaping the regulatory landscape of Indian higher education.

According to Gupta (2005) the world is facing both quantitative and qualitative changes. The quantitative change shows economic growth, technological innovations and qualitative change indicates in terms of a new paradigm of an evolving society governed by altogether different values and ethos. She highlighted the various aspects of international trends in private education. Her focused was on the driving forces like causes and consequences of the emergence of private higher education in India during the past few decades. She observed that though at present the acceptance of private higher education system was much easier as compared to three decades ago still there were certain basic questions that remained about its role. Her study also discussed the role of Indian judiciary in the perspective of regulation of private education institutions.

P. Agarwal (2006) focused on the challenges faced by higher education globally and the national response to them. He examined the growth of higher education in India to the changing funding pattern and suggested ways to ensure that higher education remains both affordable and accessible to all. The author emphasized the need for flexibility in the higher education system so that it continues to provide the needed skills and trained workforce to the economy that easily integrates with the world economy. He provided comprehensive glance to the various facets of higher education in India. He adopted a systems approach for achieving policy rationality and multi-level coordination required to address genuine concerns in the Indian higher education on a long-term basis. Author used the experiences of other countries to suggest measures to tackle its various systemic deficiencies. The paper provided a roadmap for reforms towards improved accountability of the system.
The sunrise of the new millennium has brought a significant amount of new ideas on financing of higher education. Bikas Sanyal and Martin Michaela (2006) discussed the major factors influencing the new trends of financing higher education. The authors tried to establish the reciprocal relationship between financing of higher education and its mission and also suggested strategies in financing higher education at the system and the institutional levels. The paper then touched upon the growth of the plotting mechanism of higher education because of the changes in financing pattern. The role of the state in financing higher education was discussed with empirical evidence. They showed that the state tried to finance higher education, but its share in the education budget expenditure per student had gone down drastically. They highlighted the need for partnership with other entities. In this respect, the role of the private sector in terms of privatisation of public institutions, establishment of private institutions with government support, self-financed private institutions, and profit-making private institutions was discussed. An attempt has made to discuss the social and economic demand for higher education and the joint venture between the state and other stakeholders. The authors discussed the role of effective management in financing higher education in detail and showed that the better allocation of funds, production of financial indicators, better utilization of resources, assessment and auditing, and protection from fraud could provide additional funds for higher education. The paper also mentioned strategies in financing higher education at the system and the institutional levels.

V. Prakash (2007) has given an overview of trends in the expansion of higher education. He has examined variations in participation across states, gender and social groups. An attempt has also been made to discuss trends in the financing of higher education and the resources required to meet the target of allocating 6 per cent of GDP to education. The paper offers certain suggestions on critical development issues such as access, equity, quality, financing, privatisation, internationalization and the need for creating a comprehensive database.
Higher education is not a recent phenomenon for India. It has had long historical roots through which a modern system of education has evolved. The institutions of higher education are recognized as the most important agency of social change involved in the human resource development of the country. J.D. Singh (2007) described the issues and challenges of higher education in India. He also tried to examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. He also tried to give certain suggestions for government, industry, educational institutions, parents and students for improving quality of higher education. Author claims that India can transform from a developing nation to a developed nation when it is possible to provide skilled workers to the world at large.

H.N. Weiler (2007) made an attempt to identify a number of critical issues in Indian higher education. The paper is based on the information collected from primary and secondary sources as well as from a series of conversations with different players in and around the Indian system of higher education. The main objective of this research was to provide the basis for an ongoing dialogue with the people interviewed in India and with others who are interested in this subject. This paper argued that India is facing many serious problems related to higher education. Not only public but also private support for changing scenario of higher education is required.

Sujit Kumar Choudhary (2008) focused mainly on the socio-historical development of higher education in India from ancient period through to the present. He examined the pattern of increase in the educational institutions, faculty positions, and student enrolment. He argued that there is a strong need to re-examine and implement different policies and programs of government in more pragmatic ways.

Geeta Rani (2010) examined the issue of share of private self-financing institutions in higher education with a focus on technical education over a period of time from 1985-86 to 2008-09. She has looked at these changing dynamics of higher education, through engineering education in Tamil Nadu.
as a case study. The paper made an attempt to assemble the emerging salient characteristics of private higher education focusing on technical education in the state. She also discussed policy responses to the changes in the higher technical education in the state.

Anbalagan. C (2011) tried to bring out the problems and prospects of exporting Indian higher educational services. A primary survey had been conducted through 291 academicians and 338 foreign students of University of Delhi and Jamia Milia Islamia in order to find out various aspects of higher education. This study also discussed the problems of exporting higher educational services. This study brought out that the present structure of Indian higher education had many problematic areas which need to be addressed and where the huge opportunities were available for education sector to venture into.

V. Balmohandas and Sharma Meenakshi (2011) had stressed the need for higher education institutions to be connected with the society that they function in and embrace people from different backgrounds. The aim of this paper was to present an overview of higher education in India with particular reference to private initiatives and also offered a few suggestions. Specific emphasis was laid on the issues connected with the deemed and private universities. Lather Anu Singh and Puja Khatri (2011) examined the private participation in professional education especially management education, which has brought changes in the perception of the society in general and students in particular. This attitude changed the role of education from welfare activity to a business activity. The study explored the expectation and perception of undergraduate and post graduate management students regarding quality and support services in their institute. The study was carried out in the Delhi NCR region. The sample chosen consisted of 410 respondents. The sampling technique used was multistage sampling. This study tried to provide an insight into the entrepreneurs and policy makers of higher education by highlighting the differential perceptions of students.
Suman Sharma (2011) discussed the critical importance of education for development. According to her it has intrinsic and instrumental value and considered a human right in modern parlance with potential of empowering the underprivileged. Author also mentioned deep crisis that afflicts education sector in India today. This paper made an attempt to evaluate India’s efforts at reforming higher education sector including the controversy on the future shape of regulatory authority for higher education.

Higher education sector in India is rapid transformation. The country has the largest higher education system in terms of number of institutions and students. Apart from this impressive statistics there are still many inadequacies that affect the sector. Vineeta Agarwal (2012) discussed the growth story of higher education before and after independence in India. According to her public sector and private sector were two important pillars of the development in higher education. In this paper she also discussed some important issues like low GER, high demand and supply gap, poor focus on research, shortage and lack of qualified faculty, financial constrain, quality, employability etc that challenge higher education sector. She also suggested action that needs to be taken to make India a real knowledge hub in the world.

P.B,Sharma (2012) discussed globalisation and higher education in India. The main aim of the paper is to understand and evaluate current status of higher education in India. This paper also recommends proper strategies to bridge the gaps in terms of quantity and quality of higher education in developed countries of the world and in India. It emphasizes the need to match with global standards by bringing synergy through research and innovations compatible with the sustainability. The opportunity is already knocking at the doors of India’s universities and institutions of higher learning. It is important that at this juncture to innovate and adopt best practices to revitalize the universities in India and shape them as world class universities of tomorrow.

Suhasini Arya (2013) argued that education needs to be more skill oriented both in terms of life skills as well as livelihood skill in India. In absolute terms, India has the manpower substantially to meet the global demand for
labour, provided its education system can convert the numbers into a skilled workforce with the needy skill diversity. Arya further discussed the different aspects of higher education like policies and current scenario of higher education in India. She has analyzed several bottlenecks, such as increase in substandard institutions, deterioration of academic standards, outdated curriculum, failure to maintain academic calendar and lack of adequate support for research which affects the standard of higher education. She also suggested different measures like greater decentralization, accountability and professionalism.

According to K.M. Joshi and Kinjal Ahir (2013) higher education promotes social and economic development by enhancing human and technical capabilities of society. As technical change and institutional change are key components of development higher education plays an important role in facilitating these changes by incorporating all of the various demographics of the population. The paper explored the issues such as the governance of higher education in India, the access to higher education, the financing of higher education, the nature of privatisation in higher education, the equity related issues and the efficiency and quality concerns of Indian higher education The research paper was based on secondary data. Various sources that have been used for the same include the reports and documents of Ministry of Human Resource Development, various regulatory bodies like the University Grants Commission (UGC), All India Council for Technical Education (AICTE), accreditation organizations, National Sample Survey Organization, Five Year plan documents, etc.

Nidhi Walia (2013) seeks to examine the emerging issues and challenges in Indian higher education system in the present era. Issues like access, equity, inclusion, quality, privatisation and financing of higher education, are very complex and interrelated with political, economical geographical and international dimensions. According to her, for India to become India as an education hub or turn into a prosperous partner in global economy, it is necessary to make qualitative changes in education which would strengthen
education in general and higher education with research and development in particular.

According to David Solomon Arulraj (2014) economic globalization has severely influenced education, particularly higher education. He did comparative case study based on document analysis and qualitative interviews. This study shows the trends in higher education transformation in the states of Kerala and Tamil Nadu. In this study six higher education institutions were selected from these states. The decline of public fund to higher education was responsible for the development of self-financed higher education led to increase in tuition fee. As a result the cost of higher education has increased and the vulnerable are further marginalized from access to quality higher education. The result revealed that Kerala has resisted privatisation of higher education and experienced mass flight of students going to neighboring states for higher education. While Tamil Nadu has gone with privatisation of higher education to create more access to higher education, attracting private investment adverse effects of privatisation are evident. The six micro cases (public / not for-profit / private / for-profit private higher education institutions) have been responding to these developments differently given their nature, interest and capacity.

Higher education has a crucial role to play in the economic and social progress of any society. Due to limited financial resources the state has decided to encourage private sector participation in higher education. Gayatri Loomba (2014) analyzed profiteering in the higher education sector in India. She discussed the profit model of privatisation that encouraged the higher education sector as a part of profit making business. The author made an attempt to trace the need for the introduction of such a model, in terms of increasing institutional capacity to further uplift the gross enrollment ratio of the country and thereby increase the extent of the employable youth.

This paper comprehensively tried to analyze and understand the reasons for such a paradigm change in the policies revolving higher education. The first part of the paper explained the classification of higher education as a public,
private or merit good to determine whether the state or the market structures should be allowed to provide the same. The second part of the paper discussed the reasons for allowing the private sector to be associated with higher education and the nature and realities of such intervention. The third part discussed the limitations faced by the private players in investing in higher education. It also deliberated upon the possible benefits that such a model could provide for the country’s knowledge based upliftment. The paper concluded with important suggestions that need to be kept in mind for the new model to succeed in fulfilling the goals of expansion and excellence of higher education as focused in the 12th Plan.

Ravishri Mishra and Momina Sirguroh (2014) explored higher education in India as a transition from socialism to capitalism. During 20th century in India, socialism as part of the independence movement gained strong hold because it espoused the causes of the under privileged section of the society. It influenced the principle economic and social policies of the Indian government after independence till the 1990’s when India took a step towards a neo-liberal economy. This led to the beginning of free trade, market economy and privatisation. This paper outlined the impact of neo-liberal capitalism on education. It examined neoliberalism as coerced concepts of corporatization and commercialization of higher education in India.

Higher education in India has undergone phenomenal transition in the past two decades. Recent years have witnessed huge transition in the field of tertiary education. This shows developments such as exponential growth of educational institutions and student enrolments, rapid rise of private enterprise and global campuses, technical and professional institutions, growing trend of public private partnerships etc. S.L. Sharma, B.S. Ghuman and Shital Prakash (2014) have complied the changing contours of tertiary education in India. The contributors have dealt with detailed analysis of changing trends and emerging issues in higher education in India. In particular, they have focused on the upsurge of private enterprise in education and its repercussions on the access and quality of higher education. The issues discussed deals with public and
private sector in higher education, technical and professional education, public private partnership and other facets of education.

After independence, there has been tremendous increase in institutions of higher education in all disciplines. Today India is one of the fastest developing countries of the world. In order to sustain the rate of growth, there is a need to increase not only the number of institutes but also maintain the quality of higher education in India. Sukhvir Singh (2014) discussed the quality of higher education in India. According to the author the overall scenario of higher education in India does not match with the global quality standards. The changing needs of society should satisfy with the modern and liberal education system. He gave importance to the public policy for addressing the challenges in higher education. With the government initiatives higher education in India will be able to match with the other countries.

Higher education is very important for a developing country like India and it helps to increase human development. India needs more efficient and educated people to drive our economy forward. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular. Mukesh Chahal (2015) mainly focused on the overall performance of higher education system in India. He identified emerging issues and challenges in field of higher education in India. He also offered suggestions and expectations from government, industry, educational institutions, parents and students for improving quality of higher education.

Education is the passport to accelerated economic growth, particularly in the context of a rapidly globalizing world economy. Investment on education has emerged as a powerful engine for increasing growth and development of nation. Inspite of tremendous growth of higher education in India it is still facing a number of problems and challenges. The global position of Indian higher education therefore has been still not achieved. Dulomoni Goswami (2015) analyzed the financing of higher education in India. Author discussed public expenditure on higher education in India. The higher education in union
budget from 2007-08 to 2014-15 has been discussed in the paper. The major initiatives taken by government for the development of higher education through five year plans were also discussed in this paper.

Medha Gupte (2015) discussed financing of Indian higher education with special reference to five year plans. In this paper an attempt has been made to explore various sources of financing of Indian higher education. This paper has analyzed the budgetary allocation in higher education during the five year planning. She has discussed in detail the privatisation of higher education and also suggested measures which could lighten the financial burden in the future. The study is descriptive and analytical in nature and based on the secondary data. Statistical techniques like Time Series and Trend analysis were used to analyze the data and predict the future trend. This paper revealed that scarcity of financial resources is a major issue confronting our higher education system. Therefore there is a need to find innovative sources and explore new avenues which will augment resources and strengthen the system of education.

Education is the backbone of a nation where higher education occupies the apex of educational pyramid in the formal process of Indian education. Dr. Pramod Naik (2015) examined globalization and its impact on higher education in India. He tried to discuss the scenario of higher education before and after independence in India. Author also focused on the problems of higher education in India. This paper made an attempt to discuss impact of globalization on higher education. The effect of globalization on education brought rapid developments in technology, communication and knowledge economy. This paper recommended that we should encourage foreign universities to set up in collaboration with existing Indian institutions, colleges to promote global research activities for sustainable development. Opening Indian higher education to foreign competition will benefit us and boost our growth.

Jonaki Bhattacharya and Prasenjit Pal (2016) discussed the ambiguous concepts of higher education that is used all over the world. The study tried to trace historically the higher education in India. They discussed present status
of higher education in India and the recent trend in Indian higher education. The issues related to higher education like number of institutions, fields of education, enrollment pattern, constitutional provision on higher education, disparity in access to higher education, governance practices, quality control mechanism, trend in finance and availability of teachers were discussed briefly. Recent trends like privatisation and globalization emerging in the field of Indian higher education were also highlighted. While globalization may help to improve the quality of education and can also affect the indigenous development of educational sector domestic regulatory mechanism should also be put into place to avoid negative impact of globalization.

Indian higher education system is world’s largest. It is next to China and United States. The main governing body is the University Grants Commission that enforces its standards, advises the government, and helps coordinate between the centre and the states. Universities and its constituent colleges are the main institutes of higher education in India. P. Rama KrishnamRaju, M.V.RagupathiRaju and K.G.KrishnamRaju (2016) discussed the issue of promoting excellence in higher education. They made an attempt to explain the scenario of higher education in India. In this paper authors examined some critical issues of higher education. They focused on the challenges of present higher education system in India. They also provided a number of suggestions for improving higher education in India.

The main task of higher education is to equip students with advanced knowledge which forms the basis of a country’s economic development. The opening of Indian economy in 1991 re-emphasized the role of education. R.V. Pazhani (2016) stressed on providing emergency priority for changing of higher education system for renovating India. Higher education system is facing many challenges and issues. He discussed some of these issues like low rates of enrollment, unequal access, poor quality of infrastructure, neglect of research, absence of training etc. According to him our educational system requires reforms. This paper also offered suggestions that would help India to become ‘Knowledge Global Leader’ in the future.
The higher education sector is going through a critical phase currently. It has shown a significant expansion in order to serve the increasing number of graduates. Neeru Snehi (2016) focused on delineation of higher education policy. She discussed various education policies since independence. She emphasized on higher education in National Education Policy (NPE) 2015 framework. According to her over the years reforms have been introduced at both college and university levels. Due to their top-down approach and inconsistent implementation there is huge room for improvement which further underlines the need for a defined strategic policy grounded in national need and changing global environment. This paper also offered recommendations that may deal with major concerns prevailing in the higher education sector in the country that require critical examination as well as inclusion in the policy framework in order to improve the current situation of the higher education sector.

Teaching faculty is the most valuable recourse in education sector. The whole teaching learning process is based on the teachers. They play pivotal role in higher education institutions. Today higher education institutions are facing the biggest challenge in India and that is the acute shortage of qualified and proficient faculties. P. Kothandarami Reddy (2016) focused on shortage of teachers in higher education institutions in India. He explained the reasons for the shortages of teachers in higher education institutions and offers suggestions that may help to improve the availability of teachers in higher education institutions. According to him there is need for higher institutions even in public institutions to allow teaching staff more allowances, freedom to enter into consultancy arrangements and avail of attractive perks such as housing facilities with good salaries.

2.3 Privatisation of higher education

Privatisation of higher education essentially means increasing reliance on private sources of educational finance in place of ever-increasing government subsidies. E.T. Mathew (1996) examined financial aspects of privatisation of higher education - issues and options. This paper discussed that higher
education offered ample opportunities for participation by both private and public sectors. The inadequacies or rigidities arising from exclusive reliance on either sector or any one form of private initiative can and should be corrected by diversifying the mode of financing. This paper discussed two major versions of private financing viz. public production and private financing, and private production and private financing. They were tried in different parts of the country. According to author whether individual institutions of higher education are formally classified as public / private or not, the most sensible option under the prevailing conditions in India is not only to broaden the financial base of higher education, but also to restructure higher education in terms of courses and content in order to make it more relevant. The entire cost of providing higher education should be recovered from the immediate beneficiaries. This paper showed that there are many supporting agencies like alumni, industry, philanthropists, foundations, trusts and endowments are available for financing higher education.

P.V. Gupta (2003) has examined privatisation of professional education. He has stressed the need for the societies, trusts, corporate organisations having proven achievements in education, industry, and business to start institutions and universities. They will bring the climate of competition and thus help in improving the standards. This will infuse new experimentation in our educational system and may help our universities from further deterioration. This may curb inefficiency and corruption.

M. Aruchami (2003) focused on the private initiatives and quality imperatives in higher education. He traced the history of private initiatives taken in vedic era, colonial era, post independence era, and the present knowledge era. According to him, the mantra for higher education must be accessibility and relevance supported by quality assurance. A. Malik (2003) discussed privatisation of support services in universities. He also explained how and why some of the important support services in universities like security services, cleaning services, transportation services, garbage collection services, student hostel mess etc could be privatized.
Ahmed Nabi and Mohd Abid Siddiqui (2003) highlighted various important issues related to privatisation of higher education. Some of the important issues dealt with are - (1) Admission based on capitation fees, that is identical to commercialization of education or money power replacing the merit of the students. (2) Widening the gap between the rich and the poor; (3) Quality of private institutions; (4) Indiscriminate expansion of technical education; (5) Increased exploitation of teachers and (6) Impact of privatisation on employment opportunities.

Venkat. Reddy M and Vidya Chandra Tenneti (2003) explored distance education and privatisation of higher education. They showed very effectively that the distance education may be used as a weapon against the ongoing privatisation in higher education. Francis Soundararaj (2003) discussed the role of private sector in higher education in India. He emphasized that the partnership and leadership ought to co-exist within the private sector in our country. He has suggested strategies for erasing the present academic and professional stagnation in higher education in the context of globalization.

Zeenat Shafi (2003) collected all research papers published in University News during last ten years. The focus of the articles is mainly upon pros and cons of privatisation of education, particularly higher education and a cross-section of views on the issue of private initiatives in higher education. The issues discussed include the public and private partnership in higher education, the privatisation of higher education, various self-financing programs in higher education and the legal issues in higher education.

K. D. Raju (2004) explained that the scarcity of public funds and inefficiency were the causes for the private participation in the higher education sector in India. In this paper he examined the private initiatives through enabling legislations and corresponding governmental regulation through various agencies and judicial decisions interpreting the concerned provisions in the backdrop of liberalisation of the sector under the World Trade Organization (WTO) and General Agreement on Trade in Services (GATS). The findings, coupled with the existing literature on private initiatives in higher education,
stressed the need for greater private participation in the Indian higher education sector and unified norms for its regulation.

M.R.Narayana (2006) focused on economic analysis of privatisation policies and post privatisation control devices in India’s higher education based on the experience of Karnataka state. According to him the basic reason for privatisation was change in public financing, rather than a shift of public ownership and management to private sector. The impact of privatisation was estimated in terms of fiscal effect, price effect, and effects on quality, equity, and affordability. To overcome the negative effects of privatisation policies, the need for post privatisation control devices are argued, and a few policy devices are suggested.

This research paper is organised in five major sections. The first section of this paper explored the relevance and applicability of the OECD framework for post privatisation control as necessary in higher education. This section added India’s experiences to international education and drew lessons from international experiences for higher education privatisation in India and other developing countries. The second section provided a brief description of the structure and composition of higher education in Karnataka state. The third section analyzed the policy initiatives and effects of privatisation in Karnataka’s higher education. In the fourth section, the post privatisation control devices were emphasized for improving equity, access, affordability and quality in the provisioning of higher education services. The fifth section concludes with policy implications for the education in general and better higher education in particular.

N.V. Varghese (2007) studied the importance of private higher education and its market share. He also wanted to find out whether these institutions can really help government to achieve national, social and equity objectives. He classified private higher education institutions into three categories for profit, not-for profit and self-financing institutions. He also discussed the working nature of these private higher education institutions in detail. He analyzed differences between public institutions and private higher education
institutions in particular. This includes the scope of research and restricted numbers of courses in selected areas.

P. Agarwal (2008) has discussed the trends of privatisation and internationalization of higher education in south Asia. The objective of the study was to undertake an empirical mapping of the trends towards privatisation and internationalization of higher education in the countries of South Asia. This study has focused on the emergence of the private institutions – both domestic and foreign providers and the growing mobility of students from this region. Building upon the complementarities between higher education systems in these countries, the study explored possibilities for cooperation between the countries in South Asia and laid down a framework for a South Asia Higher Education Area (SAHEA). The study adopted a multidisciplinary approach and undertook an analysis of aggregate country-level data either from country-based sources (mainly government sources) or from international organizations that maintain such datasets for different countries. Though the focus was on cross-national comparison, yet wherever necessary and possible special features within the country had been brought out. Comparison of developments in South Asia with those in other regions of the world had also been done. Historical comparative research was done while tracking the origin and growth of higher education systems in the countries of South Asia. Though the focus of the study was on private higher education and internationalization, the issues such as the access to education policy matters and financing pattern of higher education in these countries had also been analyzed. These countries are home to the highest numbers of poor people in the world. Thus, policies relating to promotion of equity and effectiveness of such policies had also been analyzed based on country-level meta data and literature survey. The study primarily used secondary data sources and survey of existing literature.

N. Ahmad and M.A Siddiqui (2008) took up the controversies over private higher education institutions versus the minority higher education institutions over Common Entrance Test (CET). This assumed significance in view of the recent controversy over mandatory reservation in all central universities,
prestigious professional schools and even private higher education institutions, except the minority institutions run by religious and social trusts. Many higher education institutions are now fighting for the “minority status” in order to escape mandatory reservation and CET. Authors highlighted some of the constraints of the CET and legal anomalies. They also argued for the exemption from the CET in case of minority institutions in India.

S. Anthony (2008) provided first hand experiences as an Advisor to the National Assessment and Accreditation Council (NAAC) in India. She believed that just as private initiatives played a crucial role in spreading literacy in the 19th century, similarly they also played an increasingly vital role in harnessing human resources for markets in the late 20th century and continues to do so in the 21st century, marked by knowledge based and technology driven economies. She expressed concern over the very dismal record in terms of accessibility and expenditure on higher education in India in comparison to neighbouring Asian, European and American records. She pointed out the mushroom growth of “hybrid” higher education institutions in India which are neither public nor private. They are known as “grant in aid” institutions. They are privately managed but government funded. She also expressed that, it is the interest of unaided and aided private higher education institutions to get themselves assessed and accredited in order to get social status. She discussed that private higher education in India is not yet ready for an independent regulatory body for private higher education institutions alone. She pointed out that ownership of an institution doesn’t matter much, but clientage does matter. She mentioned that not all public higher education institutions are good and all private higher education institutions are bad, but one needs to differentiate the wheat from chaff.

Dr M. Aruchami and C.A. Vasuki (2008) emphasized the need for quality assurance in the wake of economic liberalisation and subsequent regulatory controls. Authors argued that private higher education institutions can adapt themselves to the market needs at a faster speed than the public higher education institutions lacking adequate autonomy. Moreover the private higher education institutions are more diverse, student-centric, flexible and
individuate. They believed that judging quality in higher education was very different than ‘inspecting output in a factory’ or ‘judging a service provided by a retail outlet’. The concept of Total Quality Management (TQM) in private higher education institutions only implies continuous improvement based upon a set of practical tools for meeting and exceeding the expectations of their learners as consumers. But they have expressed sorrow over the fact that quality assurance has not yet become a mantra both for public as well as private higher education institutions in India.

J. L. Azad (2008) analyzed the role of private sector in financing higher education in India. He highlighted that the government funding declined from 65 percent in 1996-97 to 57 percent in 2001-02 in 30 public universities. It was the outcome of Ministry of Finance’s paper on Government subsidies in 1997 which declared higher education as a ‘non-merit’ good and hence not a fit case for public subsidy. The cause of higher education further suffered due to constitutional amendments making free and compulsory education to all children up to the age of 14 mandatory for the government. It is now being realized that India can not ignore higher education in order to have competitive edge at the globally integrated and technology - driven economies. He also discussed other fund raising measures like tuition fees, students’ loan and contribution from community which could help in financing higher education in India. He recommended a bigger role for the private sector in higher education in India even if it calls for a separate regulatory commission to ensure quality and transparency, on the one hand, and evolving a policy framework enabling the private higher education to function legally, on the other.

A. Gnanam (2008) provided an overview of the current status of private higher education in current Indian scenario. Author highlighted the need for legalizing the private higher education, including for profit institutions in India. In current context, author gave importance to the intervention of government. Such intervention should come in the following strategic order like: promotion, facilitation and regulatory control. The role of promotion can be achieved through policies that stimulate private efforts towards the
expansion of higher education. The facilitation role is played by enacting appropriate legislation. The regulatory role helped to ensure good quality in private institutions as well as to safeguard against any exploitation of the gullible public.

A. Gupta, D. Levy and K.B. Powar (2008) in their edited book have explored the understanding of some of the nuances, intrigues and problems of private higher education. The contributors have focused on various aspects of private higher education at the global and Indian context. The main aim of the study was to give the Indian readers a global vision, context, and comparative framework on the mission, size, finance and policies concerning private higher education. In this study, an attempt has been made to highlight some of the emerging trends in private higher education from the historical-legal, political-economic, socio-cultural, ethical-philosophical, national-international perspectives. The authors belonging to different regions, different disciplines have explored issues related to higher education research worldwide. Authors discussed that in most of the countries, private higher education had got better acceptability than the trepidation shown at its emergence three decades ago in most countries.

K.B. Powar and Dr Veena Bhalla (2008) highlighted the role played by socio-religious groups in establishing private higher education institutions in India prior to independence and supporting them even after independence, as minority institutions. The authors argued that despite the fact that most of the private higher education institutions function as social trust, their prime aim was to make profit by providing market oriented professional courses to those students who could afford the higher costs and were keen to get professional degrees. The authors chose Maharashtra as a case study for having abundance of private colleges in professional streams, on the one hand and having the ‘amalgum of some of the characteristics of the Southern and Western states’, on the other.

Mabizela Mahlubi (2008) highlighted the fact that private higher education and technical training institutions have become a chief source of skilled and
semi-skilled human resource worldwide. They were more popular with affluent middle classes as being job-oriented. Students coming from middle class families were interested in pursuing only those courses or training programmes that could provide them lucrative jobs on completion of their education. They looked for either ‘value for money’ or ‘value for time’ or perhaps both. Though the general perception prevailed that public higher education in South Africa served public interest, whereas the private higher education only served private interest. This paper asserted that even private higher education served public needs by providing semi-skilled and skilled human resource to the state as well as market. This paper marked that private higher education institutions are found to be more popular with the marginalized section of society who seek job-oriented education and vocational training for economic upliftment, social mobility, personal growth, satisfaction and empowerment.

M. Nagasawa (2008) discussed gender stratification, both within public and private higher education institutions in general and sub-sectors in particular in Japan. Since gender equity is very much sought after in economic and political realms these days. It can not be ignored in education as a part of social sector, especially in the era of knowledge based and technology driven economies, where higher education has direct bearings on economic gains both at the personal and societal level. Traditionally women in Japan sought those areas of higher education which served their interest as good wives and wise mothers. Today, women are entering into the fields hitherto reserved for males only, though their number is still low. This paper showed that gender stratification is quite obvious in the case of Japanese higher education in comparison to the other developed economies. It remains to be seen whether the Japanese women will choose more gender-neutral education or continue with the gender-specific one.

Privatisation is one of the main global trends in higher education. The development and expansion of private institution have increased dependence of public institutions on private funding, and the operation of the institutions in a businesslike manner. Denilde Holzhaeker, Olena Chornoivan, Demet
Yazilitas, Khi shigbuyan Dayan-Ochir (2009) discussed rapid spread of privatisation in higher education systems of the world. They pointed out the growing variation of forms of privatisation and practices which raised a set of complex questions for researchers, practitioners, and policymakers in education whether the government or other educational authorities should be involved in regulating privatisation processes. If so, to what extent is this involvement justified? Should the government encourage or discourage privatisation in higher education? Should it support some forms of privatisation and curb the development of others?

They examined privatisation issues in the context of four countries: Brazil, Mongolia, the Netherlands, and Ukraine. The countries’ experiences were quite different from each other, which helped illustrate different aspects of privatisation. This examination identified some common problems with privatisation in these countries and the ways in which these problems are being addressed and suggested appropriate policy options.

K. B. Benjamin and Bie Dunrong (2010) studied the problems that led to the privatisation of higher education in Tanzania. This study is based on secondary data obtained from higher education institutions as well as Ministry of Higher Education in Tanzanian. The main source of information for this study include: Ministry of Higher Education’s Website. The study revealed that the fiscal incapacity of the state to expand higher education through public universities and inability of the public universities to respond immediately to household demand for employment-oriented courses were the causes that led to the privatisation of higher education in Tanzania. The private higher education is characterized by small segment of higher education which needs to make significant contributions in providing opportunities for many students, who would otherwise not be able to find a place at public institutions.

K.B. Praveena and K.S. Srinivasa (2010) made an attempt to discuss the problems and perspectives in privatisation of higher education. They present an overall growth of higher education in India. The main aim of their paper is to show the most effective way of providing higher education, including
technical and vocational education. While focusing on the maladies and deficiencies in India’s higher education system, Singh and Purohit (2011) observed that privatisation of higher education in India has emerged in several forms in the recent decades. Further they analyzed that in India over the years, there have been private initiatives in education initially for philanthropic purposes and eventually for professional purposes and mainly to realize the huge and quick profits.

Education is one of the most important needs of mankind. It helps human beings to teach values and apply the technical know-how in real life situations. As the impact of privatisation is penetrating all the sectors, it is bound to affect education as well. T.D. Mahanwar and S.S. Rajavi (2012) studied need of privatisation of education, positive and negative aspects of privatisation of higher education. This study is primarily based on the secondary and to some extent of primary observations of the researchers. They believed that the entry of private sector would help to reduce the burden of state in providing higher education to its citizens. They also emphasized that regulatory arrangement must be put in place before the private sector is allowed to enter the educational sector.

Bajaj Shammi (2012) discussed the need of privatisation of higher education due to challenges faced by Indian higher education like equity, relevance, quality access to all, resource crunch etc. This paper gives an overview of status of higher education system in India and highlights the need for private sector to step up in the field of higher education. An attempt has also been made to discuss the impact of privatisation whether it would be beneficial and harmful for the economy and society. Author also argued that privatisation of higher education can be applied to improve the education system in all but with the regular control of some regulating authorities.

N. Varghese (2012) focused on the fact that the private sector has grown in many countries and has certainly increased its role in higher education in a majority of the countries. This paper analyzed the movement of private sector in India as well as in world. The research paper noted that matured market
economies have relied less on the market process that help to meet the expanding social demand for higher education as compared to the developing countries where markets are poorly or less developed. Author states that India followed a dual policy which relies on the public universities in core areas of research and development and on private institutions to meet the expanding social demand for higher education, especially in market-oriented courses/programmes such as technical and professional education. This results in an improved public investment and an increasing private share in higher education contributing to faster growth of the sector.

In this paper, the first section discussed the rationale for public investment in higher education followed by the second section which analyzed the emerging typology of private higher education institutions. The third section examined the global surge and spread of private higher education with the subsequent forth section looking at the evolution of different categories of private education in India. The fifth section highlighted some of the issues arising out of the functioning of private higher education institutions and their effect on the quality of private higher education in India. The paper concluded by underlining the need for regulatory measures and mechanisms.

Higher education in India is moving towards privatisation day by day, which can be treated as an impact of globalization. Privatisation leads to expansion in higher educational institutions, but there is also a serious danger related to quality. Bidula Sarmah (2013) did the study to assess the attitude of university students towards privatisation of higher education. Descriptive survey method was adopted and the relevant data were collected through a self designed attitude scale. Most of the selected students have shown positive attitudes towards privatisation of higher education. The results of the study revealed ‘statistical significance’ between the variables. This study gave recommendation for the public higher education institutions that need to be critically investigated on the aspects of quality education, infrastructure, curriculum development, curriculum transaction, evaluation, campus environment, campus recruitments and above all students’ satisfaction.
Challenges of privatisation of higher education in India have been explored by Rajesh Tiwari, Dr. Bimal Anjum and Dr. Ashok Khurana (2013). The last two decades had witnessed unprecedented growth in institutes of higher education primarily due to private sector participation. Authors spread light on certain issues like quality, access, equity, inclusiveness and argue for urgent attention. To improve these issues they suggested proper regulatory framework support of mutual trust and accountability as important factor for vibrant global private higher education institutions.

Sirajuddin Chougle (2014) highlighted the issue of privatisation of higher education in India through SWOT analysis. He discussed this important issue from various sections of the society like parents, students, etc. The methodology selected for collecting primary data was questionnaire survey of college teachers from different states. The various parameters were divided on the basis of SWOT analysis to get a balanced view. The results were tested on the weighted average scale. This study revealed that the teachers accepted the fact that privatisation would bring in quality and professional approach on the one hand but on the other hand it will take away the economically backward students from higher education and it would also lead to mushrooming of education institutes which would be unhealthy. They also insisted that the government should keep on supporting the backward class otherwise the society will undergo a sea change and the class divide will increase.

Knowledge has emerged as a leading source of economic growth. The economies having good quality human resources and well – developed network of knowledge - driven institutions are flourishing across the globe. India has all the potential to prosper on the basis of knowledge. The need is to push the economy in a proper direction. B.S. Ghuman (2014) focuses on privatisation and globalization of higher education. The main objective of this paper is to examine privatisation and globalization of higher education in India. This paper is organized into five sections. Section one deals with the conceptual framework. Section two discusses the existing situation of higher education in India. Privatisation and globalization of higher education is analyzed in section three. While rationale for regulation is described in section
four. The fifth section contains the concluding observation. According to Ghuman private institutions have expanded mainly in the field of ‘sunrise’ discipline such as engineering and management and neglects basic sciences, social sciences and humanities. The marginalization of these foundational and socially relevant courses may prove costly for the nation. For making education as a powerful vehicle for growth, social, economic and regional activity, Ghuman suggest setting up of regulatory machinery. The regulatory commission should be a broad – based constitutional body having explicit role of state governments along with central government, educationists and civil society in its constitution.

Dr. Manojkumar J.Gaikwad (2014) discussed privatisation of higher education and its impact on Indian economy. The spread of university and higher education in India is noteworthy. The number of institutions and universities of higher education have been increasing in India. Author discussed scenario of private higher education in the past and present. This paper also focused on the decision of Supreme Court on privatisation of higher education. He concluded that India is just following the steps of other countries which can not suit and fit as far as higher education is concerned. The state funding education always helps to needy and deprived sections of society and not private institutions. This paper concluded that both public sector and private sector should work together for the development of higher education in India.

Education plays an essential role in development of a nation, particularly in the context of knowledge economy. Traditionally, education has been mainly in the public domain. Due to unlimited resources with state, private capital gained momentum in the field of higher education. B.S. Ghuman, A. Mehta and R. Singh (2014) discussed the four models of public – private partnership like basic infrastructure, outsourcing, equity and reserve outsourcing. They found that the outsourcing and the equity models were more suitable for higher education in India. They offered some policy suggestions to streamline the preventing of Public Private Partnership (PPP) models and smoothen their operations.
Universalisation of education is now accepted as one of the key triggers of development. The move towards Public - Private Partnership (PPP) in the field of education is another notable trend. This partnership is being thought of at all levels and for all types of education. K. Mathur (2014) underscores the key policy significance of public – private partnership in education. He briefly discusses the initiatives taken by the governmental and the non – governmental organizations towards promoting it at the level of school education. For the higher education, he stresses the need for promoting collaboration between university and industry in the field of research.

S.S. Mathur (2014) focuses on the changing role of private enterprise in higher education. He observes that private sector has always been present in the field of education in India. Its role has changed significantly in present times. According to author earlier private sector played more generous role but now, it has developed business interest in education. An attempt has also been made to explore the ways and means to manage private participation that it becomes a positive force to promote access, equity and excellence in higher education.

Partima and Jitendra Singh (2014) discussed the relevant impact and importance of privatisation of higher education in Indian society. The main objectives were to study the significance of privatisation in higher education area, to study the policies employed by self-financed private bodies in the higher educational field and to study the impact of the privatisation in the educational scenario in India. The data collected for this study from three cities of Uttar Pradesh viz. Noida, Ghaziabad, and Meerut. The total 600 graduate and post graduate students of Indira Gandhi National Open University (IGNOU), Uttar Pradesh Rajarshi Tandon Open University and Swami Vivekananda Subharti University (SVSU) were selected as sample through stratified sampling method. Authors discussed key challenges of higher education like multiple complex rules and regulations, the demand and supply gap, curtailing operational working of private institutes by regulations, quality of education, limitation in foreign institutions collaborations etc.
J.B.G. Tilak (2014) examined the growth of private higher education as an important feature of the high growth of higher education experienced in India. The size of the private sector is about twice as compared to public sector in terms of the number of institutions and students’ enrollments. Apart from refuting several claimed advantages of private higher education, this article draws attention to the dangers involved in a high degree of dependence on the private sector for the development of higher education in a country like India.

India is one of the largest, vibrant and oldest democracy and second largest country by population. India has to pay consistent attention to higher education as a source of growth in current times. Parvinder Singh (2015) states that privatisation of higher education is the need of the hour for raising number of learners in India. This paper also emphasized on post privatisation control measures and devices that protect the quality of higher education. The research paper recommended that Indian higher education system needs more initiative.

The government of India introduced new economic policies to increase employment, output, income opportunities and achieve economic development at international level. S. Samuel Ravi (2015) analyzed the impact of privatisation of education in the Indian society. The main objectives of the study were to study the growth of privatisation of higher educational institutions, to analyse the demand and supply of higher education and to find out the positive and negative impact of higher education. This study used both primary and secondary data for analysis. Primary data were used to comprehend the growth of private educational institutions and students’ enrollment in India. Secondary data were used to analyse the gap between the demand and supply of higher education and find out the positive and negative impact of privatisation of education. The present study was conducted in Kanniyakumari District of Tamil Nadu. There were two hundred respondents randomly selected to collect information related to the study. Author also discussed growth of private institutions, demand and supply of higher education and positive as well as negative impact of private higher education in India. The role of privatisation is important to expend education
qualitatively and quantitatively in the Indian society. But the lack of quality education affects the employability of educated at national or international levels. Author also provided suggestions that may be implemented to improve the quality of education provided through privatisation and remove its negative impact on education and society.

Higher education is the most vital input for the growth and prosperity of a nation. It has the power to transform human beings into human resources. Higher education in India is moving towards privatisation day by day which can be treated as an impact of globalization. Harpreet Kaur and G.S.Bhalla (2016) made an attempt to check the impact of privatisation of higher education in Punjab. Authors discussed the trends and growth of private institutions in Punjab. They also made an evaluation of privatisation of higher education through their positive and negative impact on higher education. This paper argued that in a big country like India neither public sector nor private sector can afford the burden of education alone. India needs proper participation of public and private sector for reforming higher education.

2.4 Self-financing higher education

Anuradha Joshi and Kamakshi Joshi (2003) in research paper “Quality Improvement in Self-Financing Higher Education” emphasized that since quality of education is an important measure of productivity, it is essential that quality should not be sacrificed at any cost whether it is for general higher education or for self-financed higher education. Sudha K. Rao and Mithilesh Singh (2003) have come out with some of the significant findings on self-financing courses run by Indian Universities. The findings reveal that most of the institutions have introduced self-financing courses on their own initiatives and although these courses are called self-financed but actually burden is shared between the university and state government or between the university and central government or between the university and students by the way of high fees. Most of the courses offered under the self-financed courses are market driven and are introduced keeping in view the students’ demand.
S. K. Mishra (2003) observed that higher education in India is in the deep financial strain. On the one hand costs are escalating due to increasing needs and on the other hand budgetary resources are shrinking. He mentioned that each institution of the higher education has to reflect on its own prospects and constraints and firmly stride on its path to progress. It can not be believed that an organization that enshrines a vast army of the intelligentsia, commands a treasure of knowledge, possesses the skill to understand the nature of things and change them to serve the interest of the society, would stagnate for want of resources from the government.

Self-financing courses in universities and colleges have been discussed by S.D. Tripathi (2003). He argued that running a few self-financing courses by the universities is not a bad idea. It can help various universities to establish new departments without any outside financial assistance. Dr.L.C.Singh and Dr. Sudarshan Mishra (2008) traced the growth of self-financing higher education institutions since the economic liberalization launched in 1991. According to authors, the main object of self-financing higher education institutions in India have been meeting the market needs for the professionals on one hand and generating additional resources for internal institutional needs and growth, on the other. They explained four models of self-financing colleges in India – (1) The Manipal model was based on the philosophy that those students who were willing to pay should be provided facilities to pursue courses of their choice. (2) The marketing model allowed the existing public universities and colleges to run professional courses on self-financing basis such as computer application, tourism, hotel management etc. (3) The sponsoring model was more popular with corporate world. Under this scheme, the existing professional colleges like the IITs and IIMs could run special programmes to meet the specific needs of particular industries and business houses at higher costs. (4) The franchising model of self-financing institution had to select courses designed by the university and also followed the teaching as per the norms prescribed by the affiliating university. However such colleges did not receive the grant from the respective universities. The authors
also discussed the problems and issues of self-financing institutions and also gave suggestions which help to overcome the problems.

There are different views on the funding of higher education. Higher education is considered as a public good and the funding responsibility of higher education almost rests upon government. Other considered higher education as a private good and argued that the responsibility of funding falls upon the parents and the students. Sudhansu Bhusan (2008) submitted his report on ‘Self-financing Courses in Colleges’ to the National University of Educational Planning and Administration (NEUPA) in 2008, after thoroughly investigating self-financing programmes running in the colleges and universities in our country. The main aim of the study was to analyse the fee structure of the self-financing courses in the sample universities and colleges in different states selected from each zone like East, West, North and South in India. This study also focused on understanding implications of the policy of self-financing programmes in terms of access, equity and quality parameters and also tried to suggest important guidelines for self-financing courses in terms of policy, planning and management.

Sanjit Kumar Das (2012) made an attempt to analyse the present pattern of funding higher education in post-graduate courses of a government-sponsored college and discussed the desirability and feasibility of funding the same. The main objective of the study was to examine the importance of the self-financing programmes as a means to fund higher education and to understand whether they move upwards in sympathy.

This research paper was based on a case study conducted in a government sponsored college of Kolkata metropolis named Bhairab Ganguly College. The college had introduced self-financing courses at both undergraduate and post graduate level. To empirically examine the research objectives, a survey had been conducted among the students enrolled in self-financing programmes at post-graduate level. Information had been collected from all the students of three streams through structured and guided enquiry schedule. A total of 144 students provided the information and the feedback on self-financing
programmes. Feedback had been collected from 40 students of commerce, 54 students of English and 50 students of Geography. The students provided valuable information about the programmes, their household cost of education and socio-economic profile. Apart from the students, feedback was received from 42 faculties of three different streams. For getting an overall picture of self-financing programs, feedback was taken from the administrative authority of the college. The feedback from the administration clearly showed the type of funding, fee structure, expenditure pattern etc. about different subjects as well as the overall financial implication of the self-financing courses in the college at the post-graduate level.

The study analyzes the fee structure and pattern of funding of the self-financing courses at post-graduate level in the sample college. The study tried to understand implications of the policy of self-financing programmes in terms of access, equity and quality parameters. The study emphasised provision of some important guidelines in terms of policy, planning and management. It concluded that self-financing schemes had helped the college to achieve the aims and objectives of the administration and to maintain quality of the faculty in the college. This also gave an opportunity to the institutions to improve the quality of education in their institution so that the degree conferred by them is highly valued in the job market.

Anju Ailsinghani and Neelam Wadhwani (2013) outline the present context of increasing commercialisation of higher education in India. They view education more as commodity sold in market, the universities and colleges where students act as consumers and educators as service providers. The paper highlights more on commercialisation of higher education in today’s global market with special reference to courses offered by universities and colleges in collaboration with foreign universities and providing better career opportunities to its students.

Jayshri Patil and Pranali Patil (2013) have shown the major differences between aided and self-financing courses. Aided courses are courses which are given financial assistance by government in the form of grants and self-
financing courses means self-supporting courses. Here all expenses are covered by way of tuition fees and other miscellaneous charges. This paper tried to show that merit is the only criteria for admission and collection of fee is to be routed through common entrance facilities in order to make the whole deal transparent and to avoid corruption. Author also discussed the advantages and disadvantages of self-financing courses.

The education sector in India has witnessed a paradigm shift in recent times. It is well known fact that higher education system in India includes both public and private sector. Public universities are supported by state governments, while private universities are mostly supported by various bodies and societies. S. Jeelani (2014) focused on private universities - challenges and opportunities in higher education. Author discussed need for private universities in Indian higher education system. He also tried to analyse the opportunities and challenges faced by private universities in higher education. This paper also gave suggestions for strengthening the quality of higher education in private universities.

After independence, the government of India as well as state governments undertook the responsibility of higher education. Later on, it was realized that it is difficult for the government to shoulder this challenging task absolutely single-handedly. Hence the need of self-financed colleges was felt, and this idea got further momentum during 1990s. Anuradha Pathak and Kulwant Singh Pathania (2016) have discussed self-finance educational institutions of higher education of Gujarat. Authors explained the meaning and concepts of self-financed colleges. This paper deals with the practical issues that many higher educational institutions, especially the self-financed colleges are facing at the grass root level. We need to give a different perspective and a distinct look to the education of today. In this paper authors have also given suggestions that will help our economy to move towards ‘knowledge – based’ economy.
2.5 Teachers in self-financing higher education institutions

The focus of the present section is on the teachers in higher education institutions in general as well as self-financing higher education in particular.

The trend of 'self financing' institutions has started since last two decades in India and specially in Maharashtra state. The Government does not financially support these institutions. The 'job satisfaction' of teachers working in such institutions is always problematic. It causes a large amount of turnover of teachers. Prakash Khanale and Anil Vaingankar (2006) have attempted to analyze job satisfaction of teachers in an institution through structural equation modeling. It is a case study. This work is useful to institutions to retain their teachers and increase their involvement in institution. It also helps to determine quality of education.

Panigrahi Manas (2010) has done study on evaluation of quality of self-financing pre-service teacher training institutions in the state of Haryana. The main purpose of study is to examine the status of self-financing B.Ed. colleges related to their infrastructural facility. This study focused on the perception of students and teachers towards quality of self-financing B.Ed. colleges. In this regard three types of questionnaire were prepared for data collection. The primary data were collected from 25 teacher educators and 150 students from self-financing B.Ed. colleges. The data was analyzed using descriptive statistics. The findings of the present study raised some significant issues like proper infrastructure, qualified teacher educator as per NCTE guidelines and good environment for job satisfaction of teachers and administrators.

C.K. Hemalatha and N. Nisar Ahmed (2011) explored teachers’ commitment in self financing engineering colleges affiliated to Anna University in Chennai. This study analyzed the factors responsible for shortage of committed staff and quality education. In simple terms commitment means loyalty towards one’s profession. The university is regulated by certain norms. But this study showed that all these norms are not adhered to, by many institutions. The study revealed that to make certain things right, a common
body could be formed consisting of representatives from all institutions in relation to university affiliation. This would provide better job security, satisfaction, increase self-esteem and thereby contribute to improve the teachers’ commitment in engineering colleges in particular and all colleges in general.

S. Kayalvizhi and K. Chokkanathan, (2011) conducted a study to understand factors that influence the job satisfaction of lecturers employed in self financing arts colleges in south India. The study is descriptive in nature. The data was collected from the faculty members of self financing Arts and Science colleges situated in Salem, Tamil Nadu through a structured questionnaire. Data was collected since September 2010 to November 2010 through convenience sampling method. Five point Likert scaling was used to determine the job satisfaction level of the respondents. Chi square was used for comparing the observed and expected frequencies. The study observed that those lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs as compared to science colleges. The study suggested ways to improve the level of job satisfaction of the lecturers employed in self financing colleges of Tamil Nadu.

Anita Devi (2012) did a comparative study of “Teacher Educators of Govt. Financed and Self-financed College of Education in Relation to Their Professional values”. The main objective of this study is to compare teacher educators of Govt. financed and self-financed colleges of education in relation to their professional values. Descriptive survey method was used and Teachers Value Inventory was used as a tool for finding the results. It was found that the professional values of teacher educators of self financed colleges of education are significantly higher than the professional values of teacher educators of Government financed colleges of education.

According to K. Leelavathy (2012) the self-financing colleges started from last three decades in Tamil Nadu and other parts of India. The ‘job satisfaction’ of teachers working in such colleges has always raised questions. Author evaluated job satisfaction among the women teachers of self-financing
engineering colleges in Chennai. The prime objective of this research study was to examine the level of job satisfaction of teachers and to suggest appropriate measures that would help to improve the level of job satisfaction. Primary data were collected from 120 women college teachers of various self-financing engineering colleges in Chennai through random sampling. The study found that the determinants of job satisfaction indicated that among different variables, satisfaction variables were positively related to teacher student relationship, job involvement and role change while salary, discipline and work environment were negatively related with job satisfaction among women teachers.

Job satisfaction is an important requirement for any successful organization. It is an enjoyable or positive expressive state resulting from the evaluation of one’s job or job experiences. P. Sankaran (2012) has done a study regarding the job satisfaction of female lecturers in self-financing colleges in Coimbatore. He has taken micro level research study to identify various factors influencing job satisfaction of the respondents working in self-financing colleges and also in colleges offering self-financed courses. The sample consisted of 150 women lecturers from colleges. The relationships between the personal factors of the respondent lecturers and their job satisfaction levels have also been analyzed. It was found that most of the respondent lecturers are moderately satisfied with the factors influencing their job satisfaction and their personal factors rarely influence their job satisfaction level. This study concluded that measures need to be taken to improve the satisfaction level of the respondents in order to induce them to perform better.

Vinita Chaudhary and Shashi Malik (2013) studied demographic and academic variables that correlate with job satisfaction among teachers in self financing institutions. The primary data collected from 170 college teachers from 25 colleges in the list of NCR and then from all colleges through stratified random sampling method. The sampling method used here was stratified random sampling. The present study showed that age, gender, educational qualification and experiences were correlates with job satisfaction while marital status was not found as correlate to job satisfaction in self
financing institutions. These findings of the study may be helpful for administration, policy makers and teachers. Today, there are many more self-financing institutions than government or government aided institutions. So this research study suggested that government should make sincere efforts to make such policies for teachers in self financing institutions by which they can get job satisfaction with increasing age, educational qualification and teaching experience. Teaching job should be made noteworthy in self financed institutions.

Radhakanta Gartia and Sushama Sharma (2013) examined the factors that contribute stress among the teacher educators teaching in self-financing colleges affiliated to Kurukshetra University, Haryana. The main sources of stress were emphasized in this study like time management, work related stressors, professional distress, discipline, motivation and professional investment. A total of 85 teachers were randomly selected from 12 self-financing colleges of education affiliated to Kurukshetra University of Haryana state. The sample of the study included 29 male and 56 female teacher educators. The study was analyzed using both descriptive and inferential (t-test) statistics. The result found that no significant difference of teacher stress among the respondents based on gender. But significant differences were found between the stress of teacher educators who teach fifty and more students in the class, between the stress of teacher educators who teach less than four hours a day and teacher educators who teach more than four hours a day, between the stress of teacher educators having three and more years of teaching experience and teacher educators having less than three years of teaching experience.

Focusing more on finance than academic aspects colleges have transformed the landscape of higher education itself. These colleges behaved like any other ordinary market firm and hence they operated with the business principles like maximum revenue, minimum cost and profit maximization. Privatisation opened new avenues of development within higher education sector, but the same led to massive exploitation of students, teaching and non-teaching staff mainly because the rules and regulations are not implemented effectively. The
broad objective of the study is to explore and identify the status of teaching and non-teaching staff of self-financing courses particularly women. Considering the growth of the self-financing courses in the context of increasing importance to higher education, this study concluded that the government has to develop policies and programmes in order to accommodate the capacity and possibilities of private investment without compromising on the rights and welfare of its employees (Praveen 2013).

Immanuvel Johnson and K. Jayaraman (2013) gave importance to teacher motivation which helped to improve the quality of education. They discussed the main aspects of teachers of higher education institutions like occupations of teachers, job satisfaction and security, salary and social status. The paper aimed at focusing on the importance of the factors that affect the motivation of teachers. The paper also took into account the sources of motivation which are necessary in teaching process. It is generally accepted that the competence and commitment of teachers should be the most important determinant of learning outcomes. When all these characteristics have been met, the teaching climate should be quite comfortable and teachers should be extremely motivated and should be experiencing the meaningfulness of their work.

The process of evaluating the effectiveness of teachers has changed over time along with the definition of what effective teaching is due to the increasing attention by the management of self-financing institutes. Renjith Kumar and Fezeena Khadir (2013) did study to examine the various measures that attribute to the effectiveness of teaching. The objective of this study was to analyse the level of teaching effectiveness and to find out the attribute that most contributes to teaching effectiveness. The information was collected from 96 teachers from an engineering college in Ernakulam in Kerala State. The study observed that there was a lack of team effort, teaching efficiency, and classroom behavior. The teaching effectiveness of the engineering teachers was proved to be medium. The study highlighted certain teaching attributes which need to be enhanced. The researcher gave suggestive
measures that help to improve the performance of teachers and thereby increase the quality of education and students.

A sound and effective education system results in enhancement of learner’s potentialities, enlargement of their competence and transformation of their interest, attitude and value. But for the last few decades education has become more complex due to social change and new insight in the field of pedagogy.

Saraswati (2013) conducted a comparative study to investigate job satisfaction amongst lecturers of government and private colleges in Delhi. The feedback was collected from the lecturers of various colleges through questionnaire. The questionnaires were given to 500 lecturers. Out these 250 lecturers were from 25 government colleges and 250 lecturers were from 25 private colleges. Information was collected from the respondents having more than five year of service. The participants gave valuable information on pay structure, promotion potential, use of skills and abilities, work activities and other aspects. The study concluded that lecturers of government colleges were more satisfied in comparison to lecturers of private colleges in Delhi in all the factors.

In higher education institutions, teachers are experiencing pressures to increase productivity and efficiency at their work places to meet the expectations of general public, management as well as from state and central governments institutions, which creates stress among them. In the field of engineering and technology institutions, there is a significant gap of stress among the teachers. A. Senthil Kumar, S. Mohan and R. Velmurugan (2013) aimed to fill the organizational and geographical gaps by examining the sources of work stress. This study investigated various causes of work stress among teachers working in engineering and technology colleges. Primary data was collected from 478 engineering teachers from 58 self-financing engineering and technology colleges and four deemed universities in the
Coimbatore district, Tamil Nadu. The objectives of the study were to find out the significant differences and connections among demographic and job profile variables of engineering teachers. Two tests like ANOVA, ‘t’ test and Chi-square test were used to analyse the data. The study observed that the teachers working in the engineering institutions function under high stress. The results discussed a significant relationship among variables such as gender, type of institution, location of the college, current job status and average number of working hours with causes of stress. Further, the results revealed that there is a need to ensure stress free environment in engineering educational institutions.

Jayprakash Singh and Dr. Amruth kumar (2013) made an attempt to study the influence of job satisfaction of teacher educators on their teaching competence. Using convenient sampling technique, 180 teacher educators working in self-financing B.Ed. colleges were selected for study. The Present study revealed that job satisfaction has a crucial role in determining the teaching competence of teacher educators. This throws light on the need for wealthy and positive supportive environment for teacher educators in the self-financing B.Ed. colleges. The study showed that there exist no significant difference in the relationship between teaching competence and job satisfaction for male and female teacher educators, there exist no significant difference in the relationship between teaching competence and job satisfaction for rural and urban teacher educators. The study also revealed that the relation between job satisfaction and teaching competence was similar in both P.G., M.Ed. and with P.G., M.Ed. and NET/Ph.D. teacher educators.

The practice of privatisation began to emerge in the late 1990’s and the public initiatives played a dominant and controlling role in this phase. This suitable mechanism is available in the country to ensure the quality and standard of the teachers at higher educational institutions. Vinita Chaudhary (2015) examined the satisfaction of aided and self-financed institutions of teachers. The objectives of the study were to investigate the level of job satisfaction among college teachers and to find out the difference in job satisfaction among college teachers in Government aided and self-financed institutions. In this
research study, the descriptive survey cum correlation method was used. The sample was selected through random cluster sampling. Teachers were selected from 30 self-financed institutions and 10 aided institutions for the study. From these institutions all the teachers from different courses available in the colleges were selected. Data were analyzed through descriptive statistics as well as inferential statistics. The study revealed that the teachers scoring above 239 had high job satisfaction while the individual falling below 210 had low job satisfaction. The middle range of scores indicated a moderate degree of job satisfaction. The difference in job satisfaction scores among college teachers in Government aided and self-financed institutions indicated that the government aided college teachers were more satisfied than the self financed college teachers.

Ravi Datt and Sita Ram (2014) did a study which falls in the category of applied research being descriptive one. This study described the pillars of education like principals, heads of the department, educational administrators and educational planners. This study made an attempt to find out the perceptions of teachers with high and low job satisfaction regarding their organizational climate so as to enable the principals and administrators to bring about suitable changes in the organizational climate of the institute. This may be useful to improve job satisfaction of teachers and thereby develop student-learning.

H. Shamina (2014) has focused on the impact of various factors of job satisfaction on professional commitment. This study tried to show the relationship between job satisfaction and professional commitment of teachers in higher education. Simple random sampling was used to collect data through structured questionnaire from 250 faculty members working in self-financing colleges affiliated to Bharathiar University for the study. The research design was descriptive one. Inter correlation matrix, t-test, ANOVA and regression were carried out to analyze the data. Findings showed that teachers have high degree of job satisfaction towards the dimensions of job satisfaction. They have a high degree of job satisfaction and professional commitment.
Tania Gupta (2014) examined the teacher’s perception as significant to evaluate the impact of policies and to suggest changes that may be fundamental for developing a better education system in the country. The main aim of the study was to analyze the perceptions of teachers on commercialization of higher education in India. Data was collected through questionnaire from 250 teachers from various higher education institutions in NCR Delhi. The purposive sampling method was selected for data collection. Percentage and content analysis were used for analysis of quantitative and qualitative data respectively. It was found that the teachers perceived higher education in India becoming a commercialized service. There is a need for the government to step in to correct the systemic anomalies. If commercialization persists and continues to grow without a timely check anything and everything will be exploited and manipulated for profit in higher education.

Job satisfaction of the faculty members plays a vital role among students’ education. Job satisfaction differs from person to person. The factors that determine job satisfaction vary according to gender, age, experience, and position. With this background, Unnamalai. T (2015) has collected data from the faculty members who are working in the colleges in and around Tiruchirapalli. The main purpose of the study is to evaluate the level of job satisfaction and investigate the factors affecting the same in the teachers at Tiruchirapalli town. Both primary data and secondary data have been collected for the study. For the purpose of the study correlation technique and “t” test was used to test the significance of hypotheses. The study concluded that if the government supports financially the colleges and the faculty members they will perform better.

Emergence of self-financing courses is really a good signal in the development of higher education in India. Archana Bhatia (2012) made an attempt to discuss the job satisfaction of lecturers in self-financed courses in Haryana. The purpose of the study was to examine the level of satisfaction of job among lecturers in self-financed courses. This study found that these teachers were not satisfied with their jobs. There were many dissatisfying factors in the environment. This study observed that absence of job security and low pay
scales were the most dissatisfying factors. Authorities of Indian higher education must consider status of lectures. This study concluded that the Government / UGC and managing committees of the educational institutes in Indian higher education should take strict steps to enhance the morale of these teachers so that it will help to enhance the quality of higher education.

2.6 Conclusion

This chapter is focused on the available literature on privatisation of higher education. So far a number of studies have been carried out in relation to higher education, privatisation of higher education, self-financing higher education and teachers who engaged in self-financing higher education institutions. Overall it can be seen that privatisation of higher education is increasing day by day.

As teacher is one of the important pillars of higher education system. There is need to discuss the contribution of teachers in detail with regard to their working conditions. The focus of a large number of studies is on the job satisfaction. The present study makes an attempt to understand the working conditions of teachers in self-financing higher education institutions. It also attempt to bring out the ways in which their working conditions may be improved.