

# Privatization of Higher Education: Evidence from the Views of the Students

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## ABSTRACT

[An attempt has been made to study the views of the students towards privatization of higher education. Descriptive survey method has been undertaken to find out the views of the students through gender variables. A sample of 800 students comprising of 500 boys and 300 girls has been taken through random sampling method from Odisha. Statistical techniques like mean and percentage have been used to analyze data from the questionnaire developed by the investigator for the present study. The findings of the study reveal that the activities like admission and generation of funds, curriculum, teaching learning procedure, financial assistance, educational facilities, employment opportunity, institutional cohesion, management of the private higher educational institutions are required to promote higher educational institutions managed by private body.]

**KEY WORDS**-Privatization, Higher Education, Students.

## I. INTRODUCTION:

Higher education is an engine of development in social, economic, cultural and spiritual fields of a nation. Higher education inculcates power to transform human beings into human resources. Students are the real consumers of education. They are the assets and backbones of the nation whose behavior is shaped from the classroom and are the frameworks not only of the parents, teachers and community but also for the nation. Privatization of higher education increases reliance on private sources and resources in place of utilizing government subsidies. In this context the students need learning from the best educational institutions which provide better and attractive teaching facilities and privatization of higher educational institutions fulfill the needs of the students. It produces skilled persons, innovative aptitude, technical skill as well as the supervisory talents. Here the present study makes an attempt to

study the views of the students on admission and generation of funds, curriculum, teaching learning procedure, financial assistance, educational facilities, employment opportunity, institutional cohesion, management of the private higher educational institutions. The evidence from the views of the students has collected, analyzed and interpreted through statistical techniques, tables and graphs.

## 1.1 REVIEW OF LITERATURE:

The relevant literature on the area of study is reviewed here to bridge up gap between the present and the past.

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

Agarwal (2008) has discussed the trends of privatization and internationalization of higher education in south Asia. The objective of the study was to undertake an empirical mapping of the trends towards privatization 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.

Ajay and Dhunna (2000) came to know in his study that teachers were more concerned with the legal accountability rather moral accountability in private higher educational institutions.

Ajit and Nair (1984) opined that no private institutions in Bolivia offered higher education in law, medicine, exact sciences and engineering.

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

Antony Stella (2002) found from the study that the cultural barrier would be inherent in offering international courses through our technological advances. It was not easy to draw a line between on-campus and off-campus employment.

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 privatization 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.

Aruchami and Vasuki (2008) emphasized the need for quality assurance in the wake of economic liberalization 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 and 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.

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 cannot 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.

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

Benjamin and Dunrong (2010) studied the problems that led to the privatization 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 Tanzania. 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 privatization 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.

Bfug (2009) came to know in his study that within a framework of public responsibility it was confirmed that public funding remained the main priority to guarantee equitable access and further sustainable development of autonomous higher education institutions. Better attention should be paid seeking new and diversified funding sources and methods.

Bray (2000) revealed from the study that the reactive character of state action was strongly shown in wide spread pattern of delayed regulation. Lack of regulation followed with a few years by strong reactive government had characterized Romania, Ukraine, Georgia, Russia, Chile, Peru, El Salvador, South Africa Quebec and many other cases. He emphasized on pattern, trends and options how to financing the private higher educational institutions. The rate of cost recovery in higher education, where already fairly high in many universities and the scope for any further increase in cost recovery, was extremely limited. The revenue generation through students' fees beyond 20 per cent might seriously affect access to higher education. So it recommended that the Government, Union Territory and States must make a firm commitment to sustained funding of higher education institutions in such a way that basic teaching, research and extension activities were not affected in their quality and quantum due to scarcity of financial resources.

Breneman (1988) expressed in his study that quality of private institutions was regarded as superior. The growth also had to do with the fact that people tended to equate high fees with a high quality of education.

Breneman (1994) presented in the study that US private higher education sector had grown substantially which was below its mid twentieth share of private/total enrollment around 50 per cent

for decades it had covered only a bit above 20 per cent. But on the other hand private higher education sector had remained vibrant by other majors as well, including in elite roles and also by way of incorporating changes very vast in the passage of time and trends of its recent growth might be seen lying in for-profit higher education.

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

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

Downes (2001) studied that marketization might be the salvation of much of the universities in appreciation of the view, the private enterprise theorists often argued that the market was the most official way to distribute a resource. Emphasizing this point markets worked on the principle that the exercise of choice was more efficient than the exercise of control and universities could not enjoy the monopoly and controlled over the distinction of knowledge.

Gaikwad (2014) discussed privatization 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 privatization of higher education. He concluded that India is just following the steps of other countries which cannot 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.

Geetha Rani (2007) in her study realized that all levels of education were interdependent; the principle should not be growth of one level of education at the cost of another. The important dimensions of complementarity and competition found in the United States that private higher education sector boosted the growth and survival of both public and private higher education institutions which was conspicuously absent in India.

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

Ghuman (2005) revealed in his study that private institutions have expanded mainly in the field of 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 suggested the 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.

Gnamam (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.

Gopaln (1995) found in his study that the important task of privatization of higher education in preparing leaders for different walks of life like social, intellectual, political, cultural, scientific and technological aspects which were inevitable

components of socio-economic development of the nation.

Gupta, Levy and 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.

Holzhaecker, Chornoivan, Yazililas, Dayan and Ochir (2009) discussed rapid spread of privatization in higher education systems of the world. They examined privatization 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 privatization. This examination identified some common problems with privatization in these countries and the ways in which these problems are being addressed and suggested appropriate policy options.

Hvide (2001) concluded from his study that private higher educational institutions played a vital role in teaching learning process in which information capital was accumulated, the most able individuals, having a high level of self-confidence, would skip higher education and go directly to the market as entrepreneurs. Education provided in private educational institutions helped individuals to gather information about their capabilities and potential performance in labour markets after completing their careers.

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

Jaganmohan (1983) concluded from his study that the rural private colleges suffered from lack of teaching aids and teachers of these colleges had neither facility nor opportunity to improve their qualifications. The colleges, especially in the rural areas, suffered from acute paucity of funds for physical academic improvement.

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

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

Johnstone (1999) revealed that the seeking of greater autonomy from Government by way of a non-compartmentalized as well as non-rigid budgetary regime, appropriate usages of resources, increased focus on packing and marketing, competitive pricing, innovative applications to raise funds, trimming of departments and other units that seemed not to be attracting students etc. were the features associated with phenomena and multiple dimensions. Johnstone emphasized in his study on various dimensions like mission, ownership, source of revenue controlled by Government, norms of management which were the important indicators of privatization of higher educational institutions.

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

Kaul (1993) revealed in the study that she was against of privatization of higher education. According to her opinion privatization of higher education would perpetuate inequalities in the system. Economic inequalities accentuated the inequalities to higher education which in turn contributed to the inequalities to occupational achievements, in earnings and in social economic

sphere as a whole. Higher education, the 'Public' or the 'Quasi Public Good' would turn out to be a luxury good, and middle and even upper middle income classes might not afford which would become a monopoly of the rich so that private universities and institutions would not merely cover the cost, but also made huge 'quick profits' which were not necessarily reinvested in education.

Kaur and Bhalla (2016) made an attempt to check the impact of privatization of higher education in Punjab. Authors discussed the trends and growth of private institutions in Punjab. They also made an evaluation of privatization of higher education through their positive and negative impact on higher education. 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.

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

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

Madhusudan (2002) narrated in his study that the concept of privatization of higher education existed mainly on the basis of financial consideration. Since the impact of privatization could be observed in all sectors of economy which had affected the education sector as well. Privatization of education was a part of the process of privation of economy at large. The main focus of the education planners and policy makers since independence had been to provide education to the maximum number of students and hence an unprecedented increase in the number of institutions in higher education.

Mahanwar and Rajavi (2012) studied need of privatization of education, positive and negative aspects of privatization 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.

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 for public interest whereas the private higher education only served for private interest, it 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.

Marginson (1997) reflected in his study that in Western Europe politico-economic changes or its revolution beyond a niche role, had laid to a comparatively limited presence of private higher education. But Australia had seen a remarkable number of new private institutions since the mid 1980's, despite Government policies continuing expensing with low tuition in public sector and Japan was a leading case of a much more ample and established private higher education sector evolving in roles largely in response to under policy changes.

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.

Mehta (1973) was of the opinion that complete marketization of higher education would go against the constitutional obligation of providing equal opportunities of education to all at

different levels. Leaving educational decisions on the market forces would result increased equalities in the distribution of human capital and therefore in the distribution of income. In that case only the more advancement sections of the population who had better information, better access to resources and more capital to bear risk would be able to derive the benefits from educational opportunities generated by the market forces.

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 cannot 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.

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

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

Nigavekar (2001) in his study viewed that forty per cent of private participation of higher educational institutions had got success in achieving quality education having a provision of infrastructure facilities, quality teaching facilities, non-political interference choosing quality students

whereas Government supported institutions provided good relief to the middle classes, villagers and urbanities and gave hope that their children could be given quality education at a price within their budget but in actual practice quality achievement in higher education was a misconception.

Partima and Singh (2014) discussed the relevant impact and importance of privatization of higher education in Indian society. The main objectives were to study the significance of privatization 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 privatization 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 RajarshiTandon 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.

Parvinder Singh (2015) states that privatization of higher education is the need of the hour for raising number of learners in India. This paper also emphasized on post privatization control measures and devices that protect the quality of higher education. The research paper recommended that Indian higher education system needs more initiative.

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

Powar and 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 amalgam of some of the characteristics of the Southern and Western states on the other.

Praveena and Srinivasa (2010) made an attempt to discuss the problems and perspectives in privatization 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,

Ravi (2015) analyzed the impact of privatization of education in the Indian society. The main objectives of the study were to study the growth of privatization 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 analyze the gap between the demand and supply of higher education and find out the positive and negative impact of privatization 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 privatization 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 privatization and remove its negative impact on education and society.

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

Sandhyal (2005) reflected in his study that privatization of higher education provides higher education which promote socio-economic peace and harmony among the people of a nation.

Sarmah (2013) conducted the study to assess the attitude of university students towards privatization 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 privatization 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.

Shammi (2012) discussed the need of privatization 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 privatization whether it would be beneficial and harmful for the economy and society. Author also argued that privatization of higher education can be applied to improve the education system in all but with the regular control of some regulating authorities.

Singh (2007) stressed the need for globalization in privatization of higher education a technical education whose benefit was tasted by the Indian people. The people are testing the benefit of the privatization for having a stable and independent society. He stressed the need for globalization in privatization of higher education a technical education whose benefit would be tasted by Indian people.

Singh and Purohit (2011) observed that privatization 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.

Sirajuddin Chougle (2014) highlighted the issue of privatization 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 privatization 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.

Sobhana (2009) stated in the study that once the higher educational institutions turned self-financing, their prices would be bench marked against their global counterparts which were affordable to the same top layer society. Private investment alone in higher education would be socially sub-optimal, where the private and households did not come forth to invest on non-market oriented courses in higher education, research and development. Further increased role of market jeopardized the participation of meritorious students from economically disadvantageous groups, women and minorities.

Stromquist (2000) showed that undue stress on self-financing courses might lead to the possible neglect of courses like social science, humanities, languages particularly classical languages, fine arts, creative and performing art, history, philosophy, anthropology, archeology where pedagogy skill had less linked to market that created a great loss in elaborate discussion based on critically theory as opposed to probe solving tasks. In this connection he suggested that effective steps should be taken to prevent the neglect of courses which may not be job-oriented but were essential for the social, cultural and moral development of the society. For this special assistance might be provided for these courses.

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



invest in higher would invest with a profit motive not with a motive of social development or advancement in education. But it is a fact that in future the privatization of higher education cannot be checked as is revealed by the continuous withdrawal of financial support from the already established and even the internationally reputed universities. And social demand for privatization of higher education exceeds the public supply and the private market seeks to meet the unsatisfied demand preferably high quality.

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.

Tiwari, Anjum and Khurana (2013) highlighted in their study that 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.

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.

Venkat. Reddy and Tenneti (2003) explored distance education and privatization of

higher education. They showed very effectively that the distance education may be used as a weapon against the ongoing privatization in higher education.

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

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

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

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

**1.2 OBJECTIVES OF THE STUDY:**The objectives of the study are as follows.

1. To study the views of the students towards privatization of higher education.
2. To study the socio-economic impact of privatization of higher education.

**1.3 METHODOLOGY OF THE STUDY:** The methodology used for the study is stated below.

**Research Method:** Descriptive survey method is undertaken to find out the views and suggestion of the students towards privatization of higher education.

**Sample:** A sample of 800 students consisting of 500 boys and 300 girls studying in twenty five private higher educational institutions of the State of Odisha has been taken using random sampling method.

**Tools used for the study:** The investigator has developed a questionnaire with multiple choice

items for the students to collect data on the objectives of the study.

**Analysis and Interpretation:** Statistical techniques like mean and percentage have been utilized in the study. The questionnaire was subjected to test validity and reliability and found to be 0.59 and 0.70 have been used for analysis and

interpretation of data. The followings are the analysis and interpretation of the objectives. Here attempt has been made to collect the views of boys and girls on students' preference to study in private higher educational institutions are given in the table.

TABLE 1

Students' preference to study in private higher educational institutions

$N_1$ =Boys=500  $N_2$ =Girls=300  $N$ =Total=800

Sl. No.	Various preferences	Boys	%	Girls	%	Total	%
a.	Institution nearest to my residence.	-	-	-	-	-	-
b.	Not getting seat in Government institutions.	484	96.80	288	96.00	772	96.50
c.	Parents' compulsion to study	-	-	-	-	-	-
d.	Teachers' force to study	-	-	-	-	-	-
e.	High infrastructure	3	0.60	2	0.66	5	0.62
f.	Easy admission for rich students	479	95.80	289	96.33	768	96.00
g.	Aspiring easy examination result	439	87.80	297	99.00	736	92.00
h.	Easy admission for poor & disadvantaged students	45	9.00	20	6.66	65	8.12
i.	Poor teaching standard	-	-	-	-	-	-
J	Payment seat avoids students' merit	455	91.00	289	96.33	744	93.00
k.	Others if any	-	-	-	-	-	-

From the table it is found from 96.50 per cent of students' responses that most of the students have taken admission in private higher educational institutions for not getting seats in Government institutions because Government institutions have limited seats where a good numbers of students are absorbed. As much money as demanded by the private higher educational institutions the pupils of rich parents feel easy to take admission (96.00%). On the other hand as per the views of 93.00 per cent of students unmeritorious students avail the opportunity of admission by paying heavy dues i.e. on payment seats. Aspiring easy admission results (92.00%) rush in admission is seen with a view to attracting

the students towards excellent academic achievement within a less labour.

Above all the students' preferences have also shifted from academic disciplines to professional programmes of studies particularly areas related to engineering, medicine, management, polytechnic and computer related studies etc.

It is found from 8.12 per cent of students' views that a less number of students are getting admission whereas a major portion of the students are deprived of getting this facility because private higher educational institutions are not giving more importance of it due to profit making motive. Students' responses regarding basic principles of collection of fees are reflected in table.

TABLE 2

Basic principles of collection of fee

$N_1$ =Boys=500  $N_2$ =Girls=300  $N$ =Total=800

Sl. No.	Various Principles	Boys	%	Girls	%	Total	%
a.	As per Management's Principle	500	100	300	100	800	100
b.	As per State Government & University Principle.	-	-	-	-	-	-
c.	Fees as per State Government Principle only.	-	-	-	-	-	-

d.	Fees as per University Principle only.	-	-	-	-	-	-
e.	Others if any	-	-	-	-	-	-

It is clearly understood from the views of all the students in the above table that on the basis of management's principle the management collects fees as it is the sole authority to manage the

institution. Students' responses regarding means adopted for unselected students' admission are collected in the table.

TABLE 3

Means adopted for unselected students' admission  
N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various means	Boys	%	Girls	%	Total	%
a.	Lateral increase of seats	5	1.00	6	2.00	11	1.37
b.	Vacancy after withdrawing admitted students.	51	10.20	31	10.33	82	10.25
c.	Paying more fees on management quota seats.	444	88.80	263	87.66	706	88.25
d.	Others if any	-	-	-	-	-	-

The table shows that (88.25%) the unselected students are taking admission in private higher educational institutions by paying excess amount against management quota seats with an intention that they do not lapse the current year waiting the

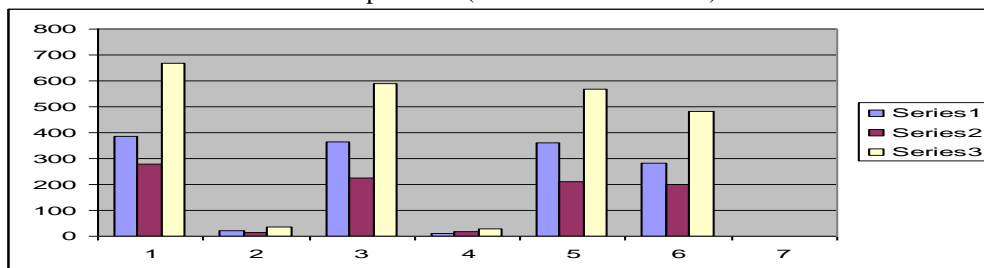
selection of the future year. The students' views about the causes of students' attraction for admission into private higher educational institutions are shown in the table.

TABLE 4

Students' attraction towards admission in private higher educational institutions  
N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various Causes	Boys	%	Girls	%	Total	%
a.	Job-oriented curriculum	387	77.40	280	93.33	667	83.37
b.	Quality education	21	4.20	14	4.66	35	4.37
c.	Research facilities	365	73.00	224	74.66	589	73.62
d.	Mass media facilities	12	2.40	18	6.00	30	3.75
e.	Laboratory & library reading room facilities	359	71.80	210	70.00	569	71.12
f.	Infrastructural facilities	282	56.40	200	66.66	482	60.25
g.	Others if any	-	-	-	-	-	-

Bar Graph No. 1 (Reference Table No.4)



It is found from the table that 83.37 per cent of students are attracted to take admission in private higher educational institutions because they prefer job-oriented curriculum, which after completion of their education get the opportunity of

self-employment besides the employment in Government and public sectors.

73.62 per cent of students are getting research facilities for conducting research from journals, magazines, library, internet etc. and hence

the students are attracted to take admission into the private higher educational institutions.

On the other hand the students utilizing laboratory and well equipped with modern technology, apparatus and chemicals as well as getting various e-journals, e-magazines and course

books in reading room (71.12%) are the factors of attraction for admission. Besides, 60.25 per cent of students are attracted for taking admission because of infrastructural facility. The responses from the students on completion of syllabus in due time are given in the table.

TABLE 5

Completion of syllabus in due time

N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various Causes	Boys	%	Girls	%	Total	%
a.	Mission of duty	52	10.40	70	23.33	122	15.25
b.	Pressure of the management	423	84.60	232	74.00	655	81.87
c.	Demand of the students	498	99.60	298	99.33	796	99.50
d.	Pressure of the Head of the institution	459	91.80	227	75.66	686	85.75
e.	Examination pattern	218	43.60	133	44.33	351	43.87
f.	Others if any	-	-	-	-	-	-

It is seen from almost all the students' views on completion of syllabus in the table that students' demand is natural as the teachers are paid for this. On the other hand course completion is the entrusted work of the teachers so that they are completing the course in due time. As the teachers are receiving salary from the heavy donation of the

students, the pressure of the management as well as the Heads of the institutions on the teachers to complete the course is a genuine one. Students' responses about types of works undertaken to improve academic achievement are gathered in the table.

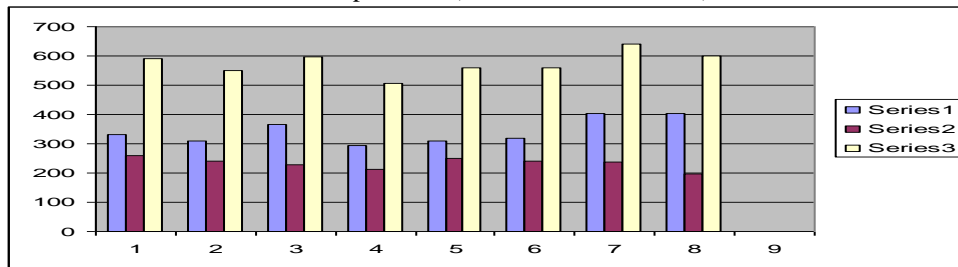
TABLE 6

Types of works undertaken to improve academic achievement

N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Types of works undertaken	Boys	%	Girls	%	Total	%
a.	Supervision of weekly assignment	330	66.00	260	86.66	590	73.75
b.	Introduction of internal assessment examination	310	62.00	240	80.00	550	68.75
c.	Extra coaching facility	367	73.40	229	76.33	596	74.50
d.	Extra class for slow learners & disadvantaged students	295	59.00	211	70.33	506	63.25
e.	Residential teaching facility	310	62.00	250	83.33	560	70.00
f.	Supervision of library and reading room facility	320	64.00	240	80.00	560	70.00
g.	Meeting with students and parents for academic progress	402	80.40	239	79.66	641	80.12
h.	Vocational counseling	403	80.60	197	65.66	600	75.00
i.	Others if any	-	-	-	-	-	-

Bar Graph No. 2 (Reference Table No. 6)



In the table 80.12 per cent of students are telling that the authorities of private institutions are inviting the parents, students and teachers to the meeting in order to discuss the academic achievement as well as allied problems of the students to make their teaching learning process effective. 75.00 per cent of students are in favour of vocational counseling that they are able to know various types of employment in various places for which they create awareness and develop efficiency in skill before getting employment. 74.50 per cent of students say that they are getting extra coaching as a result of which their doubts are confidently clarified by their residential teachers. It is known from 73.75 per cent of students' responses that supervision of weekly assignment provides students feedback to improve their further studies and competitive spirit is encouraged. 70.00 per cent of students are expressing their views that the

teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behaviour. In addition to it 70.00 per cent of students are spending their time in the library and reading room because course books and costly reference books are available in the library and reading room which make them attracted. 68.75 per cent of students are responding that internal assessment examination in private higher educational institutions compel the students to prepare the courses covered by the teachers and engage in their studies throughout the year. 63.25 per cent of students are in favour of extension of education provided to the slow learners and disadvantaged students after formal education improve their academic standard. Here it is an attempt to collect the information on financial aids provided to the students shown in the table.

TABLE 7

Financial aids provided to the students

N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Types of Financial Aids	Boys	%	Girls	%	Total	%
a.	Merit scholarship	339	67.80	231	77.00	570	71.25
b.	Stipend from the religious institutions	269	53.80	227	75.66	496	62.00
c.	Stipend toPH, SC, ST, OBC and SEBC students	293	58.60	207	69.00	500	62.50
d.	Stipend by industry	10	2.00	15	5.00	25	3.12
e.	Others if any	-	-	-	-	-	-

It is known from 71.25 per cent of students' responses that the meritorious students are able to get merit scholarship for their better performance. Besides, 62.50% of students are telling that students belonging to physically handicapped, SC, ST, OBC and SEBC categories are also getting stipends.

On the other hand 62.00 per cent of students are in view that a limited number of

students are receiving stipend from religious institutions because the religious institutions are giving financial assistance to the desired students enrolled in the private higher educational institutions in order to impart the moral values. It is an attempt to collect the views of the students on providing library facilities in the table.

TABLE 8

Providing library facilities

$N_1=Boys=500$   $N_2=Girls=300$   $N=Total=800$

Sl. No.	Various facilities	Boys	%	Girls	%	Total	%
a.	Computer	500	100.00	300	100.00	800	100.00
b.	Text books	500	100.00	300	100.00	800	100.00
c.	Magazine	489	97.80	298	99.33	787	98.37
d.	e-library	29	5.80	14	4.66	43	5.37
e.	Reference books	384	76.80	285	95.00	679	84.87
f.	Competitive books and journals	498	99.60	300	100	798	99.75
g.	Employment opportunity magazines	497	99.40	299	99.66	796	99.50
h.	Internet	500	100.00	300	100.00	800	100.00
i.	Others if any	-	-	-	-	-	-

In the table almost all the students are of the view that library facilities related to computer, text books, magazine, reference books, competitive books and journals, employment opportunity magazines and internet strengthen their mental power in creative purposes. But a negligible

number of students have responded (5.37%) that the institutions are not providing e-library facilities because the institutions are not extending this facility due to financial constraints. Students' views on types of infrastructural facilities available are reflected in the table.

TABLE 9

Types of infrastructural facilities available

$N_1=Boys=500$   $N_2=Girls=300$   $N=Total=800$

Sl. No.	Various facilities	Boys	%	Girls	%	Total	%
a.	Classrooms only	-	-	-	-	-	-
b.	Laboratories only	-	-	-	-	-	-
c.	Library only	-	-	-	-	-	-
d.	Better classroom, laboratory, library, playground and hostel	498	99.60	299	99.66	797	99.62
e.	Book Bank and question bank facility	397	79.40	163	54.33	560	70.00
f.	Medical facility	499	99.80	297	99.00	796	99.50
g.	Vehicle facility for day scholars	500	100	300	100	800	100
h.	Others if any	-	-	-	-	-	-

It is revealed from 99.62 per cent of students' views that the institutions are providing well equipped classroom, laboratory, library, playground and hostel etc. which are the essential requirements for the students to study.

In the table almost all the students respond that the institutions are providing vehicle facilities to the scholars for coming to the institutions in right time. In addition to it the students are availing also medical facilities

(99.50%) being another essential feature for taking health care of the students. From 70.00 per cent of students' responses it is found that the students are availing book bank and question bank facility from which they are able to know various types of questions set in the examination and accordingly they prepare for the examination point of view. It is an attempt here to collect the students' responses on types of facilities available for the residential students in the table.

TABLE 10

Types of facilities available for the residential students

N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various facilities	Boys	%	Girls	%	Total	%
a.	Better study & bath rooms, latrine with 24-hr. light & water facility	473	94.60	291	97.00	764	95.50
b.	Medical facility	485	97.00	271	90.33	756	94.50
c.	Security facility	348	69.60	212	70.66	560	70.00
d.	Non-supply of internet, reading room & nutrition food	400	80.00	240	80.00	640	80.00
e.	Well-furnished dining hall	31	6.20	25	8.33	56	7.00
f.	Others if any	-	-	-	-	-	-

It is found from the table that almost all the students are getting well-furnished study and bath rooms, latrine with 24-hr. light and water facility which create a better atmosphere for engaging the students for study. 94.50 per cent of students are availing medical facility in the form of periodical checkup of their health by the institution doctor with free supply of medicine and they are transferred to the hospital in emergency.

As per 80.00 per cent of students' responses they are not utilizing internet, reading room facility and not getting nutrition food because the management is not serious about the supply of internet, reading room and nutrition food. 70.00 per cent of students are getting security facility due to non-entry of outsiders and the students remain away from outside interference. The data on providing types of employment opportunities are given in the table.

TABLE 11

Providing types of opportunities for employment

N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Types of opportunities	Boys	%	Girls	%	Total	%
a.	Self-Employment	472	94.40	292	97.33	764	95.50
b.	Government Employment	103	20.60	181	60.33	284	35.50
c.	Employment in industry	409	81.80	271	90.33	680	85.00
d.	Employment in foreign countries	285	57.00	195	65.00	480	60.00
e.	Employment in I.T. and business farms	380	76.00	200	66.66	580	72.50
f.	Employment in banking sector	301	60.20	219	73.00	520	65.00
g.	Employment in Business Management	319	63.80	215	71.66	534	66.75
h.	Others if any	-	-	-	-	-	-

It is revealed from the table that the students (95.50%) desire to establish factories which create the sources providing better art of living not for the self but for others also as well as solving unemployment problem of the nation. Besides 85.00 per cent of students are getting employment in various branches of industrial sectors like welding, fabricating, electrical and electronics, mechanical, chemical and fitting in engineering branches and the demand of the students because job market is created due to the explosion of science and technological knowledge

in industrial sectors. In addition to it more than 65.00 per cent of students are getting opportunity of employment in I.T. and business farms, banking sector and business management due to mat racing of information technology in the globe.

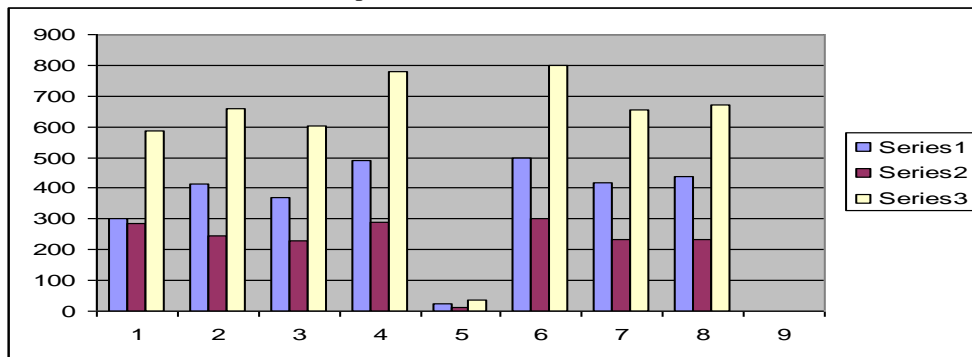
60.00 per cent of students are getting jobs in foreign countries due to General Agreement on Trade in Services policy of liberalization, privatization and globalization. Students' views on private higher educational institutions keeping relationship with the community are given in the table.

TABLE 12

Private higher educational institutions keeping relationship with the community  
N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various relations	Boys	%	Girls	%	Total	%
a.	Construction of infrastructure	302	60.40	285	95.00	587	73.37
b.	Discussion of examination results	415	83.00	245	81.66	660	82.50
c.	Collection and expenditure of funds	371	74.20	231	77.00	602	75.25
d.	Constitution of Governing Body	490	98.00	291	97.00	781	97.62
e.	Appointment of teachers from community	23	4.60	12	4.00	35	4.37
f.	Involvement in cultural programs	499	99.80	300	100	799	99.87
g.	Admission of the students	419	83.80	235	78.33	654	81.75
h.	Indiscipline situation	436	87.20	235	78.33	671	83.87
i.	Others if any	-	-	-	-	-	-

Bar Graph No.3 (Reference Table No. 12)



It is understood from the responses of almost all the students that the private higher educational institutions keep relation with the community when the cultural programmes are being organized in order to make it a grand success. Besides, more than 73.00 per cent of students respond that the private higher educational institutions keep relation with the community

members in construction of infrastructure, discussion of examination results, collection and expenditure of funds, constitution of Governing Body, admission of the students and indiscipline situations neglecting the appointment of teachers from community. The students' responses about social impact of private higher educational institutions are stated in the table.

TABLE 13

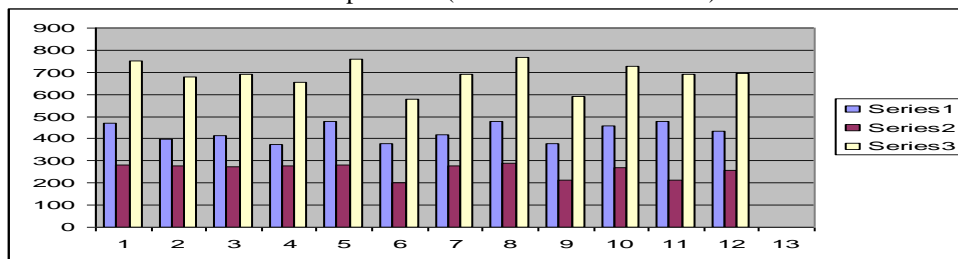
Social impact of private higher educational institutions  
N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various impacts	Boys	%	Girls	%	Total	%
a.	Opportunity of employment.	472	94.40	280	93.33	752	94.00
b.	Literacy program.	399	79.80	279	93.00	678	84.75
c.	Preservation, transmission, promotion of social values, culture and ethos.	415	83.00	275	91.66	690	86.25
d.	Casteless attitude, removal of blind belief & untouchability.	375	75.00	278	92.66	653	81.62
e.	Extending women education.	480	96.00	281	93.66	761	95.12
f.	Celebration & participation in	378	75.60	199	66.33	577	72.12



	various festivals						
g.	Development of personality, self-sacrifice and disciplined behaviour.	416	83.20	277	92.33	693	86.62
h.	Removal of early child marriage.	480	96.00	289	96.33	769	96.12
i.	Inculcation of spiritual knowledge.	378	75.60	212	70.66	590	73.75
j.	Developing intellectual power	460	92.00	269	89.66	729	91.12
k.	Art of living component	478	95.60	212	70.66	690	86.25
l.	Promotion of national integration and international understanding.	435	87.00	259	86.33	694	86.75
m.	Others if any	-	-	-	-	-	-

Bar Graph No. 4 (Reference Table No. 13)



Referring to the table 96.12 per cent of students are telling that higher education brings social impact on early child marriage. It is certainly an historic movement for the society. Child marriage was a black stigma. In this connection higher education creates awareness among the members of the society about the judicial rules and regulations of early child marriage. Social loss comes after early marriage and conjugal life is obstructed. The higher education creates consciousness in the community in giving marriage to the girl child at the age of 18 and male child at the age of 21 as per the Government rule.

As per 95.12 per cent of students' responses the private higher education has social impact on extension of women education. Women are the centers of social life without which society is not developed. Women illiteracy obstructs social development. For this cause national and international organizations emphasize on women literacy where social peace, tranquility, pleasure and safety are easily inculcated. Regarding women empowerment the UNESCO has given stress on Article 4 (Enhancing participation and promoting the role of women) in her document in October 1998.

94.00 per cent of students view about the social impact of the private higher educational institutions on opportunity of employment because the private higher educational institutions are

offering job-oriented curriculum like social-need-based subjects, vocational based, industry based etc. in which the students acquire skill in utilizing the local resources available in stone cutting, carpentry, tailoring, fishery, poultry farming, drawing, painting and sculpture etc. In addition to it the students, after completion of course, establish the factories which not only provide earning to the self but also to others thereby enhancing better economic standard and solves unemployment problem of the nation. Besides, the students are getting the opportunity of jobs within the country and abroad also.

It is found from 91.12 per cent of students say private higher educational institutions bring social impact on development of intellectual power. Because this is an era of intellectual power and through its education private higher educational institutions make all people socially conscious towards human resources.

Besides, 86.75 per cent of students are giving their views that the private higher education has a positive social impact on promotion of national integration and international understanding which is a strong feeling of oneness in difference. Unity and diversity is the heart and soul of Indian heritage. International understanding is a feeling of one-world-one-family. In this regard the private higher educational institutions are organizing national and international seminars as well as

games and sports, cultural functions, debate, publication of writings in national and international journals etc. promoting national integration and international understanding.

86.62 per cent of students say that curriculum framework of the private higher educational institutions has emphasized on self-sacrifice, development of disciplined behaviour and personality which brings social impact not only making them stand as asset in society but also nation and world as a whole that are the stepping stones for future journey.

86.25 per cent of students are stating that the private higher educational institutions lay impact on society in preserving, transmitting and promoting social values, culture and ethos because creation of knowledge, transmission of knowledge, utilization of knowledge are properly managed to make the society wealthy in order to lead a happy and prosperous life.

From 86.25 per cent of students' responses on the impact of the private higher educational institutions on art of living component it is clear that the private higher educational institutions offer job-oriented courses which open the doors for self-employment which enhances better art of living.

84.75 per cent of students view that the private higher education has a social impact on literacy program conducted by the institutions.

Literacy is the first step of empowerment of an individual that opens the door to acquire knowledge. Knowledge has become a way of survival and competition. It is not only the concern of the higher education system in the country rather it is the duty of all sections in the society.

Feeling of casteism, touchability and blind belief are the black spots of the society. So higher education influences a great change in the society by eliminating these (81.62%).

The private higher educational institutions are the strong pillars of value which brings social impact in developing spiritual and moral values (73.75%). Hence, the values not only shape but also sustain human race.

In addition to it the students are of the view of the social impact of private higher educational institutions on celebration and participation of various festivals (72.12%). Festivals are the common means of amusement for the community. The celebration place is considered as a meeting place of all the people where exchange of ideas is inculcated as a result of which various values like brotherhood, oneness, cooperation, friendship, social service, responsibility, team work spirit and universal love are developed. Students' responses about the economic impact of private higher educational institutions are stated in the table.

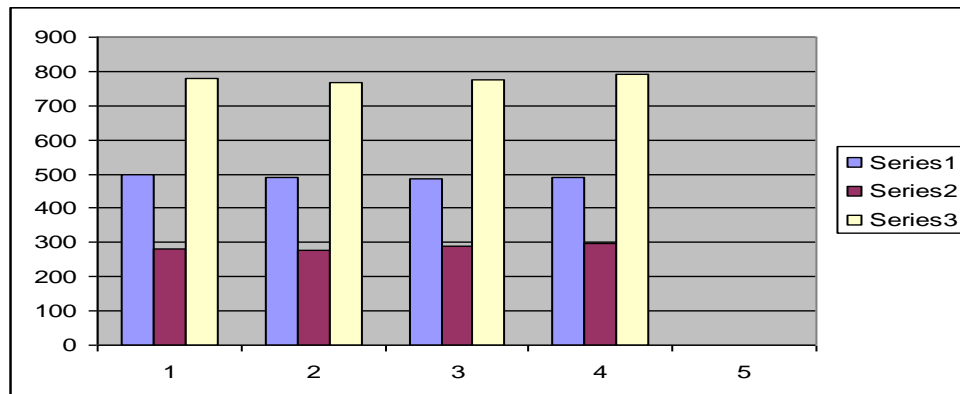
TABLE 14

Economic impact of private higher educational institutions

N<sub>1</sub>=Boys=500 N<sub>2</sub>=Girls=300 N=Total=800

Sl. No.	Various economic impacts	Boys	%	Girls	%	Total	%
a.	Self-employment opportunity increases economic growth	498	99.60	281	93.66	779	97.37
b.	Higher education brings massification, marketization and managerialisation	490	98.00	278	92.66	768	96.00
c.	Vocational education helps economic growth	485	97.00	289	96.33	774	96.75
d.	Yoga restricts the purchase of medicine	492	98.40	298	99.33	790	98.75
e.	Others if any	-	-	-	-	-	-

Bar Graph No. 5 (Reference Table No.14)



It is shown in the table the private higher education brings economic impact in the society. 98.75 per cent of students have responded that yoga education teaches the practice of asanas and pranayams which keeps body and mind sound and makes free from attacking diseases. The people, practising yoga, do not purchase medicine for their body thereby saving money and economic standard is thus developed.

As per 97.37 per cent of students' responses self-employment not only provides jobs to the self but also to others and lessens the burden of the Government. Thus unemployment problem is solved as well as economic growth and standard of the people are developed.

96.75 per cent of students are of the view that vocational education such as MBA, MCA and technology bring economic impact of the society.

96.00 per cent of students are saying the economic impact of private higher education as it reflects to the employment of the instrument of mass production for the development of knowledge and learning, marketing items meant for mass consumption, creating managerialisation in the society.

#### 1.4 MAJOR FINDINGS:

1). 96.50 per cent of students' respond that most of the students have taken admission in private higher educational institutions for not getting seats in Government institutions because Government institutions have limited seats where a good numbers of students are absorbed. As much money as demanded by the private higher educational institutions the pupils of rich parents feel easy to take admission (96.00%). On the other hand as per the views of 93.00 per cent of students unmeritorious students avail the opportunity of admission by paying heavy dues i.e. on payment seats. Aspiring easy admission results (92.00%) rush in admission is seen with a view to attracting the students towards excellent academic achievement within a less labour.

2). 8.12 per cent of students' views that a less number of students are getting admission whereas a major portion of the students are deprived of getting this facility because private higher educational institutions are not giving more importance of it due to profit making motive.

3). All the students in the above table that on the basis of management's principle the management collects fees as it is the sole authority to manage the institution.

4). 88.25% of the students say that the unselected students are taking admission in private higher educational institutions by paying excess amount against management quota seats with an intention that they do not lapse the current year waiting the selection of the future year.

5). 83.37 per cent of students are attracted to take admission in private higher educational institutions because they prefer job-oriented curriculum, which after completion of their education get the opportunity of self-employment besides the employment in Government and public sectors.

6). 73.62 per cent of students are getting research facilities for conducting research from journals, magazines, library, internet etc. and hence the students are attracted to take admission into the private higher educational institutions.

7). Almost all the students' views on completion of syllabus in the table that students' demand is natural as the teachers are paid for this. On the other hand course completion is the entrusted work of the teachers so that they are completing the course in due time. As the teachers are receiving salary from the heavy donation of the students, the pressure of the management as well as the Heads of the institutions on the teachers to complete the course is a genuine one.

8). 80.12 per cent of students are telling that the authorities of private institutions are inviting the parents, students and teachers to the meeting in order to discuss the academic achievement as well as allied problems of the students to make their teaching learning process effective. 75.00 per cent

of students are in favour of vocational counseling that they are able to know various types of employment in various places for which they create awareness and develop efficiency in skill before getting employment.

9). 74.50 per cent of students say that they are getting extra coaching as a result of which their doubts are confidently clarified by their residential teachers. It is known from 73.75 per cent of students' responses that supervision of weekly assignment provides students feedback to improve their further studies and competitive spirit is encouraged.

10). 70.00 per cent of students are expressing their views that the teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behaviour. In addition to it 70.00 per cent of students are spending their time in the library and reading room because course books and costly reference books are available in the library and reading room which make them attracted.

11). 71.25 per cent of students' respond that the meritorious students are able to get merit scholarship for their better performance. Besides, 62.50% of students are telling that students belonging to physically handicapped, SC, ST, OBC and SEBC categories are also getting stipends.

12). Almost all the students are of the view that library facilities related to computer, text books, magazine, reference books, competitive books and journals, employment opportunity magazines and internet strengthen their mental power in creative purposes. But a negligible number of students have responded (5.37%) that the institutions are not providing e-library facilities because the institutions are not extending this facility due to financial constraints.

13). Almost all the students are getting well-furnished study and bath rooms, latrine with 24-hr. light and water facility which create a better atmosphere for engaging the students for study. 94.50 per cent of students are availing medical facility in the form of periodical checkup of their health by the institution doctor with free supply of medicine and they are transferred to the hospital in emergency.

14). As per 80.00 per cent of students' responses they are not utilizing internet, reading room facility and not getting nutrition food because the management is not serious about the supply of internet, reading room and nutrition food. 70.00 per cent of students are getting security facility due to non-entry of outsiders and the students remain away from outside interference. It is revealed from the table that the students (95.50%) desire to

establish factories which create the sources providing better art of living not for the self but for others also as well as solving unemployment problem of the nation. Besides 85.00 per cent of students are getting employment in various branches of industrial sectors like welding, fabricating, electrical and electronics, mechanical, chemical and fitting in engineering branches and the demand of the students because job market is created due to the explosion of science and technological knowledge in industrial sectors. In addition to it more than 65.00 per cent of students are getting opportunity of employment in I.T. and business farms, banking sector and business management due to mat racing of information technology in the globe.

15). 60.00 per cent of students are getting jobs in foreign countries due to General Agreement on Trade in Services policy of liberalization, privatization and globalization.

16). 96.12 per cent of students are telling that higher education brings social impact on early child marriage. It is certainly an historic movement for the society. Child marriage was a black stigma. In this connection higher education creates awareness among the members of the society about the judicial rules and regulations of early child marriage. Social loss comes after early marriage and conjugal life is obstructed. The higher education creates consciousness in the community in giving marriage to the girl child at the age of 18 and male child at the age of 21 as per the Government rule.

17). As per 95.12 per cent of students' responses the private higher education has social impact on extension of women education. Women are the centers of social life without which society is not developed. Women illiteracy obstructs social development. For this cause national and international organizations emphasize on women literacy where social peace, tranquility, pleasure and safety are easily inculcated. Regarding women empowerment the UNESCO has given stress on Article 4 (Enhancing participation and promoting the role of women) in her document in October 1998.

18). 94.00 per cent of students view about the social impact of the private higher educational institutions on opportunity of employment because the private higher educational institutions are offering job-oriented curriculum like social-need-based subjects, vocational based, industry based etc. in which the students acquire skill in utilizing the local resources available in stone cutting, carpentry, tailoring, fishery, poultry farming, drawing, painting and sculpture etc. In addition to

it the students, after completion of course, establish the factories which not only provide earning to the self but also to others thereby enhancing better economic standard and solves unemployment problem of the nation. Besides, the students are getting the opportunity of jobs within the country and abroad also.

19). 91.12 per cent of students say private higher educational institutions bring social impact on development of intellectual power. Because this is an era of intellectual power and through its education private higher educational institutions make all people socially conscious towards human resources.

20). 86.75 per cent of students are giving their views that the private higher education has a positive social impact on promotion of national integration and international understanding which is a strong feeling of oneness in difference. Unity and diversity is the heart and soul of Indian heritage. International understanding is a feeling of one-world-one-family. In this regard the private higher educational institutions are organizing national and international seminars as well as games and sports, cultural functions, debate, publication of writings in national and international journals etc. promoting national integration and international understanding.

21). 86.62 per cent of students say that curriculum framework of the private higher educational institutions has emphasized on self-sacrifice, development of disciplined behaviour and personality which brings social impact not only making them stand as asset in society but also nation and world as a whole that are the stepping stones for future journey.

22). 86.25 per cent of students are stating that the private higher educational institutions lay impact on society in preserving, transmitting and promoting social values, culture and ethos because creation of knowledge, transmission of knowledge, utilization of knowledge are properly managed to make the society wealthy in order to lead a happy and prosperous life.

23). 84.75 per cent of students view that the private higher education has a social impact on literacy program conducted by the institutions. Literacy is the first step of empowerment of an individual that opens the door to acquire knowledge. Knowledge has become a way of survival and competition. It is not only the concern of the higher education system in the country rather it is the duty of all sections in the society.

24). 98.75 per cent of students have responded that yoga education teaches the practice of asanas and pranayams which keeps body and mind sound and

makes free from attacking diseases. The people, practising yoga, do not purchase medicine for their body thereby saving money and economic standard is thus developed.

25). As per 97.37 per cent of students' responses self-employment not only provides jobs to the self but also to others and lessens the burden of the Government. Thus unemployment problem is solved as well as economic growth and standard of the people are developed.

26). 96.00 per cent of students are saying the economic impact of private higher education as it reflects to the employment of the instrument of mass production for the development of knowledge and learning, marketing items meant for mass consumption, creating managerialisation in the society.

### 1.5 SUGGESTIONS FOR FURTHER STUDY:

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

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

### 1.6 EDUCATIONAL IMPLICATION:

Privatization of higher education provides all types of requirements for the teaching learning process through ways like innovative teaching faculty, financial resources and material resources, creativity, national and international importance, inviting community resources and educationists as a result of which the students build their future life a remarkable one. The privatization of higher education enables the students' innovative skill as per the need of the society to stand as capable

persons in building the nation. It saves the society from the alleviation of poverty and hunger. The privatization of higher education brings sustainable development for future generation.

## II. CONCLUSION:

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

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