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## **A Critical Response from the Parents Regarding Privatization of Higher Education**

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### **ABSTRACT**

An attempt has been made to study the views of the parents towards privatization of higher education. Descriptive survey method has been undertaken to find out the views of the parents through gender variables. A sample of 500 parents comprising of 300 males and 200 females 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.

**Keywords** - Privatization, Higher Education, response, parents.

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### **1. Introduction**

Higher education paves the way in rearing the development of a nation in the field of socio-economic and cultural aspects. Higher education prepares the learners in building the future careers in which the parents play the greater roles. In order to enhance the standard of life of the parents the children are being guided by their parents who select the educational institution for their learning. The enabled parents take decision to send their children to Private higher educational institutions for several reasons. The private higher educational institutions possess all the essential and affordable sources and resources than the government institutions which cannot afford such both academic and non-academic requirements. 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 parents has collected, analyzed and interpreted through statistical techniques and tables.

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### **2. Review of Literature**

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

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.

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.

Gnanam (2018) 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.

Hvide (2021) 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 abled 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 labor markets after completing their careers.

Kadam and Godha (2022) 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.

Madhusudan (2012) 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.

Narayana (2016) 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.

Nigavekar (2018) 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.

Salem (2020) 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.

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.

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### 3. Objectives of the Study

The objectives of the study are as follows.

1. To study the responses of the parents towards the process of admission in privatization of higher education.
2. To study the responses of the parents about privatization of higher education.

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### 4. 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 parents towards privatization of higher education.

**Sample:** A sample of 500 parents consisting of 300 males and 200 females of Odisha has been taken using random sampling method.

**Delimitation of the Study:** The study delimits to collect data from engineering students studying in Bhubaneswar city of Odisha.

**Tools used for the study:** The investigator has developed a questionnaire with multiple choice items for the parents to collect data on the objectives of the study.

**Statistics Used:** Statistical techniques like mean and percentage were used for analysis and interpretation.

**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.

**Table 1-Parents' choice in private higher educational institutions.**

Sl. No.	Various choices	Males	%	Females	%	Total	%
a.	Not getting seat in Government institutions.	210	70.00	178	89.00	389	77.80
b.	Easy admission for rich students	271	90.33	168	84.00	439	87.80
c.	Payment seat avoids students' merit	278	92.66	174	87.00	452	90.40
d.	None of the above	-	-	-	-	-	-

Referring the table 90.40 per cent of parents are telling that unmeritorious students avail the opportunity of admission by paying heavy dues i.e. on payment seats.

As much money as demanded by the private higher educational institutions the pupils of rich parents pay more donation without hesitation for their admission (87.80%).

On the other hand the students have taken admission into private higher educational institutions for not getting seats in Government institutions (77.80%) because Government institutions have limited seats where higher achievers are admitted.

**Table 2-Principles of collection of fee.**

Sl. No.	Various Principles	Males	%	Females	%	Total	%
a.	As per Management's principle	300	100	200	100	500	100
b.	Fees as per the State Government and University Principle.	-	-	-	-	-	-
c.	Fees as per the State Government Principle only.	-	-	-	-	-	-
d.	Fees as per the University Principle only.	-	-	-	-	-	-

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

**Table 3-Means adopted for unselected students' admission.**

Sl. No.	Various means	Males	%	Females	%	Total	%
a.	Lateral increase of seats	5	1.66	11	5.50	16	3.33
b.	Vacancy created after withdrawal of admitted students.	10	3.33	8	4.00	18	3.60
c.	Paying excess amount against management quota seats.	285	95.00	181	90.50	466	93.20
d.	None of the above	-	-	-	-	-	-

In the table 93.20 per cent of parents express their views 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.

**Table 4-Sources of the institutions in generating funds.**

Sl. No.	Sources of generating funds	Males	%	Females	%	Total	%
a.	Donation from the students	300	100	200	100	500	100
b.	Donation from the public	15	5.00	21	10.50	36	7.20
c.	Donation from the management members	9	3.00	7	3.50	16	3.33
d.	Donation from the industrialists	6	2.00	11	5.50	17	3.40
e.	Donation from the Trust	15	5.00	12	6.00	27	5.40
f.	Donation from the businessmen	19	6.33	21	10.50	40	8.00
g.	Donation from the elected political leaders	12	4.00	19	9.50	31	6.20

From the table it is clear from cent per cent responses of the parents that students' donation is the only dependable source of income of the private higher educational institutions.

**Table 5-Types of courses available in private higher educational institutions.**

Sl. No.	Types of courses available	Males	%	Females	%	Total	%
a.	Engineering and Technology	234	78.00	187	93.50	421	84.20
b.	Medical Science, Pharmacy, Polytechnic	271	90.33	168	84.00	439	87.80
c.	Management Administration	230	76.66	187	93.50	417	83.40
d.	Teacher education	211	70.33	179	89.50	390	78.00
e.	Company Secretariat	175	58.33	134	67.00	309	61.80
f.	Chartered Accountancy	183	61.00	146	73.00	329	65.80
g.	Cost Accountancy	174	58.00	133	66.50	307	61.40

It is concluded from the table that more than 61.00% of parents have responded about the introduction of various types of courses like engineering and technology, company secretariat, medical science, cost accountancy, Teacher education, pharmacy and polytechnic in the private higher educational institutions that attracting the admission of the students.

**Table 6-Types of works undertaken to improve academic achievement.**

Sl. No.	Types of works undertaken	Males	%	Females	%	Total	%
a.	Weekly assignment supervision.	211	70.33	179	89.50	390	78.00
b.	Introduction of internal assessment	201	67.00	167	83.50	368	73.60
c.	Extra coaching facility.	183	61.00	146	73.00	329	65.80
d.	Residential teaching facility.	179	59.66	138	69.00	317	63.40
e.	Library and reading room supervision	170	56.66	128	64.00	298	59.60
f.	Meeting with students and parents for students' academic progress.	279	93.00	189	94.50	468	93.60
g.	Vocational counselling.	169	56.33	122	61.00	291	58.20

It is shown from the table that the authorities of private higher educational 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 (93.60%).

78.00 per cent of parents are pointing that supervision of weekly assignment provides feedback to the students to improve their further studies and competitive spirit is encouraged.

73.60 per cent of parents are responding that internal assessment in private higher educational institutions compel the students to prepare the topics covered by the teachers and engage in their studies throughout year.

65.80 per cent of parents say that the students are getting extra coaching as a result of which their doubts are confidently clarified by their residential teachers. 63.40 per cent of parents are saying that the teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behavior.

In addition to it 59.60 per cent of parents respond that the 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.

58.20 per cent of parents are in favor of vocational counseling that the students are able to know different types of employment in various places for which they create awareness and develop efficiency in skill before getting employment.

**Table 7-Financial aids provided to the students.**

Sl. No.	Types of Financial Aids	Males	%	Females	%	Total	%
a.	Merit scholarship.	192	64.00	159	79.50	351	70.20
b.	Stipend from the religious institutions.	179	59.66	138	69.00	317	63.40
c.	Stipend for physically handicapped, SC, ST, OBC and SEBC students.	180	60.00	146	73.00	326	65.20
d.	Stipend by industry.	109	36.33	89	44.50	198	39.60
e.	Others if any	-	-	-	-	-	-

As given in the table 70.20 per cent of parents have stated that meritorious students are able to get merit scholarship for their better performance. Besides, 65.20% of parents are telling that students belonging to physically handicapped, SC, ST, OBC and SEBC categories are also getting stipends.

On the other hand 63.40 per cent of parents 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.

**Table 8-Providing library facilities.**

Sl. No.	Various facilities	Males	%	Females	%	Total	%
a.	Computer	300	100.00	200	100.00	500	100.00
b.	Text books	300	100.00	200	100.00	500	100.00
c.	Magazine	283	94.33	176	88.00	459	91.80
d.	e-library	25	8.33	19	9.50	44	8.80
e.	Reference books	230	76.66	187	93.50	417	83.40
f.	Competitive books and journals	231	77.00	188	94.00	419	83.80
g.	Employment opportunity magazines	271	90.33	168	84.00	439	87.80
h.	Internet	300	100.00	200	100.00	500	100.00

In the table all the parents are of the view that cent per cent students are availing library facilities related to computer, text books, internet and magazine (91.80%), employment opportunity magazines (87.80%), competitive books and journals (83.80), reference books (83.40%) strengthen the students' mental power in creative purposes whereas the institutions are not providing e-library facilities (8.80%) as it is a costly one.

**Table 9-Types of infrastructural facilities available.**

Sl. No.	Various facilities	Males	%	Females	%	Total	%
a.	Well-equipped classroom, laboratory, library, playground and hostel etc.	299	99.66	199	99.50	498	99.60
b.	Book bank and question bank facility	205	68.33	145	72.50	350	70.00
c.	Medical facility	299	99.66	198	99.00	497	99.40
d.	Vehicle facility for day scholars	271	90.33	168	84.00	439	87.80

It is revealed from 99.60 per cent of parents' responses 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 addition to it 99.40 per cent of parents are in favor that the institutions are taking care of the health of the students. 87.80 per cent of parents are stating that the vehicle facility for the students is another aspect of the institutions as a result they attend the classes regularly without any difficulty. In addition to it 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 (70.00%).

## 5. Major Findings of the Study

- 90.40 per cent of parents are telling that unmeritorious students avail the opportunity of admission by paying heavy dues i.e. on payment seats.
- 87.80% of parents say that as much money as demanded by the private higher educational institutions the pupils of rich parents pay more donation without hesitation for their admission.
- 93.20 per cent of parents express their views 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.
- Cent per cent responses of the parents view that students' donation is the only dependable source of income of the private higher educational institutions.
- More than 61.00% of parents have responded about the introduction of various types of courses like engineering and technology, company secretariat, medical science, cost accountancy, Teacher education, pharmacy and polytechnic in the private higher educational institutions that attracting the admission of the students.
- 93.60% of parents tell that the authorities of private higher educational 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.
- 78.00 per cent of parents are pointing that supervision of weekly assignment provides feedback to the students to improve their further studies and competitive spirit is encouraged.
- 73.60 per cent of parents are responding that internal assessment in private higher educational institutions compel the students to prepare the topics covered by the teachers and engage in their studies throughout year.
- 65.80 per cent of parents say that the students are getting extra coaching as a result of which their doubts are confidently clarified by their residential teachers. 63.40 per cent of parents are saying that the teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behavior.
- 59.60 per cent of parents respond that the 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). 58.20 per cent of parents are in favor of vocational counseling that the students are able to know different types of employment in various places for which they create awareness and develop efficiency in skill before getting employment.

12). 70.20 per cent of parents have stated that meritorious students are able to get merit scholarship for their better performance. Besides, 65.20% of parents are telling that students belonging to physically handicapped, SC, ST, OBC and SEBC categories are also getting stipends.

13). 63.40 per cent of parents 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.

14). The parents are of the view that cent per cent students are availing library facilities related to computer, text books, internet and magazine (91.80%), employment opportunity magazines (87.80%), competitive books and journals (83.80), reference books (83.40%) strengthen the students' mental power in creative purposes whereas the institutions are not providing e-library facilities (8.80%) as it is a costly one.

15). 99.60 per cent of parents respond 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 addition to it 99.40 per cent of parents are in favor that the institutions are taking care of the health of the students. 87.80 per cent of parents are stating that the vehicle facility for the students is another aspect of the institutions as a result they attend the classes regularly without any difficulty. In addition to it 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 (70.00%).

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## 6. 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.
- 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.

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## 7. 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.

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## 8. Conclusion

The investigator has taken care to study the views of the parents 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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