

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.

Open J-Gate, India [link of the same is duly available at Inlibnet of University Grants Commission (U.G.C.)],

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 2151 Cities in 155 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	BANKING FOR THE POOR IN THE CONTEXT OF ISLAMIC FINANCE DAVOOD MANZUR, HOSSEIN MEISAMI & MEHDI ROAYAEI	1
2.	THE RELATIONSHIP OF INSURANCE SECTOR DEVELOPMENT AND ECONOMIC GROWTH IN ETHIOPIA: EMPIRICAL EVIDENCE ADERAW GASHAYIE	5
3.	ETHNIC CONSIDERATION IN POLITICAL COVERAGE BY NIGERIAN MEDIA DR. IFEDAYO DARAMOLA	10
4.	ECONOMICS OF PROMOTING HIGHER EDUCATION: A CASE OF ROLE OF PRIVATE UNIVERSITIES AND COLLEGES IN THE SULTANATE OF OMAN HASINUL HUSSAN SIDDIQUE	14
5.	ANALYSIS OF CHRONIC AND TRANSIENT POVERTY IN RURAL OROMIYA - ETHIOPIA DEREJE FEKADU DERESSA	19
6.	TOWARDS A NEW MODEL FOR POVERTY REDUCTION IN NIGERIA DR. AHMAD SANUSI, DR. AHMAD MARTADHA MOHAMED & ABUBAKAR SAMBO JUNAIDU	25
7.	PERCEIVED EASE OF ACCESS/USE, PERCEIVED USEFULNESS, PERCEIVED RISK OF USAGE AND PERCEIVED COST OF USAGE OF MOBILE BANKING SERVICES AND THEIR EFFECT ON CUSTOMER COMMITMENT FROM SELECTED COMMERCIAL BANKS IN RWANDA MACHOGU MORONGE ABIUD, LYNET OKIKO & VICTORIA KADONDI	29
8.	LOST IN TRANSLATION: A CLOSER LOOK AT THE SWEDISH ORGANIC CERTIFICATION AGENCY – KRAV KHAN RIFAT SALAM & MAHZABIN CHOWDHURY	35
9.	STOCK MARKET, INFLATION, AND ECONOMIC GROWTH IN NIGERIA (1990-2010) ADEGBITE, TAJUDEEN ADEJARE	38
10.	DETERMINANTS OF CUSTOMER SATISFACTION OF TRADITIONAL AND MODERN FORMATS IN FOOD AND GROCERY: THE CASE OF INDIAN RETAIL DR. SNV SIVA KUMAR & DR. ANJALI CHOPRA	44
11.	THE IMPACT OF SOCIAL NETWORKING TO FACILITATE THE EFFECTIVENESS OF GREEN MARKETING: AN EMPIRICAL STUDY DR. D. S. CHAUBEY & K. R. SUBRAMANIAN	52
12.	PROBLEMS FACED BY THE WOMEN ENTREPRENEURS IN THENI DISTRICT-AN OVER VIEW DR. A. SUJATHA	61
13.	AN ANALYTICAL STUDY ON PROFITABILITY AND CONSISTENCY OF INFORMATION TECHNOLOGY SECTOR IN INDIA MOHAMMED NIZAMUDDIN & DR. PERWAYS ALAM	64
14.	WHAT HAS BEEN SOWN HAS NOT BEEN HARVESTED: THE CURIOUS CASE OF FARM SUBSIDIES IN INDIA B. SWAMINATHAN, M. CHINNADURAI & K. C. SHIVA BALAN	69
15.	ANALYSIS OF VARIOUS POULTRY SOCIETIES IN VARIOUS DISTRICTS OF JAMMU & KASHMIR STATE AASIM MIR & SHIV KUMAR GUPTA	72
16.	SHG – BANK LINKAGE PROGRAMME IN ANDHRA PRADESH: A SWOT ANALYSIS DR. M.SREE RAMA DEVI & DR. A. SUDHAKAR	74
17.	A STUDY OF ISSUES AND CHALLENGES WITH REFERENCE TO THE WOMEN EMPOWERMENT IN INDIA DR. MARUTHI RAM.R., MANJUNATHA.N., ASRA AHMED & PARVATHY.L	78
18.	INFLUENTIAL FACTORS OF CEMENT CONSUMPTION IN INDIA FOR 2011-12 ANJAN REDDY VISHWAMPATLA & DR. P. SRINIVAS REDDY	82
19.	WOMEN IN HANDLOOM INDUSTRY: PROBLEMS AND PROSPECTS S.VIDHYANATHAN & DR. K. DEVAN	87
20.	NON-FARM SECTOR LOANS BY DINDIGUL CENTRAL COOPERATIVE BANK IN TAMIL NADU DR. T. SRINIVASAN	91
21.	DEVELOPMENT OF WEAKER SECTION OF SOCIETY: A ROLE OF STATE FINANCIAL CORPORATIONS DR. SUSHIL KUMAR & MAHAVIR SINGH	94
22.	AN EMPIRICAL STUDY ON CONSUMER BUYING BEHAVIOR WITH RESPECT TO CONSUMER DURABLES ANU GUPTA & PRIYANKA SHAH	97
23.	A STUDY ON THE GROWTH OF SCHEDULED COMMERCIAL BANKS IN INDIA C.A VISALAKSHI & K. BABY	100
24.	ROLE OF GRAM SACHIV IN RURAL DEVELOPMENT - A CASE STUDY OF KURUKSHETRA DISTRICT PARDEEP CHAUHAN	105
25.	AGMARK CERTIFICATION AND CONSUMERS' PERCEPTION- A STUDY WITH REFERENCE TO MADURAI DISTRICT OF TAMILNADU DR. M. SANTHI	108
26.	PERFORMANCE AND PROSPECTS OF HOPCOMS IN KARNATAKA – A DIRECT LINK BETWEEN FARMERS AND CONSUMERS KRISHNA.K M. & DR. S. MOKSHAPATHY	114
27.	HEALTH IMPACT OF IRON ORE MINES: A COMPARATIVE STUDY ON MINING AND NON-MINING INHABITANTS OF KEONJHAR DISTRICT OF ODISHA MINATI SAHOO	118
28.	IMPACT OF GLOBALIZATION AND LIBERALIZATION ON SCs AND STs IN INDIA- A BIRD VIEW DEEPA HANMANTHRAO & PADMAVATI R. SOMANI	122
29.	TO STUDY THE RELATIONSHIP BETWEEN STRESS-WORK LIFE BALANCE AND WORK ALIENATION AMONG WOMEN EMPLOYEES OF KERALA STATE GOVERNMENT IN TRIVANDRUM DISTRICT CHITHRA MOHAN.K	126
30.	DALITS AND DISTRIBUTION OF LAND IN ANDHRA PRADESH SATRI VEERA KESALU	130
	REQUEST FOR FEEDBACK	137

CHIEF PATRON

PROF. K. K. AGGARWAL

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

FOUNDER PATRON

LATE SH. RAM BHAJAN AGGARWAL

Former State Minister for Home & Tourism, Government of Haryana
Former Vice-President, Dadri Education Society, Charkhi Dadri
Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

DR. BHAVET

Faculty, M. M. Institute of Management, MaharishiMarkandeshwarUniversity, Mullana, Ambala, Haryana

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. M. N. SHARMA

Chairman, M.B.A., HaryanaCollege of Technology & Management, Kaithal

PROF. S. L. MAHANDRU

Principal (Retd.), MaharajaAgrasenCollege, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

CO-EDITOR

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, MaharishiMarkandeshwarUniversity, Mullana, Ambala, Haryana

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

PROF. SIKANDER KUMAR

Chairman, Department of Economics, HimachalPradeshUniversity, Shimla, Himachal Pradesh

PROF. SANJIV MITTAL

UniversitySchool of Management Studies, Guru Gobind Singh I. P. University, Delhi

PROF. RAJENDER GUPTA

Convener, Board of Studies in Economics, University of Jammu, Jammu

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

PROF. S. P. TIWARI

Head, Department of Economics & Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

DR. ANIL CHANDHOK

Professor, Faculty of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

DR. ASHOK KUMAR CHAUHAN

Reader, Department of Economics, Kurukshetra University, Kurukshetra

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHENDER KUMAR GUPTA

Associate Professor, P.J.L.N. Government College, Faridabad

DR. VIVEK CHAWLA

Associate Professor, Kurukshetra University, Kurukshetra

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

ASSOCIATE EDITORS**PROF. ABHAY BANSAL**

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PARVEEN KHURANA

Associate Professor, Mukand Lal National College, Yamuna Nagar

SHASHI KHURANA

Associate Professor, S.M.S. Khalsa Lubana Girls College, Barara, Ambala

SUNIL KUMAR KARWASRA

Principal, Aakash College of Education, Chander Kalan, Tohana, Fatehabad

DR. VIKAS CHOUDHARY

Asst. Professor, N.I.T. (University), Kurukshetra

TECHNICAL ADVISOR**AMITA**

Faculty, Government M. S., Mohali

FINANCIAL ADVISORS**DICKIN GOYAL**

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS**JITENDER S. CHAHAL**

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT**SURENDER KUMAR POONIA**

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email address: infoijrcm@gmail.com.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. COVERING LETTER FOR SUBMISSION:

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF.

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled '_____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address, contact numbers & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. MANUSCRIPT TITLE: The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. AUTHOR NAME (S) & AFFILIATIONS: The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. ABSTRACT: Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use **(ed.)** for one editor, and **(ed.s)** for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19-22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

ECONOMICS OF PROMOTING HIGHER EDUCATION: A CASE OF ROLE OF PRIVATE UNIVERSITIES AND COLLEGES IN THE SULTANATE OF OMAN

HASINUL HUSSAN SIDDIQUE
LECTURER
COLLEGE OF BANKING & FINANCIAL STUDIES
MUSCAT

ABSTRACT

The Sultanate of Oman has seen a major overhaul of its traditional education system in the last decade. There is a systematic emergence of private colleges and universities in Oman, especially in Muscat. Oman's system of higher education currently includes 7 private universities and 22 colleges with an enrollment of some 40,000 students. Private colleges have entered into partnership arrangements with foreign universities to make quality international education available locally. This paper sheds light on the extent to which partnership arrangements with external university affiliations have been a catalyst to promote higher education and meet customer expectations. The Oman Accreditation Council (OAC) is rigorously conducting external reviews of private Higher Education Institutions (HEIs), in the Sultanate of Oman through a two stage process of institutional accreditation comprising Quality Audit and Standards Assessment. OAC's thrust has led to introduction of effective changes through total quality management (TQM). Oman's labour market is highly regulated and protected, thus ensuring bright future for students with international qualifications. However, a lot is still left to be desired from these tie-ups. It is in this context that the role of private universities in promoting higher education in Oman assumes greater significance.

JEL CODE

I21

KEYWORDS

Foreign Direct Investment, Gulf-Cooperation Council, higher education, partnering, private colleges.

INTRODUCTION

The higher education landscape in the Sultanate of Oman, a member nation of the Gulf Cooperation Council (GCC) is undergoing development and transformation at an astonishing rate. Economic growth and higher disposable incomes have increased the prospects for quality education in the country. In line with the increasingly free and booming private sector, higher education has been characterised over the last few decades by exponential growth in the number of institutions and a dependence on the private sector to provide education that meets the needs of the market.

Sultanate of Oman is a big country spreading over 309,500 sq km. Politically stable and economically vibrant, Oman has made rapid progress in human resource development. It has become to be known as a country of peace, harmony and prosperity with a huge young population in the age group for higher studies. Good governance in Oman has made it necessary for the country to move on the path of progress and economic growth and higher education is the crucial part of this process.

Education has always acquired the highest attention in Oman and policy makers have made it clear that there will be no let up in this sector. To further this cause the government has made an allocation of OMR 1.3 billion in the Annual Budget of 2012, i.e. 13 percent of the total expenditure. (Oman Budget 2012)¹ Since oil and gas may exhaust within a few years, enrichment of human capital is the best substitute to natural resources of the country. Omani authorities realize this and have therefore attached particular value to reform the entire educational setup at a higher level.

Oman has lot of potential for industrial growth and its economic growth can be seen all round now. The Government has ambitious plans to spend OMR 1.8 billion on social security that would help to generate additional 36 thousand jobs in the year 2012. There is need to provide basic education to all and higher education to youth. Traditionally Oman has depended on expatriate population for unskilled, skilled and various other professional jobs but, now, Omanisation has become one area of priority. Oman is moving towards large scale industrialization and heavy FDI (Foreign Direct Investment) projects have been undertaken by national and international businesses. The Omanisation process calls for replacing the expatriates with well qualified and well trained Omanis. This can be achieved only if Oman provides higher education to its youth.

To meet future demand universities in Oman have to live up to the expectations of providing higher education. There are many business houses that have invested in this sector – by way of establishing private colleges and universities. Though, running costs turn out to be high initially but still they produce good results in the long run. The demand for private universities in the market is increasing in the fields of management, commerce, international trade, applied sciences, technology, medicine, education, ocean engineering, solar power generation, service industry, tourism, architecture, petro engineering etc. Currently the private sector is active at the university and college level and has so far set up seven private universities and twenty two higher education colleges.²

Higher education is privatized in many countries. All over the world the concept of private universities is catching up. These private universities are providing good education. In coming months and years there will be many job opportunities coming up for many specialized areas of work and profession due to economic growth in Oman. This would put demands on human resources to provide good education and well trained Omanis man power.

As the Omani nation realizes the role of private universities in higher education as an important aspect of Oman's overall economic growth, it will take the nation on the path of progress and help it to achieve the vital progress that is the need of the hour.

LITERATURE REVIEW

The literature review for this research paper is a description and critical analysis of what other authors have written" (Saunders, Lewis and Thornhill, Pg. 47)

Radical changes are being made in the economy of the Sultanate of Oman. There is a greater urgency for the country to diversify its sources of income and reduce the dependency on oil revenues. Currently 46 percent of Oman's GDP comes from oil revenues.³ The government of Oman has identified investment in higher education as one of the segments to support its diversification drive. It will instill confidence and create opportunities of self-employment amongst the youth.

Until the mid 1990s, the government focused most of their attention and resources on handling the rising numbers at the primary and secondary levels. Universities in Gulf rarely date back to more than two decades. A salient feature of Oman's development policy is focusing on educating females. Strict local customs and orthodox social culture does not permit women to travel to other countries for higher education. Many students, who would normally have gone abroad to study either on scholarship or on their own funding, are staying back in Oman and seeking western - quality programmes locally.

¹ Oman Budget 2012 Commitment to the "Vision 2020" Oman Arab Bank (IMG)

² Ministry of Information, 2012

³ Oman Budget 2012 Commitment to the "Vision 2020" Oman Arab Bank (IMG)

The most striking feature of the rapidly evolving Gulf higher education sector is its adoption of the American or British universities' model as the standard. Many British, American, German and Australian universities have set up their degree programmes in the Gulf. Currently, in Oman there is growing debate about the emerging role of universities in delivering professional and vocational education and the worthiness of utility of university research in all facets of business, society, invention and innovations (Hager and Hyland, 2003). Ministry of Higher Education's vision for 8th Five Year Plan (2011-2015) is to align high quality education with the job market. It emphasises strategic planning at both the institutional and system levels. Main concern is that the students of today are faced with growing uncertainty and complexity when it comes to adjustment problems related to finding jobs, changes in job and contract status, global labour mobility, adaptation to their new workplace (Ghoshal and Gratton 2002; Westwood 2000; Worrell et al 2000), greater need for self employment and broader family responsibilities (IPPR, 1998; Rajan et al. 1997).

In their research Gillad Rosen and Eran Razin (2007) concluded that the efforts of the local governments to attract colleges are influenced by location. This neither indicates a shift in policy motives nor a diminishing role of the government.

Harold Silver (1999) has reviewed and discussed the nature of gradual shift towards innovation that is largely directed by the higher education institutions. Most of the Gulf countries have a single system for all types of higher education. There is an urgent need to upgrade quality assurance as envisaged by Oman Accreditation Council.

Gareth Parry (2003) highlighted a distinctive feature of the use of English in higher education. It has an uncertain and ambiguous role of furthering education in colleges as providers of undergraduate courses. Private universities and their collaborative partners use English as a medium of higher education. Since English is not compulsorily taught as a language at the primary level in government schools in Oman, students are required to undertake foundation courses leading to IELTS (International English Language Testing System) qualification.

S.M. Al-Lamki (2002) surveyed the system of higher education in the Sultanate of Oman and examined the challenge of access, equity and privatization in light of the current predicament of a disparity between supply and demand for higher education in the Sultanate of Oman. Results indicated a lack of a consolidated system whereby a number of different ministries and government authorities are involved.

AIMS AND OBJECTIVES

Many researches have been done on education but, only a few published researches deal with the role of private universities in promoting higher education. Development of skills is a source of employment generation and economic development. Therefore, I have chosen to write on the role of private universities and the role played by them in the development of higher education and their effect on economic development in Oman. This study will be novel and challenging, as it will deal with issues that have not been explored so far.

The research study seeks to achieve the following -

- (i) To find out the role of private universities and colleges in promoting higher education in Oman.
- (ii) To identify the specific focus areas that can be implemented by private higher education institutions in Oman.

HISTORICAL PERSPECTIVE

Oman has strong geographical and historical ties with other countries in the Gulf region. Since it is a member state of GCC (Gulf-Cooperation Council) it links itself to other Arab states on a number of economic, political and educational cooperation agreements.

The different levels of cooperation provide the country with an avenue for evidence that cooperation also exists in the field of education. Regular exchanges occur in the field of experience and expertise in the development of human resources and conducting of research in the field of education. A particular mention should be made of the Arab League Educational, Cultural and Scientific Organisation (ALECSO), which prepared a vision for the future of education in the Arab world.

Higher education is considered as "one of the thrust areas of Arab co-operation in education" (UNDP and Arab Fund for Economic and Social Development, 2002 p58).

United Nations Development Programme (UNDP), inspired by "a vision for the future of education in the Arab world", suggests a number of policies for expanding and improving education in the region concerned, including the following (UNDP and Arab Fund for Economic and Social Development, 2002) :

- (i) Promoting the concept of self-education
- (ii) Diversifying educational system and continuous updating of syllabus
- (iii) Incorporating benefits from modern education technology and information and communication technologies (ICT)
- (iv) Continuous content evaluation of education
- (v) Teacher centred renewal
- (vi) Developing an innovative education administration capable of leading the process of renewal
- (vii) Effective participation of various societal groups in learning
- (viii) Developing policies and putting them into action.

Documents related to Oman's "Vision 2020", the long term plan drawn up in 1995 for sustainable development covering next 25 years contains specific policies concerning education inspired by the following statement of the Ministry of Education (Al Belushi, Al Adawi & Al Ketani 1999):

*"The challenges facing Oman, particularly the need of self-sufficiency and the need to diversify the economy and keep pace with technological change, require new educational goals to prepare Omanis for life and work in the new conditions created by the modern global economy. These will require a high degree of adaptability and a strong background in mathematics and science in order to independently apply rapidly changing technologies to Oman's needs. The proposed educational reforms are designed to achieve the knowledge and mental skills and attitudes that young Omanis will need to learn and adapt to the very different future most of them will face."*⁴

The above excerpt from the Vision 2020 document inspires following objectives –

- (i) Improvement in standards of education at all levels
- (ii) Focus on science based curriculum
- (iii) Improve teaching of English language in basic education
- (iv) Aligning teaching methodologies to the emerging trends in the field of education

DEMAND FOR HIGHER EDUCATION

In Oman private higher education is formalized and regulated by a number of Royal Decrees and Ministerial Decisions i.e. Royal Decrees 41/99 and 42/99 which regulate the establishment of private Higher Education Institutions; and Ministerial Decision 36/99, an executive bylaw for implementing these two Royal Decrees. Similarly, Royal Decree 67/2000 is designed to further regulate private sector activities in Higher Education and to encourage effective and positive contributions.

As per the Ministry of Higher Education statistics, Oman's system of higher education currently includes seven private universities and twenty-two private colleges with an enrollment of some 40,000 students. In addition, His Majesty Sultan Qaboos bin Said, the Sultan of Oman has endowed a Royal grant of RO 17 million for Omani-owned private universities. So far, this grant has been awarded to Sohar University, Dhofar University, Nizwa University, Buraimi University,

⁴ "Oman Vision 2020" document

and Sharqiyah University, for construction of facilities and for equipment directly related to improving the quality of education.⁵ The following Tables I and II show the list of private universities and colleges in Sultanate of Oman -

TABLE I: LIST OF PRIVATE UNIVERSITIES IN OMAN

S No	Name	Website address
1	A'Sharqiya University	www.asu.edu.om
2	Dhofar University	www.du.edu.om
3	Sohar University	www.soharuni.edu.om
4	University of Buraimi	www.uob.edu.om
5	University of Nizwa	www.unizwa.edu.om
6	The German University of Technology	www.gutecg.edu.om
7	Arab Open University	www.aouoman.org
Source: Ministry of Higher Education, Sultanate of Oman		

TABLE II: LIST OF PRIVATE COLLEGES IN OMAN

S No	Name	Website address
1	Al-Buraimi University College	www.buc.edu.om
2	Al-Zahra College for Women	www.zahracol.edu.om
3	Bayan College	www.bayancollege.edu.om
4	Caledonian College of Engineering	www.cce.edu.om
5	ELS Language Centers	www.elsoman.com
6	International College of Engineering and Management	www.icemoman.com
7	Institute of Public Administration	http://www.ipa.gov.om/
8	International Maritime College Oman	www.imcoman.net
9	Majan University College	www.majancollege.edu.om
10	Mazoon College	www.mazooncollege.edu.om
11	Middle East College for Information Technology	www.mecit.edu.om
12	Modern College of Business and Science	www.mcbs.edu.om
13	Muscat College	www.mctcollege.com
14	Oman Dental College	www.omandentalcollege.org
15	Oman Medical College	www.ome.edu.om
16	Oman Tourism College	www.otc.edu.om
17	Polyglot Institute Oman	www.polyglot.org
18	Rusayl Institute	www.rioman.org
19	Sur University College	www.suc.edu.om
20	The Scientific College of Design	www.scd.edu.om
21	Waljat College of Applied Sciences	www.waljatcolleges.edu.om
22	Gulf College	www.gulfcollegeoman.com
Source: Ministry of Higher Education, Sultanate of Oman		

The Ministry of Higher Education, Sultanate of Oman is trying to enhance human capabilities by creating a strong synergy between education and the socio-economic system. Scholarship programmes for Omani students studying abroad are being expanded. Currently, the Ministry of Higher Education offers 60 full scholarships and 83 partial ones for study abroad in key fields such as engineering, medicine and technology. There are almost 200 scholarships being offered by other ministries, different private firms and friendly countries to Omani students.

RESEARCH METHODOLOGY

For purpose of this study secondary data based on both quantitative and qualitative information are used in descriptive and explanatory research. The research includes three main sub-groups of secondary data i.e. documentary data, survey-based data and those compiled from multiple sources.

The sources accessed comprise various news magazines and articles, white papers on the subject available in the Ministry of Higher Education special reports, relevant books, journals and publications available in text or on the web in and outside Oman.

PRIVATISATION AS THE SOLUTION

The emergence of the concept of private universities in Sultanate of Oman is a relatively recent market orientation phenomenon. This is evident as a shift in policy from traditional education system. Throughout its history, Oman has had a non-formal educational system. Modern educational system came into being only in 1970 under the wise guidance of H.M. Sultan Qaboos bin Said (Al-Belushi, Al-Adawi & Al-Ketani, 1999). In 1970 there were only three formal schools with an enrolment of 900 students in the whole country.⁶

Privatization of education is also viewed as a means of ensuring quality of instruction and the relevance to market needs that have been missing from public universities. Private institutions are becoming in tune with the needs of the private sector, thereby guaranteeing courses of study of international standard leading to employment.

The research conducted by reviewing the literature available has brought to notice a few things that are very important to note. Pedagogy and education should be a part of university curriculum. The role played by private universities and colleges assumes significance due to the following reasons -

- To bridge the employment gap between expatriates and local Omani nationals, the government has embarked upon increasing Omanisation – the percentage of Omanis in the labour force. This would help to increase productivity and contribution to GDP.
- Dependence of oil revenues cannot continue forever. Oman has to diversify its sources of income and develop its human skills so that citizens can play a greater role in the nation building.
- Private universities can help to enhance human capabilities that in turn can lay the foundation for Oman's international competitiveness.
- Educated citizens can take part in the democratic process and uphold the cultural heritage while simultaneously equipped with science and technology.
- Petroleum Development Oman (PDO) is the largest producer of oil and gas in Oman. It is undertaking huge investments onshore and offshore in drilling and oil exploration. To complement the large scale investments private universities can help to educate and train required manpower.

⁵ <http://mohe.gov.om>

⁶ http://en.wikipedia.org/wiki/Education_in_Oman

- (vi) Oman is an attractive destination for Foreign Direct Investment (FDI). Foreign Direct Investment inflows into the Sultanate almost doubled to around RO 800 million in the year 2011, up from RO 413 million in 2010⁷ Private universities can provide higher education to meet the demands of employment in this sector.
- (vii) The contribution of tourism to GDP could rise up to 13 percent by 2020. To meet the demands of this sector private universities and colleges can provide education to youth.
- (viii) Increase in oil prices have indirectly led to more consumerism in Oman. Higher disposable incomes have led to increase in consumer spending. To handle such large scale consumerism –managerial skills, accountancy, understanding of economies and economies of scale, international trade, various industries is required. This can be done only if higher education is provided to the youth.
- (ix) Sohar is the focus of Oman's industrial growth. Diversified projects worth more than \$12 billion are in different stages of development. Aromatics complex, poly propylene plant, methanol and fertilizer projects, aluminum smelters, steel plants, refinery – all these projects are here to stay. At present the professionals to work in these projects are mainly expatriates. If right step is taken now to train and educate Omani youth for higher studies it will be the right thing to do for future and Oman's economic growth. Private universities can play a very important role to produce professionals for future.
- (x) Oman's International Container Terminal and other port development projects will very soon see Oman as hub of shipping industry. There is need to provide education for nautical studies which can be done by private universities and colleges.
- (xi) Oman has a very big coast line and in near future the off shore rigs and oil well explorations will become a reality. Now is the time to provide higher education in ocean engineering.
- (xii) The industrial and economic growth will put pressures on power generation capacity and this would be one more area where related engineering subjects can be taught. Harnessing solar and wind energy will be one more area of interest for studies due to untapped resources.
- (xiii) Oman is a big country and its mineral resources are yet to be tapped. There is need for carrying out geological surveys to find out resources of minerals. Mining engineering is yet another area which can be included in university curriculum for further needs.

RECOMMENDATIONS

- (a) The government should promote the setting up of private universities in such a way that all international tie-ups are linked and customized to Oman's labour market conditions.
- (b) Oman Accreditation Council (OAC) should be more proactive in auditing the quality of the courses taught and their usefulness to the stakeholders.
- (c) Private colleges should invite academic faculty from other countries so that they can share their expertise to improve the skills of Omani youth.
- (d) The number of scholarships for deserving students should be increased to encourage the students to work hard.
- (e) The private universities should work out new international affiliations and acquire International accreditation of Education particularly from USA/Europe for specific fields of study.

CONCLUSION

Private universities can be conveniently established to provide special courses for higher education. There are several other areas where attention can be paid to create higher education courses and curriculum, syllabi...etc. Though, initial cost of setting up private universities and colleges can be high but in the long run it would help in generating well educated youth. This youth would become human resource asset of future and will contribute towards economic growth of Oman. The private universities can make a very big contribution. These centers of education can make big contribution, therefore, there is need to establish private universities.

In developed countries knowledge economies have focused on higher education. Higher education leads to development of skills which play a great role in the developments of the GDP of any country. The availability of educational infrastructure like colleges, teachers and availability of internationally recognized courses play an important role in attracting students and gives some peace of mind to those who are interested in pursuing their studies in the country.

When we take a glance at the development of education in the Sultanate of Oman, it is clear that throughout its 32 years of educational progress, the country has undoubtedly achieved 'the march of knowledge'. To harvest the fruits further, the Sultanate needs to attract investments in private universities to promote higher education. This will be helpful in converting the country's economy into knowledge economy.

REFERENCES

RESEARCH PAPERS

1. Al-Belushi, Dr S.; Al-Adawi, S. & Al-Ketani, S. (1999) Education reform in the Sultanate of Oman, Muscat, Ministry of Education, Sultanate of Oman
2. Al-Lamki S. M. (2002) Higher Education in the Sultanate of Oman: the challenge of access, equity and privatization, Journal of Higher Education Policy and Management, Volume 24, Number 1, 1 May 2002, pp. 75-86(12) retrieved at <http://www.ingentaconnect.com/content/routledg/cjhe/2002/00000024/00000001/art00006> [accessed on 18/05/2008]
3. Gareth Parry (2003) Mass Higher Education and the English: Wherein the Colleges? Higher Education Quarterly, Volume 57, Issue 4, Page 308-337, Oct 2003 retrieved at <http://www.blackwell-synergy.com/doi/abs/10.1111/j.0951-5224.2003.00250.x?prevSearch=allfield%3A%28promoting+higher+education+in+gulf+countries%29> [accessed on 18/05/2008]
4. Ghoshal and Gratton (2002) 'Integrating the Intrapreneurial Enterprise' MIT Sloan Review Vol. 44 No. 1 pp31-39
5. Gillard Rosen and Eran Razin (2007) The College Chase: Higher Education and Urban Entrepreneurialism in Israel, The Hebrew University of Jerusalem 1905, Israel Vol. 98 Issue 1 Feb 2007 retrieved at <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-9663.2007.00378.x?prevSearch=allfield%3A%28promoting+higher+education%29> [accessed on 18/05/2008]
6. Harold Silver (1999) Managing to Innovate in Higher Education, British Journal of Educational Studies Volume 47 Issue 2 Pages 145-156, June 1999 retrieved at <http://www.blackwell-synergy.com/doi/abs/10.1111/1467-8527.00108?prevSearch=allfield%3A%28promoting+higher+education%29> [accessed on 18/05/2008]
7. J.E. Peterson (2004) Oman: Three and a Half Decades of Change and Development, Middle East Policy, Volume 11, Issue 2, Page 125-137, Jun 2004 retrieved at http://www.meppc.org/journal_vol11/0406_peterson.asp [accessed on 18/05/2008]
8. UK Institute for Public Policy Research (1998) 'The Entrepreneurial Society' IPPR London
9. Westwood, A. (2000) 'Winners and Losers in the World of Work', Employment Policy Institute and Academy of Enterprise, London, pp 64
10. Worrell, L., Kempbell, F. K. and Cooper, G. C. (2000) 'The new reality for UK Managers: Perpetual change and employment instability', Work, Employment and Society, Vol.14 No.2 pp 647-669.

BOOK SOURCES

11. Easterby-Smith, M., Thorpe, R., & Lowe, A. (1996). Management research: An introduction. London: Sage Publications.
12. Saunders, M, Lewis, P. & Thornhill, A. (2003) Research Methods for Business Students (3rd edition) Harlow: Prentice Hall. ISBN 0-27365804-2. [Accessed 25/01/2013]

⁷ Oman Observer, Friday 12th October 2012

WEB SOURCES

13. "Almost doubles in 2011 – FDI inflows at RO 800m" Oman Observer, Friday October 12, 2012 available at <http://main.omanobserver.om/node/114366> [date accessed 12/01/2013]
14. Education Oman available at http://en.wikipedia.org/wiki/Education_in_Oman [accessed 26/01/2013]
15. Oman Budget 2012 Commitment to the "Vision 2020" and emphasis on human development Oman Arab Bank (Investment Management Group) http://www.menafn.com/updates/research_center/Oman/Economic/0ab160112e.pdf [Accessed 26/01/2013]
16. Oman Geographical Information available on <http://www.atlapedia.com/online/countries/oman.htm> [accessed 25/01/2013]
17. Shapour Rassekh (2004) Education as a Motor for Development: Recent education reforms in Oman with particular reference to the status of women and girls, International Bureau of Education http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/innodata/inno15.pdf [Accessed 26/01/2013]
18. UNDP: Arab Fund for Economic and Social Development (2002) Arab Human Development Report 2002: Creating opportunities for future generations, New York.
19. Universities and colleges in Oman, Ministry of Higher Education Statistics <http://mohe.gov.om/InnerPage.aspx?id=30C2284B-7B6D-49C7-BE63-2DCF29E48905> [Accessed 26/01/2013]

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, Economics and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail **info@ijrcm.org.in** for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

