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IMPACT ON PRIVATIZATION OF HIGHER EDUCATION IN TAMIL NADU

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Abstract
The growing demand for higher education has resulted in a rapid rise of private institutions in India. Tamil Nadu is a starter in education compared to other Indian states, although private higher education institutions are fast expanding. Expanding educational institutions is a positive indicator for the nation's development towards enlightenment. However, maintaining excellent education becomes more problematic as the system grows. In this study, the author attempted to assess the existing higher educational institutions, student enrolment, and some of the bad and beneficial effects of privatizing higher education in Chennai city.
Keywords: *Economic goods, employment opportunities, globalisation, higher education, liberalisation, materialistic society, privatisation*

Introduction

The robust and social nature of higher education encourages the best training in teaching and research, which is essential for the success of the knowledge industry. Therefore, our government has a responsibility to make higher education accessible to all in accordance with our laws. However, higher education in India has always faced many challenges. Competition at the international level also involves other important tasks such as fairness, efficiency and accessibility to all in the face of limited resources. To overcome these problems, the Indian government has taken steps towards privatization of higher education. Privatization of higher education can improve the quality of education and other factors.

Privatization of higher education began in 1991 with the publication of the Liberalization, Privatization and Globalization (LPG) law. Privatization of higher education in India has taken many shapes and forms over the last decade. Privatization of higher education has taken many forms over the past decade. Privatization of public universities took place in the form of the introduction of self-financing education in state buildings. The second form is the transformation of the financial institution from a state to a private financial institution. The third form of privatization is to allow self-financing by recognizing and rejecting private companies. This can be called a private business college. Most private schools, including universities and schools that cooperate with foreign countries, are allowed to open private schools in the country.

Kapur and Mehta (2006) describe the transformation of privatization of higher education in India in a single sentence: "from half-baked culture to half-baked capitalism." and research results are critical to the success of emerging knowledge markets. This is the key to success for the next generation. If the education system is not reformed in accordance with society, students will be weak and the future will be an incredible nightmare. The quality of education depends on the way of teaching, which should be clear and understandable to all students so that students want to learn about learning. Quality education includes reorganization of curriculum, teaching skills and more. Although public schools and private schools are managed by different people, they generally tend to do the same thing, but the quality of education they provide is different due to different motivations. The success of the business directly depends on education.

Development of Government and Private Higher Education in Tamil Nadu

In 1965, the Department of Higher Education was separated from the original Department of Public Instruction and specialized in the administration of higher education. Tamil Nadu has the right to be one of the most developed states in the country in higher education. There are 27 universities operating in Tamil Nadu, of which 12 receive grants from the Government of Tamil Nadu through the Council for University Education.

At the Centre, the Principal is assisted by two Principals of Colleges of Higher Education, namely the Joint Director of Higher Education (Finance) and the Principal of Higher Education (Planning and Development) for work related to higher education buildings in the state. For employment. It relates to public universities in the state. The Board's Financial Counselor, Chief Financial Officer, and Senior Financial Officer assist the Director with budget management and other financial matters. The office also has a legal team led by a paralegal who oversees department-related cases. 8 Regional Offices located at Chennai, Vellore, Coimbatore, Trichy, Madurai, Tirunelveli, Dalmapuri and Tanajur under the control of the Council for University Educational Studies in management. Each regional office is headed by the Co-Director of University Education. Each regional office is responsible for relevant activities such as monthly salary

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payments, appointment confirmation, account review, etc. of funded universities in each region.

Table-1: Number and Type of Institutions of Higher and Technical Education in Tamil Nadu

S.No	Name of Institutions	Number
1	Arts and Science Colleges Government	164
2	Arts and Science Colleges –Aided	139
3	Arts and Science Colleges- Self Financing	949
4	Physical Education-Self Financing	8
5	Physical Education- Aided	3
6	Oriental- Aided	4
7	School of Social Work- Aided	2
8	Colleges of Education- Government	7
9	Colleges of Education- Aided	14
10	Colleges of Education- Self Financing	636
11	Central Universities	2
12	State Universities	22
13	Private Universities	04
14	Deemed Universities	26

Source: Basic information on Higher and Technical Education Tamil Nadu 2024.

Review of Literature

Annwesha&Dilip (2021) discuss the Privatization of higher education is not a new concept in India. On the one hand, expenditure on higher education is increasing; on the other hand, government financial support for public higher education is gradually decreasing. Therefore, profit-oriented universities are growing rapidly in the private sector. The rapid growth of private higher education institutions is affecting many aspects of higher education in India, especially equity and quality in higher education, which is the subject of this article.

Mathur (2022)focuses on the changing role of the private sector in higher education. He notes that the private sector has always been present in education in India. However, its role has changed considerably in modern times. According to the author, earlier the private sector played a more generous role but now it has developed a business interest in education. An attempt has also been made to find ways and means to manage private participation so that it becomes a positive force that promotes access, equity and excellence in higher education.

Tilak (2023) considers the growth of private higher education as the main factor behind the rapid growth of higher education in India. The private sector is approximately twice the size of the public sector in terms of number of schools and student enrollment. In addition to denying some of the benefits of private higher education, this article also discusses the dangers of relying on the private sector for higher education in countries like India.

Scope of the Study

Initiatives towards privatization of higher education in India began in the early 1990s under the LPG (Liberalization, Privatization and Globalization) policy. The last two decades have seen further growth in Indian higher education. However, the private sector still faces many challenges. Privatization of higher education negatively affects the poor, undermines equality, diversity and openness, and does not guarantee who gets it, at what cost and quality. The concepts of globalization and internationalization are used interchangeably. There is a small difference between globalization and internationalization. Globalization refers to the cooperation of many countries, while international trade refers to the cooperation of two or more countries. With the development of information and communication technology, national borders have been overcome. Significant progress has been made in social, economic and educational levels at global and international levels.

Need of the Study

India's private sector has significantly increased its role in higher education, making it the third largest in the world. However, issues of access, fairness, and quality have been hindered by mismanagement, corruption, and funding. The introduction of LPG, independence, privatization, and international trade has emerged as ways to support the system. While globalization can improve education quality, domestic regulatory systems must be developed to avoid negative effects.

Statement of the Problem

The most significant and potent weapon that humanity has created to mold and form oneself for both social and personal life is education. Put simply, it gets the man ready for life. Furthermore, it is a significant source of income, employment, and level of living. Therefore, everyone values a college education. In today's materialistic and knowledgeable culture, it has evolved into one of the essentials of human existence. As a result, demand for higher education has grown, particularly in India following its independence. However, due to budgetary limitations, a lack of suitable locations, and the high expense of higher education, the federal and state governments are unable to satisfy the growing demand for higher education. As a result, it motivates people and institutions to build universities and colleges.

The majority of research is done at the national and international levels of higher education. The majority of them have to do with the socioeconomic impact and its relationship to greater educational attainment. Education and the development of human resources as well as education and economic development are the subjects of a few studies. However, little research has been done to date on how the privatization of education has affected supply and demand in the industry. Therefore, the purpose of this study is to evaluate the advantages and disadvantages of privatization in Chennai city's educational system.

Objectives of the Study

1. To study the socio economic conditions of the students in the higher education institution in the study area.
2. To compare the quality of education of private and government Colleges in the study area.

Hypothesis

Ho: There is no significant influence of the domestic circumstances and access to private education on the easy

access to higher education and employability skills.

Research Methodology

Research Method: Descriptive Study
Sample Size: 180 Respondents
Source of Date: Primary and Secondary
Tools: The researcher developed a multiple-choice questionnaire for students to collect data on the study's aims.
Sampling Methods: Random sampling methods
Area: Chennai city

Analysis and Interpretation

Limitations of the study

The results of this study have the following limitations: 1. this study covers 20 years (from 2004 to 2024). 2. This study aims to analyse the impact of private sector on higher education in Chennai city only. 3. This study covers some of the limitations of the private sector higher education model in Chennai city. 4. The information provided by the interviewer is not necessarily accurate.

Table 1: Gender of the Respondent

S.No	Gender	Respondent	Percentage
1	Male	94	52.23
2	Female	86	47.77
Total		180	100

Source: Primary Data

Table 1 Looking at the gender of students, the majority of the 180 students receiving higher education, 94 (52.23%), were male and the remaining 86 (47.77%) were female.

Table2: Age group of the Respondent

S.No	Age group	Respondent	Percentage
1	18-20 year	106	58.9
2	20- 22 year	58	32.2
3	22 year and above	16	8.9
Total		180	100

Source: Primary Data

Table 2 shows that the student age, among the total 180 students, those between 18 and 20 were the largest with 16 (58.9%), followed by other age groups with 58 (32.2%). In the study area, there are 20-22 year old students and 16 (8.9%) student workers are in the 22+ age group

.Table 3: Religion of the Respondent

S.No	Religion	Respondent	Percentage
1	Hindu	102	56.67
2	Christian	48	26.67
3	Muslim	30	16.67
Total		180	100

Source: Primary Data

In terms of student religion, the majority 102 (56. 67%) of the 180 students receiving higher education were Hindus, followed by Christians at 48.67% and the remaining 30.67% were Muslims.

Table 4: Students‟ preference to study in private higher educational institutions

S.No	Preference	Respondent			Percentage
		Boys	Girls	Total	
1	Payment seat avoids students‟ merit	80	60	140	77.78
2	Poor teaching standard	0	0	0	0.00
3	Easy admission for poor & disadvantaged students	4	2	6	3.33
4	Aspiring easy examination result	80	50	130	72.22
5	Easy admission for rich students	84	60	144	80.00
6	High infrastructure	60	40	100	55.56
7	Parents‟ compulsion to study	0	0	0	0.00
8	Not getting seat in Government institutions.	80	84	164	91.11
9	Institution nearest to my residence	20	15	35	19.44
10	Teachers‟ force to study	0	0	0	0.00

Source: Primary Data

Table 4 reveals that 91.11 percent of students enrolled in private higher education institutions due to limited seats at government institutions. As much money as private higher education institutions require, students from wealthy families find it easy to gain admission (80.00%). On the other hand, according to 77.78 percent of pupils, unmeritorious students get admission by paying high fees, i.e. on payment seats. Aspiring for simple admission outcomes (72.22%), a rush in admission is considered as a way to entice.The pupils towards outstanding academic accomplishment with minimal effort. Students' preferences have switched from academic to professional studies, including engineering, medicine, and management, polytechnics, and computer science.

Table 5: Providing types of opportunities for employment

S.No	Preference	Respondent			Percentage
		Boys	Girls	Total	

1	Employment in Business Management	81	40	121	67.22
2	Employment in banking sector	50	25	75	41.67
3	Employment in I.T. and business farms	60	35	95	52.78
4	Employment in foreign countries	47	22	69	38.33
5	Employment in industry	90	62	152	84.44
6	Government Employment	40	26	66	36.67
7	Self-Employment	90	30	120	66.67

Source: Primary Data

The table shows that students (66.67%) want to set up a factory that would provide a better quality of life for themselves as well as others and create a source of solving the unemployment problem of the country. In addition, 84.44% of students are employed in various industries such as manufacturing, manufacturing, electrical and electronics, machinery, chemistry, and plumbing in the engineering industry, and there is a demand for students as the job market is created due to industrial development. Scientific and technical knowledge in industry. Additionally, more than 41.67% of students obtained employment opportunities in the information technology field. Business farm, banking sector and business management due to information technology competition around the world.

Ho: There is no significant influence of the domestic circumstances and access to private education on the easy access to higher education and employability skills.

The logistic description is constructed on the Cumulative Normal Distribution from the data confined to the study. One of the important aspects of logistic regression is that it outcome probability of the event which will fall between 0 and 1 (0% to 100%). Thus, within the set of variables provided one could predict the probability of the event happening using specification. This study encompasses the variables from domestic circumstances and access to private higher education in determining the prospective of easy access to higher education and employability skills associated in it. Variables such as easy access to higher education and employability skills have been identified as the outcome variable (dependent variable) where it has been coded as 1 for 'Yes' and 0 'No'.

To study the features which are likely to influence the easy access to higher education and employability skills the following predictor variables are acknowledged and used in the logistic Regression Analysis:

Table. (a): Model fitting

Model	-2 Log Likelihood (-2LL)	Chi-Square	Df	Sig.
Intercept Only	86.7			
Final	243.6	207.8	180	0.003

The model fitting date elucidates the difference between the 'Initial' and 'Final' approximations of the -2LL display that there has been an enhancement in the model. The goodness of fit of the –2LL value is 243.6 which was used to test the goodness of fit of the model using chi-square test. The chi-square value is of the analysis is 207.8, which is substantial at least at 1% level (given as 0.001 under the column 'Sig.'). The 'df' implies the degrees of freedom of the Chi-Square distribution utilized to test the Chi-Square statistic and is defined by the number of predictors in the model.

Table. (b): Pseudo R-Square

Cox and Snell	0.762
Nagelkerke	0.811
McFadden	0.623

Source: Computed from primary data
Link function: logit.

The study have included all the eight variables confining to the domestic circumstances and access to private education. Parents compulsion to study, Institutions nearest to residence, easy admission for poor and disadvantaged students, high infrastructure, Employment in industry, employment in foreign countries, employment in IT and business firms, government employment. These relevant variables for the study are selected for model building and further authentication of model. A cross-correlation matrix was arranged primarily to understand if the variables are extremely connected to one another. Total prediction effectiveness of the variables was evaluated constructed on Nagelkerke-R2 and – Log Likelihood values. Influence of individual variables encompassing categorical variables was evaluated using Wald statistics. Hosmer and Lemeshow goodness-of-fit test (chi square test) and concordance analysis (classification tables) are done to understand the fit of the model (Hosmer and Lemeshow,1989).

Logistic regression was performed utilizing the selected variables and at an suitable cut-off level and the probability of occurrence was appraised for each of the types utilizing the following formula.

Probability of event (or presence) = 1 / (1 – EXP–z)

where, Z = a + (b1 ´ X1) + (b2 ´ X2) + (b3 ´ X3) + …….. (bk ´ Xk),

a =constant, b = coefficients and X = predictor variable.

There are numerous Pseudo R-Squares. It exposes the logit regression does not have an R squared premeditated in OLS regression. Though, the Pseudo R-square estimations are similar to the R square in OLS, but are not corresponding to OLS R squares. These pseudo R squares are only uneven approximations of how well the model fits the data. From the above table we can see that the R square estimations vary between 0.623 to 0.811, which recommend that there is a moderate level of correlation between the dependent and independent variables used in the study.

Table. (c):Logistic regression for easy access to higher education and employability skills

Variables	Coefficient	S.E.	Wald	df	Sig.	Exp(B)
Threshold (Easy access to higher education and employability skills)	2.97	8.56	0.69	1	0.003	0.96
Parents compulsion to study	0.17	1.35	1.32	1	0.003	1.24
Institutions nearest to residence	0.20	2.81	1.77	1	0.004	1.23
Easy admission for poor and disadvantaged students	0.58	1.20	5.08	1	0.003	0.02
High infrastructure	0.19	1.23	1.68	1	0.002	1.88
Employment in industry	0.56	2.38	3.21	1	0.003	0.10
Employment in foreign countries	0.40	2.32	9.26	1	0.002	0.10
Employment in IT and business firms	0.41	2.40	1.05	1	0.003	0.07
Government employment	0.31	1.96	1.63	1	0.004	0.91

(Link function: logistic)

* - Significant at 5% level, ** - Significant at 1% level.

The outcomes of the regression coefficients of the predictors used in the study are given under the title 'Estimate'. The projected probability of access to higher education and employability skills can be appraised utilizing these coefficients (the first value under this column, the coefficient for "Threshold" is the constant term in the model). For a given household, projected probability easy access to higher education and employability skills be calculated as F (2.97+ 0.003* parents compulsion to study +0.004* easy admission for poor and disadvantaged students +… ……+0.003 employment in IT and business firms) Where *F* is the cumulative distribution function of the standard normal. It is exemplified from the co-efficient value that one percent rise in a independent variable would entails equivalent rise in dependent variable. The one unit positive increase in predictor would results in corresponding increase in dependent variable whereas adverse predictor vice versa. It is observed from the empirical test that Parents compulsion to study, institutions nearest to residence, high infrastructure, Employment in industry, employment in foreign countries, employment in IT and business firms, have positive impact on easy access to higher education and employability skills. It is clear from the test that easy admission for poor and disadvantaged students, government employment have not adequately influenced easy access to higher education and employability skills of the selected respondents across the study area. Hence, hypothesis rejected at 5% level of significance.

Conclusion

In recent years, the number of private higher education institutions in Tamil Nadu has increased significantly. This creates numerous chances for those who aspire to continue higher education. It also provides higher education. This is a positive sign of educational advancement. However, simultaneously and equally It is true that hefty admission and tuition prices deter many students from seeking higher education. Private institutions that perpetuate inequality. Transforming into a commercial enterprise is obviously a negative factor. The impact of privatizing higher education in the state. Every new change in the system is without a doubt. It will have both harmful and beneficial consequences for society. As a result, both the authorities and others bear responsibility.Stakeholders should create suitable programs and policies to mitigate harmful effects. In this case, too, the benefits of privatizing Tamil nadu state higher education institutions are revealed. Stakeholders have a vital role in reducing negative effects on society as a whole and the student community.

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