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**PERSPECTIVES REGARDING THE PRIVATIZATION TREND  
IN SECONDARY TEACHER EDUCATION: REALITY CHECK  
FROM NORTH 24 PARGANAS, WEST BENGAL, INDIA**

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**ABSTRACT**

Teacher education in India has been viewed as one of the most demanding professional courses by the young graduates. In West Bengal, there are government, government-aided and private self-financed institutions offering these courses. Due to lack of optimum seats in government colleges mediocre students coming from different socio-economic strata opt for private Bachelor of Education (B.Ed.) colleges paying hefty fees. Besides, government and government aided institutions are unable to keep pace with the increasing demands of B.Ed. degree so many are compelled to shift to private colleges. Private institutions are more flexible regarding curriculum execution, student attendance which are other important considerations. Due to scarcity of government jobs, the teacher educators also are going for vacant teaching positions with lesser remuneration in private colleges. To assess this sharp inclination towards privatization in B.Ed. programme, as a prototype North 24 Parganas district has been chosen. This paper based on both primary and secondary data including comprehensive literature review attemptsto study the growth pattern of teacher education institutions under the light of privatization and to bring out the comparative views of students and teacher educators from rural and

urban belts representing different institution types regarding this growing trend of privatization by using test of significance and analysis of variance (ANOVA). The result shows that all the stakeholders are showing interest in privatization but in varying degrees based on their gender, type of institutions and location.

**Keywords: teacher education, professional course, self-financed, privatization, ANOVA**

## INTRODUCTION

Post-independence India had implemented a very conventional economy that was basically locked to the outside world. But as time pass on, Indian political leaders and economists acknowledged the necessity to merge with the global economy. So in 1991, India went through some remarkable economic reforms. Among them, one of the most significant aspect of economic reforms is privatization. To eradicate the slow growth and stagnation in economic system the Government of India made some major variations in the economic policies in 1991. Generally we call it the liberalization of Indian Economy. Privatization is that the transfer of activities, assets and responsibilities from government/public institutions and organizations to private individuals and agencies. Also privatization is usually thought of as 'liberalization' – wherever agents' are unit free of government laws, or as 'marketization' – where new markets are created as alternatives to government services or state allocation systems (Levin, 2001). In India privatization had been spread through certain ways where via a lease or grant etc. the

government saved the ownership of an enterprise but the private firm had griped all the activities. On the other hand the government sold most of the stake of the enterprise to private houses. This had permitted the private agencies to come into the market. And slowly and steadily they displaced the public establishments. At first the process of privatization arrived all sectors except four strategic ones. These are (i) atomic energy, space and defense (ii) transport and telecommunication (iii) power, petroleum, coal and other minerals (iv) banking, insurance and financial services. The two most emphasized sectors came into consideration for privatization were medical and education sectors. In case of education sector there were ample opportunities for the investors to make profits from this ground and give to India a world standard and more competitive market for education system specially the higher education. India has world's third largest higher education system. Once upon a time India had witnessed deteriorating administration, exploitation and fund unavailability in educational system. For overcoming this problem and to meet the

requirements of youth there is an urgent need of capital investment. At that time priority of government had been shifted to open new educational institutions under private management or to increase the capability of existing institutions through private investments. Privatization of education is a part of the process of privatization of the economy at large. Teacher education is also a part of it. Chand (2014) has explained the reasons which are accountable for privatization in teacher education in India such as - : need for competitive efficacy, population growth, monetary constraints, for quality education for skilful manpower, aspiration for more autonomy, need for high-tech developments. It is very unfortunate that Indian teacher education institutions suffer from large quality deviation; some institutions are making very good stuff whereas some are busy in producing teachers who are not proficient enough for this profession of teaching. The reasons may be because of problem of selection or other faulty ways.

### **Review of Related Literature**

It is terribly unfortunate that Indian teacher education establishments suffer from enormous quality variation; some establishments are making superb stuff whereas some are busy in making a profitable agency not competent enough for this

profession of teaching. Many non-public establishments are looking forward to that profit making goals with very little commitment to the quality improvement (Altbach & Levy, 2005); whereas, it's necessary to boost the quality of teacher education inside pedagogy (Yashpal Committee, 2009). Shukla & Singh (2011) revealed that the teachers are in support of privatization of higher education but they want few modifications before executing the approach. They don't want that private management control the whole teacher education programme. In their article, Parvez & Shakir (2012) have raised many issues to ponder over the privatization of teacher education, such as : mushrooming of institutes, paucity of physical facilities, crisis of values and morality , exploitation, isolation of teacher executive department, regional imbalances, irrelevant and out dated curricula , problem of selection of candidates for training , problem of quality teacher education, market orientated ,lack of transparency in money arrangements, the frequent movement of academics. Sarmah(2013) revealed that students of Assam seen to have more positive attitude towards privatization of higher education. Chaudhari (2015) disclosed that almost all the respondent students have shown positive views towards privatization of teacher education. She

declared privatization isn't a nasty choice either, however if a lot of students enter in these establishment there'll be competition among these personal establishment thence fee will fall and a lot of quality student are passed out. Kumar (2016) studied privatization of teacher education and the quality issue. He headed his study at Fatehabad District in Haryana. He expressed that every eligible youth ought to get quality of teacher education. For extremely inhabited and developing countries like Asian nation, it might be tough for state alone to produce teacher education as per the demand of society. Goud (2017) disclosed that several self-financing establishments get the popularity and affiliation by doing varied manipulations, like political power, money power and community power and they scarcely follow the norms and standards of regulating bodies. Some management authority behave like business homes to reinforce their economic returns. Now the entire education system has been commercial wherever the consumers purchase the 'education' at costs. Economist Prabhat Patnaik termed the method as 'commoditisation of education'. According to him, "the privatization of education which suggests handing the education sector to profit creating entities. It is a need to draw in direct foreign investment. Likewise in India, policy

makers in education sector often talk about 'the striving for excellence, which is nothing other than making 'education' as a commodity.'" In an interview he was asked about the competition that is provided by the private universities. He replied, "The competition presupposes commoditisation. The 'quality' that's presupposed to improve through 'competition' in such a world wherever education is reborn into a goods."

### **Rationale of the Study**

The trend towards privatization is strong and it is taking place in many segments of the education sector specially has a strong impression in the teacher education sector, and have played a larger role in profitable practice in teacher education. Teacher education programme is responsible for making future teacher and the teacher who is primarily accountable for execution of educational processes. These are the reasons teacher education programme is considered as private and social investment. Students coming from different background has shown interest towards privatization process and private institutions also. The present study is significant in ascertaining the viewpoints of two most important stakeholders of education i.e. students and teachers engaged in the field of teacher education. It also attempts to detect that whether there is a variation of the opinions

regarding private teacher education programme.

### Objectives of the Study

- To find out growth pattern of privatization of teacher education in West Bengal.
- To find out difference in attitude of male and female students and teacher educators towards the increasing mushrooming of self-financed institutes.
- To access the difference in attitude of students and teacher educators of government, government aided and self-financed institutions towards privatization of education.
- To measure difference in attitude of students and teacher educators from city, town and village areas towards this trend.

### Hypotheses

- There is no significant difference between male and female students and teacher educators' attitude towards privatization.

- There is no significant difference between government, government aided and private institution students and teacher educators' attitude towards privatization.
- There is no significant difference in attitude towards privatization between students and teacher educators' from rural and urban backgrounds.

### Study Area:

The selected study region (Fig. 1) covers the North Twenty Four Parganas district. This is a district in southern West Bengal, of eastern India. In 2011, it had population of 10,009,781 of which male and female were 5,119,389 and 4,890,392 respectively. It has a density of 2445 per sq.km. The sex ratio is 955 females per 1000 males (2011). Literacy rate of this district is 84.06%. North 24 Parganas has registered a growth rate of 12.04%. There are 51 B.Ed. colleges in this district. Table: 1 shows the category wise distribution of B.Ed. colleges in North 24 Parganas.

District	Number of Colleges Category-wise			Total
	Government	Government Aided	Private	
North 24 Parganas	2	4	45	51

Source: NCTE, 2020

### Methodology:

Methodology of the research is a way to systematically solve the research problem. It encompasses the various steps that are adopted by a researcher in studying the research problem along with the logic behind them. However, while the term methodology is

sometimes applied to the methods and techniques used by social researchers, the methodological aspects of a study more accurately refer to the philosophy of science surrounded within these methods and within the researcher's approach to data collection and analysis (Pole & Lampard, 2002). To

Kaplan (1973), research methodology is used to describe and analyse the research processes, throwing light on their limitations and resources, clarifying their assumptions and outcomes, relating their prospective to the dusk zone at the edges of knowledge. It is to venture generalizations from the success of particular techniques, suggesting new applications, unfolding the specific bearing of logical principles on concrete problems, as well as suggesting new formulations. Methodology gives the adequate attention to each appropriate components of it which are population, sampling design, methods, data collection and data analysis.

The purpose of the study is to observe the recent trend and pattern of privatization of B.Ed. programme and the views of teachers and students of this professional course regarding privatization. Population of the study consisted of teacher educators and students from teacher education institutions popularly known as B.Ed. colleges. The present study was conducted in North Twenty Four Parganas through an online survey during July, 2020 to September, 2020. As a sample for this study a smaller group has been obtained from the population. Different types of sampling had been used to execute the study. At first Purposive sampling had been used to the state.

Then selected all the B.Ed. colleges from the district. Then Simple Random Sampling had been used to select the teaching faculties and students of every college. After that Snow Ball Sampling had been use also to know the view of the respondents. Two semi-structured questionnaires were developed which consists of two sections. The first section requested demographic data including the participant's gender and age. The second section of the questionnaire consists of various aspects to measure participants' perspective regarding privatization of teacher education. There are eleven components in the student's questionnaire and twelve in teacher educator's questionnaire for measuring attitude. A standard five-point Likert scale was constructed to get their views. The survey was administered using the Google forms. Quantitative derivations and representations using descriptive statistics were done through IBM SPSS v23.0 and MS Excel v13.0. The convenience sample size was 205 students and 138 teacher educators from 130 B.Ed. colleges of the above mentioned district. The majority of students were between the ages of 21 to 30years. There were a few younger and older respondents. The details of the sample size has been given below in table 2.

Table 2: Gender distribution of teacher educators and students

North 24 Parganas	Teacher Educators			B.Ed. Students		
	Male	Female	Total	Male	Female	Total
Government	16	27	43	11	38	49
Government Aided	19	18	37	8	41	49
Private	23	35	58	14	93	107

Source: Primary Survey. 2020

## RESULTS AND DISCUSSIONS

### Pattern of Privatization of Teacher Education in West Bengal

Private inventiveness in teacher education, which was an infrequent phenomenon until the end of the 1980s, have progressed towards a deep-rooted system with the widespread privatization in this sector especially 2001-02 onwards. There was unplanned and swollen growth in self-financing teacher education institutions in the last one and half decades (Fig. 2). Such progress in private institutions also headed to regional discrepancy in the convenience of teacher education (NCTE, 2011). In case of West Bengal a sharp growth has been noticed in 2005 onwards and it took a high escalation in 2012 and 2016 respectively, although the same was applicable in India also. North 24 Parganas, one of the southern districts of West Bengal was also witnessed the same condition and the pattern of growth of teacher education institution was isolated in self-financed colleges only. 88% of the total colleges (51) is running by the private management.

### Gender wise attitude of students towards privatization of Teacher Education

#### Institution:

In North 24 Parganas district the B.Ed. students from different semester has given their opinion regarding privatization. Table 3 shows gender wise comparison of students about their attitude in reference to various dimension i.e. privatization contributed to educational improvement, privatization works to improve the educational outcomes, colleges funded by parents are more efficient than public institutions, privatization give chances to maximum students, privatization provides more learning opportunities, privatization increases inequality, privatization widens social gaps, privatization strengthens the strong and weakens the weak, only public education can ensure good education for all social strata, privatization creates crisis of values and moralities, lack of transparency in financial arrangements happened in private institutions. This table has revealed that the mean value of female is higher than the mean value of male. Which shows that female students have more positive attitude towards privatization of teacher education than the male students.

Table 3: Test of significant difference in attitude of female and male students towards privatization

	Gender	Number of students	Mean X	SD	Calculated t-value
Attitude towards privatization	Female	172	24.23	24.32	5.15
	Male	33	18.63	34.36	

### Gender wise attitude of teacher educators towards privatization of Teacher Education Institution:

On the other hand teacher educators of this particular district had given their views regarding privatization on the basis of several components i.e. Privatization contributed to educational improvement, Privatization works to improve the educational outcomes, Privatization give chances to maximum students, Privatization provides more learning

opportunities, Privatization do attract better qualified teachers, Privatization decrease unemployment rate, Privatization increases inequality, Privatization widens social gaps, Privatization strengthens the strong and weakens the weak, Only public education can ensure good education for all social strata, Privatization creates crisis of values and moralities, Privatization creates irregularity in salary.

Table 4: Test of significant difference in attitude of female and male teacher educators towards privatization

	Gender	Number of teacher educators		Mean X	SD	Calculated t-value
Attitude towards privatization	Female	80		27.15	22.87	4.04
	Male	58	27.39	45.12		

According to the table 4 the calculated t value is 4.04 which is significant at 0.05 level that means female teachers have more positive attitude than male teachers towards privatization. On the basis of this analysis, the first hypothesis stated “There is no significant difference between male and female students and teacher educators’ attitude towards privatization” is rejected and the alternative hypothesis is accepted, which indicates there is significant differences exist between male and

female students and the teacher educators also.

### Institution wise attitude of students towards privatization of Teacher Education Institution:

There are three types of colleges in North 24 Parganas which are running by the different management authorities i.e. government, government aided and private. Views of students from these three different college categories has been measured on the basis of ANOVA.

Table 5.1: Descriptive statistics of students from Different Institution

ANOVA: Single Factor				
Groups	Count	Sum	Average	Variance
Government	49	875	17.85714	33
Government Aided	49	1483	30.26531	22.28231
Private	107	2503	23.39252	52.25957

Table 5.2: Comparison of scores on Attitude of students from Different Institution towards Privatization of B.Ed. Programme

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3794.954	2	1897.477	46.7823	2.02E-17	3.040603
Within Groups	8193.065	202	40.55973			
Total	11988.02	204				

Summary of one way ANOVA (Table 5.2) highlights the F value (46.78) which is greater than the F critical value 3.04 at 0.05 level of confidence. So there exist significant difference in the attitude of students from

government, government aided and private institutions towards B.Ed. programme.

### **Institution wise attitude of teacher educators towards privatization of Teacher Education Institution:**

Table 6.1: Descriptive statistics of students from Different Institution

ANOVA: Single Factor				
Groups	Count	Sum	Average	Variance
Government	43	1053	24.48837	39.30343
Govt. Aided	37	679	18.35135	30.73423
Private	58	1645	28.36207	19.88415

It is very essential to know what the teachers think about the B.Ed. course and its inclination towards privatization and an institution or a

college makes a significant influence on its teacher's observation.

Table 6.2: Comparison of scores on Attitude of teacher educators from Different Institution towards Privatization of B.Ed. Programme

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2263.811	2	1131.905	39.27628	3.6E-14	3.063204
Within Groups	3890.573	135	28.81906			
Total	6154.384	137				

ANOVA between the teacher educators of different types of colleges (Table 6.2) indicates the F value which is 39.27 greater than the F critical value 3.06 at 0.05 level of confidence. So from the above result it can be said that here also exist significant difference in the attitude of teacher educators from government, government aided and private institutions towards B.Ed. programme. Hence hypothesis

two "There is no significant difference between government, government aided and private students and teacher educators' attitude towards privatization" is rejected and the alternative hypothesis is accepted.

- **Location wise attitude of students towards privatization of Teacher Education Institution:**

Table 7.1: Descriptive statistics of students of Institutions from different location

ANOVA: Single Factor				
Groups	Count	Sum	Average	Variance
City	63	1399	22.20635	53.23093
Village	97	2875	29.63918	40.54553
Town	45	987	21.93333	4.836364

Table 7.2: Comparison of scores on Attitude of students of Institutions from different location towards Privatization of B.Ed. Programme

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2912.287	2	1456.144	39.71932	2.84E-15	3.040603
Within Groups	7405.489	202	36.66083			
Total	10317.78	204				

The F value of table 7.2 is 39.71 which is greater than the F critical value 3.04 at 0.05 level of confidence. So there exist significant difference in the attitude of students from city, village and town area institutions towards

B.Ed. programme.

### Location wise attitude of teacher educators towards privatization of Teacher Education Institution:

Table 8.1: Descriptive statistics of teacher educators of Institutions from different locations

ANOVA: Single Factor				
Groups	Count	Sum	Average	Variance
City	57	1275	22.36842	45.09398
Village	39	916	23.48718	44.94062
Town	42	1186	28.2381	25.259

Table 8.2: Comparison of scores on Attitude of teacher educators of Institutions from different locations towards Privatization of B.Ed. Programme

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	885.7583	2	442.8791	11.34806	2.78E-05	3.063204
Within Groups	5268.626	135	39.02686			
Total	6154.384	137				

The findings of ANOVA between the teacher educators of different types of locations (Table 8.2) revealed that the F value is 11.35 which is greater than the F critical value 3.06 at 0.05 level of confidence. So from the above result it can be said that here also exist significant difference in the attitude of teacher educators from city, town and village institutions towards B.Ed. programme. Hence hypothesis three "There is no significant difference between rural and urban students and teacher educators' attitude towards privatization." is

rejected and the alternative hypothesis is accepted.

### Case Studies depicting ground reality

#### Case I:

Suman Das (changed name) is a 3<sup>rd</sup> semester student, from a private B.Ed. college, coming from a very mediocre family from rural interiors of North 24 Parganas. His father has a grocery shop and mother is a cook by profession. After completing M.A. from a government aided college he was trying to get selected in a government or aided B.Ed.

College. But due to lack of seats and required high marks he was not able to do that and as a result he was forced to opt for a private B.Ed. college but the main constraint faced was the steep course fees. He was trying several colleges where the fees is comparatively in their reach, leaving aside other factors like quality of education offered, infrastructure etc. Lastly one college agreed to give admission on instalment basis payment of fee but still his father had to sell their own land to continue his son's education. Suman said "According to me private institutes are necessary. Having a limited number of government institutes makes it impossible for the mediocre youth to get admission in them. What do you expect the rest of the youth to do? More than 70% seats are provided by private institutes. Though I think the admission procedure should be changed. Instead of donations, knowledge should be the main deciding factor, entrance examinations can be a part of the admission procedure. Government should take measures to monitor the functioning of private institutes to curb their autocracy".

### **Case 2:**

A teacher educator from private B.Ed. College situated in city, agreed that privatization is necessary, but the way it is as of now is not right for both students and teachers. Soma Dey (changed name) who is a teacher with eight

years of experience has changed three colleges only because of pay scale. Till now is struggling with that condition. She said "According to me, due to the privatization of higher education, systematic teaching, discipline, regularity and quality education has been achieved in many compared to government sector, at the same time to reap all the benefits students have to pay heavily; private education has become a business. And these sector mixing business, politics with education, this affects greatly on educational life. We are giving equal even more efforts than the government teachers for our survival but we are the victim of this process, nobody cares, nobody thinks about our betterment. Competition is really very tough to hold your own position; we have to run more and more. Still not sure about the destination".

### **Summary of findings**

Privatization is the ultimate option for teacher education programme in Bengal as it is playing a major role in higher education. An unplanned and excessive growth of private teacher education institutions has been observed in case of North 24 Parganas. Female students have shown more positive attitude than their counter parts towards privatization. As the total strength of the female students are unparalleled according to existing government institutions, so they have to depend on those

private institution. This is one of the key factors female students being favourable to the privatization procedure. Significant differences have been studied in case of teacher educators' outlook towards privatization on the basis of gender. There are 3 type of management i.e. government, government aided and private; opinions of the students from these categories are differ from each other. Students from private institution agreed that there is a mushrooming process going on in everywhere but they do not have any other option. Students from Government College could not express any negative response towards privatization but they agreed that there is a huge difference in quality of the B.Ed. programme. Teacher educators from different college category are of diverse perspectives also. Private college teacher agreed that due to privatization only students with good marks are able to attend the course, on the other hand qualified and skilled teacher educators are getting the scope to shape the future teachers. Teacher educators from government aided college opined that just by paying extra amount students with poor marks can get the degree and here it makes an enormous differences. As a result the school education is suffering due to lack of accomplished teacher. Spatial dimension undoubtedly made an effort to differ the opinions of students and teacher educators.

Diversity has been observed among the attitude of students from city, town and village category colleges towards privatization. Village students are deprived due to high fees in private institutions and low seats in government institutions. According to their view government administration are accountable for this situation. Similar thing happened in case of teacher educators also. A private college teacher from the urban area showing more positive attitude towards privatization than a teacher from rural area. A village college teacher agreed that due to lack of students' enrolment in private college they are compromising with their salaries. Private colleges from city area have been flourishing more in terms of students and teacher's quality and commercial practices than the village side colleges.

### **CONCLUSION**

Privatization has expanded in every wings of education all over India. In case of teacher education programme it is a constantly rising platform with the high prospect of improvement. The sharp growth of the predominantly private institutions indicates that there is a continuous need of teachers for the school education and it will always exist in a developing society like ours. Rising graduation and post-graduation rate can't be adjusted in public institution only. This private

institutions might help in making teachers for future India. But this privatization process of teacher education programme have showed a mixed approach in recent years. Students and teacher educators are of different views regarding this. Some of the students are happy to study in a private college, they opined that private colleges are more professional than the government colleges in terms of practice teaching and curriculum execution as they got reviews from their friends studied in government colleges. Equally students from government or aided college think that quality of students is better in their place and as a result they get more academic ambience to study and the outcome also far healthier than their counter part. Teacher educators also had shown different views as the government teachers are quite in stable position due to their pay package and there is a lot of scope for them for developing own qualification. This increase their job security. On the other hand private teachers are of different categories like contractual, part time or guest faculty. Therefore they are struggling with their job in

terms of salary structure, working hours and other prospects and they are very clear about the fact that their job is not secure at all but they are contributing equal efforts.

Government of India had already set up a National Council of Teacher Education (NCTE) for monitoring all the colleges across the country and these colleges get recognition by this government authority. But still there is an enormous differences among the colleges from different management. There is an urgent need for financing those university might be government or private, for students and teachers welfare as they are performing in a same field but the outcomes are dissimilar. Government resources should be utilize for all of them, it will boost up the students specially from weaker section and teachers from unsecured job. Moreover teacher education programme should be encouraged to offer quality education and to reduce differences between government and private institutions, so that we will get proficient teachers for future generation from every corner of the nation.

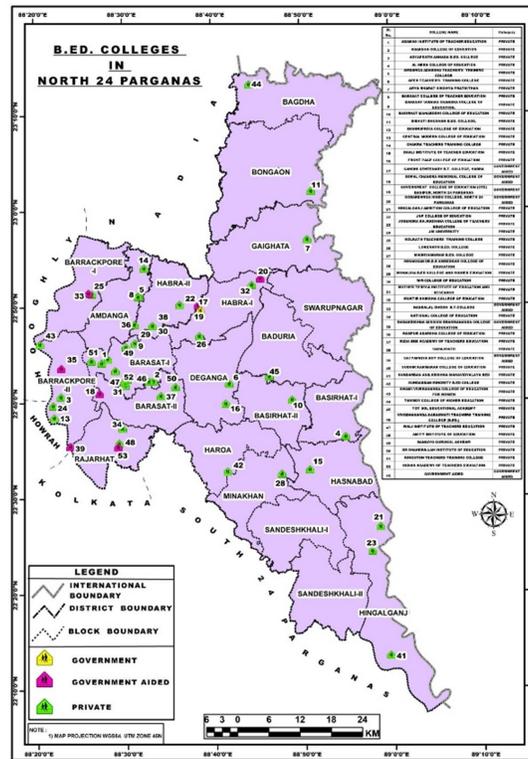


Fig. 1: Distribution of teacher training institutions of various categories in North 24-Paraganas, West Bengal, India  
Data Source: NCTE, 2020

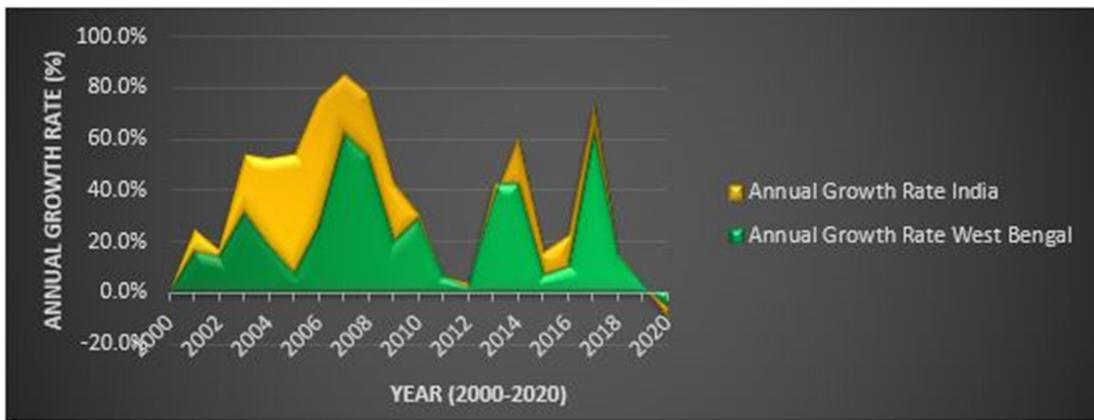


Fig. 2: Temporal Growth of Teacher Education Institutions in West Bengal and India  
Data Source: NCTE Annual Reports, 2000-2020

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