

**CHAPTER – I**  
**INTRODUCTION**

*“No subject is of greater importance than that of education. It is the men and women in a country that make and build a nation and it is education that is supposed to build those men and women” – Jawaharlal Nehru*

## **1.0 INTRODUCTION:**

Education is an enlightening and liberating force. The value of education can more or less be understood by this following line “Education is a wealth that thieves cannot steal, moths cannot destroy and kings cannot take away”. Higher Education should become a knowledge creator as the famed Kothari Commission outlined in 1964, “The Universities must learn to strive as the ‘conscience of the nation’, as the assessors of the national way of life”. There is a danger of losing our bearing if we are unable to play this role. The Institutions of Higher Learning can play this role adequately if it has faith in the power of the mind and help others to share this faith. An institution devoted to Higher Learning, be it a college or a university should strive to become an intellectual and cultural space where, as the poet John Masefield said, “The thinker and the seeker will be bound together in the undying cause of bringing thought into this world”. Way back in 1946, this poet who was the poet laureate of Great Britain had said, “There are few earthly things more splendid than a university. There are few earthly things more beautiful than a university, (and) there are few things more enduring than a university”. Education contributes a lot in terms of creation of a full-fledged individual. The term full-fledged here can be said to imply a person with all the qualities to whom we can address as a true human being in the truest sense of the term. According to Socrates, “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man”. Education and only education is the basic human capital for socio-economic development of a person as well as the nation.

**1.0.01 Higher Education:** “Higher Education can be defined as an optional final stage of formal learning that occurs after completion of secondary education and which is delivered in colleges and universities”(According to a definition given by Wikipedia). It gives a person the ability to react on the critical “social, economic, cultural, moral and spiritual issues facing humanity. Through the dissemination of specialized knowledge and skill, Higher Education contributes to the national development. According to Amrik Singh and Sharma, “Higher Education seeks to promote excellence, adventure of ideas and research

for truth. It is to cultivate new knowledge and interpret old knowledge in the light of needs and discourses. It is also to provide the right kind of leadership in all walks of life and identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of mind, right interests, attitudes and values. According to Encyclopaedia Britannica, “The best short definition of Higher Education may be one devised and accepted in 1962 by 44 nations in a UNESCO conference on Higher Education in Africa- Higher Education is defined as all types of education (academic, professional, technological, teacher education etc.) provided in institutions such as universities, colleges, technological institutions for which the basic entrance requirement is completion of secondary education, in which the courses lead to the giving of a named award of higher studies”.

“Higher Education” therefore is extremely important for a country to progress in all spheres and it also plays a crucial role in the development and reconstruction of a nation. In this fast paced changing economy of our country Higher Education is helpful in creating skilled and knowledgeable human resources in order to meet the challenges. This era of Liberalization, Privatization and Globalization, has begun to produce students as marketable products unlike former times when education meant creation of ethical, enlightened, knowledgeable and informed citizens of the nation. The economic principle of ‘demand and supply’ has become discernible in today’s Higher Education scenario whereby skilled human resources get employed in the different sectors of our economy. Higher Educational Institutions equip individuals with advanced skill and knowledge which is mandatory for the social and economic development of a country.

In India, Higher Education has witnessed a tremendous and perceptible expansion in the post independence era for which India has got the position of being ranked third largest in the world next to U.S. and china. At present, India is the largest country offering Higher Education. As of today the number of Universities are—Central Universities—47, State Universities-365, Deemed Universities-123, Private Universities-269 and 1.5 crore students get their degrees annually from these Universities according to a report published in ‘The Assam Tribune’.

In this connection, it is highly imperative to quote Patricia Mukhim’s words who is the present editor of Shillong Times – “Higher Education or University Education is going

through some tough challenges requiring upheavals and major changes in the way things are done. These institutions must meet these challenges to stay relevant. Their research must anticipate social needs; the products of their research must be shared effectively with society through appropriate knowledge-transfer mechanisms. If universities don't lead the change, then who will? And perhaps it is because our universities are stuck in the mud that we don't see the social, political and economic changes that should take this country on its growth trajectory". Failure to adhere to its avowed objectives and ideas, Higher Education today has been facing a lot of strains and stresses, limitations and compulsions. With regards to Public Funded Higher Educational Institutions, it is better to be outright in our acceptance that its high time the Government and academicians advocate changes in policy now since the indigenous academic exercises are facing sea changes and yet public sector universities, mammoth institutions of Higher Learning, doggedly use outdated syllabi and pedagogy and churn out meaningless degrees.

### **1.0.02 Privatization of Higher Education:**

Privatization of Education simply means increasing the role of parents/students in the financing of education; again for some others, it is the withdrawal of the state from financing and control of the system of education. In a more positive sense, we can view privatization as "garnering of more resources for education sector, efficient use of resources, accountability, flexibility in delivery and adaptation to the needs of the economy."(Angom, Sangeeta 2014). Scholars have given various definitions of Privatization of Higher Education throughout the years. Johnstone (1999) defines the term 'Privatization of Higher Education' as "a process of educational institutions taking on the characteristics of operational norms associated with private enterprises". The students came to be regarded as "consumers" education as "product", competitor institutions as "market niches". In the developing countries alongwith the introduction of new economic policies, there arose two important trends, that is, cutting down public expenditures on Higher Education and promotion of markets in Higher Education.

According to Peter Young (1987), "Privatization is a worldwide phenomenon which has been growing tremendously both in extent and impact. It has been taking place in more than seventy countries around the world and the number seems to be increasing each year." This movement first started in Britain and most of the countries still draw their

inspiration from that country. Major changes are taking place in the British educational system which has inspired the origin of the Indian system and most of the countries in the world today.

Against this backdrop, some recent public announcements by the Government of India has given an impetus for the growth and development of Privatization of Higher Education. This shift in outlook has been detected in a declaration by the Government that the present level of high subsidy in Higher Education cannot be guaranteed forever. The Government has advised the Higher Education system to generate their own resources through its own initiative. Therefore, this has automatically brought about the assumption that fund providers will now additionally be by private charities and private parties. The decade of the nineties in India has paved the way for privatization which has greatly reduced the pressure upon the Government funded Higher Education system.

### **1.01 Background:**

Privatization of Higher Education is a world-wide phenomenon of considerable importance. Public universities in some places have some courses which are self-financed. They are asked to relate more directly to society. Students are increasingly now seen as “customers” in the market driven societies. The expansion of the private sector brings up issues of quality control and accreditation since in many parts of the world there are few controls as yet in private sector expansion. Access is also a central issue. Understanding in a comparative context the problems and possibilities of private higher education is an urgent need (World Bank, 2000). The expansion of private institutes of Higher Learning have occurred because the growing segments of the population of modern societies demand it. The middle classes, seeing that academic qualification is necessary for success, demand access to Higher Education. Governments generally respond to it by increasing enrolment. When Governments do not move quickly enough, private initiatives establish academic institutions in order to meet this demand. In countries around the world, majority of the students are educated in the private colleges and universities. At present, there are powerful worldwide trends toward: (i) Imposing user fees in the form of higher tuition fee charges, (ii) Increasingly stressing private higher education and (iii) Defining education as a ‘Private good’ in economic terms. These changes throughout the world have a

meaningful intention to reduce the cost of post secondary education for Governments, while maintaining access to education.

## **1.02 CURRENT STATUS (INTERNATIONAL/NATIONAL/REGIONAL)**

### **1.02.1 International:**

The changes spearheaded by economic liberalization and globalization are impacting on Higher Education (HE) worldwide. The relationship between the Governments and universities are changing all over the world. Some of the features that characterize this change are – reduction in Government funding and the pressure on the universities to raise funds from the industry, the market and the individual student (Clark 1996; Marginson 1997; Bacchi 2001); universities have been forced to downsize; and the language of efficiency and accountability associated with corporate management is being used to run and to evaluate universities. All these changes have an impact on pursuing equity issues within the universities because a commitment to equity and a commitment to cost cutting (Bacchi 200:120) may not go hand-in-hand. There is also a conflict between the traditional image of the university as the place where the pursuit of disinterested scholarship was the main aim and the new image of a corporate university. The conflict is not new. The emerging democracies in industrializing societies in 20<sup>th</sup> century have always expected that universities will reflect the broader social issues and concerns instead of being just the creators of knowledge. However, the recent shift to a corporate profit culture is in sharp contrast to the image of the university as an agent of social change and social mobility.

By the turn of the 21<sup>st</sup> century, Privatization of Higher Education, has been one of the most dynamic and fastest growing segments of post-secondary education. Throughout the world, one of the major upheavals everywhere is the unprecedented demand for Higher Education and the clearly discernible unwillingness on the part of the Governments to provide accessibility. Therefore in order to meet this huge demand for accessing Higher Education, the private institutions are expanding both in scope and number. Again another phenomenon which has been observed worldwide is the privatization of public universities in some countries. There has been a huge shift from public to private post secondary education in Latin America, Brazil, Columbia, Peru, Mexico, Venezuela where at least half of their students are pursuing higher studies in the private universities. With regards to the Asian countries – Japan, South Korea, Taiwan, Philippines it has been observed that private Higher Education has long dominated the Higher Education sector. Again Central

and Eastern Europe and in some countries of the Soviet Union Private Higher Education is the fastest growing sector. This drift towards privatization is because of the unwillingness and inability of the Governments to fund for expansion of the Government sector. Another thing which is widely accepted in today's society is the idea of an academic degree being considered as a private good that benefits the individual rather than a 'public good. It has been observed that the wave of Privatization is sweeping across nations and the Governments have supported it by bringing new economic policy for liberalization. This can be termed as non-Government investment and management by individuals or groups or organizations or any other entrepreneurial alliances which finances and manages an enterprise.

There is no doubt that private Higher Education is expanding at an alarming rate and it will definitely continue to grow without any question. Most of the Private Higher Educational Institutions worldwide are allowed complete freedom in all spheres by their respective Governments excepting a few where there is rigid control by the Government like Korea. Privatization has definitely filled the gap between demand and supply of educational services all over the world. Thus, it has emerged as a growing concept in Higher Education and has also gone a long way in correcting the imbalances regarding G.E.R. (Gross Enrolment Ratio) across various regions of the world.

### **1.02.02 National:**

The concept of private initiative in Higher Education is not altogether new to India. Takshashila had been the first leading centre of private study in India from at least fifth century B. C. E. that is arguable whether or not it would be considered a University or College. The Nalanda University seemed to be the most ancient University system of education and learning on the globe in the current perception of school or college. Traditional western education started to be ingrained in Indian Community with the authorities of the British Raj.

Some of the leading universities in India like the Benaras Hindu University and the Aligarh Muslim University came up with the efforts of certain individuals and financial support of the community at large. Again some of the private Higher Educational Institutions were established by private philanthropic organizations but aid was given to them by the state. It was only during the mid 1980s coinciding with the reducing investment by Government of



India and the States, Private presence in Higher Education came to be felt. Due to the liberalization policies of the Government, Privatization of Higher Education has already taken deep roots into our education system and it has now reached a stage where it cannot be undone. But one important fact which is quite discernible is that the central Governments throughout have not taken the policy of privatization seriously and so allowed the state Governments to establish private Higher Educational Institutions by passing legislations in their respective houses of legislatures. At present there are 269 private universities in India. The subsequent Governments at the centre always gave less importance to higher Education and always questioned the return from education which is definitely an economic term and cannot at all be related to human resource development.

During the first four decades after independence in 1947, Higher Education was fully state funded and was highly subsidized. During those times a rapid growth in public financing of Higher Education was necessitated because of the following reasons:

- a) Facilities available for Higher Education during the Independence period was highly insignificant. After the British left there arose a huge social demand for Higher Education.
- b) After the end of the colonial rule there arose a large scale requirement of man power with varied skills in order to build up the new socio-economic system.
- c) The development models called for a high skilled labour force to build up the huge social infrastructure in order to pave the way for excellence in science and technology, research and development.
- d) Again Government policies regarding education for all specially school education naturally pushed the demand for higher education. With the coming of the five year plans, Higher Education received a great boost since these five year plans represent serious efforts of the planners in India for further development of this sector.

The pressures for change emanating from globalization came when Higher Education was unable to meet the rising demand for professional education. The self funded private institutions met this demand which began to become relevant for the changing domain of the job market of the present day times.

In this context it is highly imperative to state that the Punnayya Commission in 1992-93 had strongly recommended that the universities should generate 15 percent of its

annual maintenance expenditure by internally generating resources and this should go up to at least 25 percent at the end of ten years. Another recommendation of this committee is that students who receive higher education should bear the cost of higher education for a reasonable proportion of the total amount. Various commissions and panels set up by the Government during those times recommended collection of educational cess from industries and other organizations. These suggestions ultimately paved the way to seriously think about resource generation through partnership with private parties which ultimately led to Privatization of Higher Education.

The year 1995 saw the introduction of the Private Universities Establishment and Regulation Bill in the Rajya Sabha whereby it was referred to the standing committee for obtaining views. This Bill had been discussed in various quarters and in different ways but it could not be passed in the Parliament. The Union Government allowed the states to open private Universities by passing legislations in their respective Houses. As a result of this many universities were set up, the pioneer being Chattisgarh in the year 2002. In 2001, when private unaided institutes made up 42.6 percent of all higher educational institutes, 32.8 percent of Indian students studied in these institutions. By 2006, the share of private institutes went up to 51.5 percent (Sundarajan N & Gopal VB Nanda 2013). Slowly, the private sector has gained in strength and momentum in the arena of Indian Higher Education system.

### **1.02.03 Regional:**

Assam has made very little progress in respect of access, equity and universalization of educational services and opportunities for all. Although each year new colleges and universities are being set up in Assam, accessibility for all is a far cry in Assam. With the increase in the number of pass-outs at the 10+2 level every year, the demand for Higher Education has been increasing. The Public Funded Higher Educational Institutes try to fulfill this demand by increasing the number of seats. Again a certain section of the society wilfully go to the Private Colleges and universities considering various factors. Under the influence of the new economic policy, number of educational institutions from other states and countries have also opened their centers as franchisees. When these institutions of Higher Learning become incapable in meeting up the demand from students, each year the state witnesses mass exodus of students to other states in

pursuit of degrees. In this transitional period, Assam has also been influenced by the Liberalisation, Privatization and Globalization policies. It has been particularly observed that Privatization of Higher Education is especially noticeable in the professional courses such as engineering and management.

As in other parts of the country, Private Universities have been set-up in Assam in recent years. Enactment of the Private University Act 2007 led to the establishment of three Private Universities –

- 1) Assam Don Bosco University, Azara (2008).
- 2) Assam Down Town University, Panikhaiti (2010).
- 3) Kaziranga University, Karaikhowa, Jorhat (2012).

These Universities have contributed a lot towards enhancing skill based and job-oriented courses of Higher Education alongwith enrolment potentialities in the state. The Assam Government had also framed the Private University rules thereby opening up the domain of Higher Education in the Private sector. Besides these three Private Universities there are three other Private Universities functioning in the State of Assam. These are – Mahapurush Srimanta Sankardev Vishwavidyalaya established in the year 2013, Royal Global University established in 2017 and Krishna Guru Adhyatmic Vishwavidyalaya in 2017 itself taking the number to 6 (six) in total.

In addition to these universities, there are innumerable colleges both at the undergraduate and post graduate levels opened for private operation. These colleges and institutions however do not have the right to issue and grant degrees. These institutions are affiliated to the public or private universities either inside or outside the state and students avail degrees from the affiliating universities.

The researcher has taken into consideration only the private institutions of Higher Learning which are affiliated to Gauhati University since the study has been delimited to the Private institutions of Kamrup (m) District of Assam.

Gauhati University had permitted thirteen number of institutions established in the Private sector for providing Higher Education in the year 2012-13. This number had increased to forty six in the year 2016 for providing various undergraduate, post graduate degrees in various streams like Arts, Commerce, Science, Engineering, Management,

Pharmaceutical Science, B.Ed Degree, Nursing, LLB, Physiotherapy, Medical Sciences, Bachelor of Architecture etc.

Besides these affiliated colleges to Gauhati University through proper channel and proper ways, there are innumerable private colleges and institutions which do not have formal approval regarding permission, registration, affiliation of the parent university. These institutions run their courses by getting attached to certain other colleges or institutions which are affiliated to any university in Assam. This trend of ever increasing number of private Higher Educational Institutions in Assam is both uncontrolled and unmanaged to such an extent that there is no point in trying to stop this unprecedented growth. Thus, Privatization is going to stay in this remote corner of India with full growth and vigour.

Besides these institutions there are a lot more institutions providing professional courses through the distance mode in our state. To name a few these are Punjab Technical University, Vinayak Mission University, Madurai Kamaraj University, Sikkim Manipal University etc. Therefore, Privatization of Higher Education has expanded tremendously which has helped the state in increasing the Gross Enrolment Ratio as well as stopping mass exodus of students to other states outside North East for Higher Studies to a certain extent. Privatization of Higher Education has also reduced the state burden of providing access to Higher Education. Also in order to meet the manpower needs of a dynamic and vibrant economy, private Higher Educational Institutions have cropped up to complement public Educational Institutions in Assam.

It is quite discernible that a large number of institutions right from the pre-primary upto the degree level have been set up in Assam to cater to the ever increasing demands of the society. This trend is far more distinct in the Higher Education sector since due to the crisis in seats and non-availability of opportunities as an outcome of the outdated courses and curricula in the Public funded Higher Educational institutions. Private Higher Educational Institutions are naturally bound to be set up here.

## Universities of Assam

**Table 1.1**

Sl. No.	Name of the University	Location	Year of establishment	Nature of the University	Type
1.	Gauhati University	Guwahati	1948	A/T	State
2.	Dibrugarh University	Dibrugarh	1965	A/T	State
3.	Assam Agricultural University	Jorhat	1969	A/T	State
4.	Tezpur University	Tezpur	1994	T	Central
5.	Assam University	Silchar	1994	A/T	Central
6.	Central Institute of Technology	Kokrajhar	2006	T	Deemed University
7.	Krishna Kanta Handique State Open University	Guwahati	2006	T (Distance mode)	State
8.	Assam Don Bosco University	Sonapur Guwahati	2008	T	Private
9.	Bodoland University	Kokrajhar	2009	T	State
10.	National Law University and Judicial Academy	Kamrup (R)	2009	A/T	State
11.	Srimanta Sankaradeva University of Health Sciences	Guwahati	2010	A/T Health Science	State
12.	Assam Science & Technology University	Guwahati	2010	A/T	State
13.	Assam Rajib Gandhi University of Co-operative Management	Sibsagar	2010	T	State
14.	Assam Down Town University	Guwahati	2010	T	Private
15.	Cotton University	Guwahati	2017	T	State

16.	Kaziranga University	Jorhat	2012	T	Private
17.	Kumar Bhaskar Varma Sanskrit and Ancient Studies University	Nalbari	2011	T	State
18.	Assam Women's University	Jorhat	2013	T	State
19.	Mahapurush Srimanta Sankardev Viswavidyalaya	Nagaon	2013	T	Private
20.	Royal Global University	Guwahati	2017	T	Private
21.	Krishnaguru Adhyatmic Vishwavidyalaya	Na-Satra	2017	T	Private Spiritual
22.	Bhattadev University	Bajali	2019	T	State
23.	Madhabdev University	Panbari Narayanpur	2019	T	State
24.	Rabindranath Tagore University	Hojai	2019	T	State

Source: websites of various Universities.

### **1.03 Role of Privatization of Higher Education in Socio-Economic Development:**

In this era of Liberalization, Privatization & Globalization it has been noticed and acknowledged by the whole world that India is an emerging economy. In this race for notching a position amongst the top economics of the world, India will have to integrate with the world in its development of proper human resources. The education system of India is not upto the mark. In today's information societies it is only knowledge which drives economic growth and development of a nation. And Higher Education is the main source of that knowledge ----its production, dissemination and absorption by any society. Higher Educational Institutions are a major source for providing the human capital required for knowledge production and in the long run economic development of a nation. It is high time to develop and create a time bound strategy of training our young generation to maintain the frontiers of our growing industrialized economy. While maintaining and upholding the gross enrolment ratio and the number of passed outs each year or rather by

just taking into consideration the yearly percentage passed out graduates and postgraduates would not do. Availability of skilled, technologically and intellectually proper human resource is the need of the hour. Quality matters a lot and not just numbers since unemployable graduates will surely create social chaos sooner or later. A recent survey report of a NGO, Pratham, says that 50% of the children of Government schools between the ages 8 to 14 cannot read a simple paragraph while 65% of them cannot do a simple two-digit multiplication or division. The then Honourable President of India, Smt. Pratibha Devi Singh Patil very well said at the conference “Facing Global and local challenges: The new dynamics of Higher Education” that “Expansion of the Higher Education System must be accompanied by steps to ensure quality and high standards”.

Our Higher Education System is really not upto the mark and is not at all geared up to produce accountability or attract talent as per the requirements of 21<sup>st</sup> century due to many reasons including upgradation of relevant syllabus. The U.G.C. Survey rates 68% of institutions to be of medium, low and poor standard. The National Assessment and Accreditation Council’s (NAAC) report notes that two third of our universities and 90% of our colleges are functioning below even the most minimal level of academic quality. A few years back it was really shocking to hear the Chairman of the University Grants Commission (U.G.C.) saying, “of the total of 4,000 colleges and 224 Universities under the U.G.C. purview, only 600 colleges and 167 universities are eligible to receive development grants. The rest don’t even meet minimum academic quality requirement”. This is the state of affairs in our Higher Education System.

The Public funded Higher Educational Institutions have got a lot of political control over it. This is an open secret and they cannot perform due to many consideration related to this aspect. The whole philosophy behind granting ‘Deemed University status’ to institutions was discarded when a number of old institutions without any reputation and also many private institutions without any proper facilities were given this status. This is all because of political considerations in contrast to academic excellence. In a recent survey on technical education , it has been said “Our technical institutes are churning out students by the thousands every year, but are they all employable? Far too often, they’re not.” The situation prevailing today is quite alarming. Therefore, we should not be astonished when the chairman of the National Association of Software and Services Companies (NASSCOM), Kiran Karnik, observed “Only 20% of the technical graduates

are employable”. Again Prof. M.S. Swaminathan, a noted agricultural scientist remarked “When the first two Deemed Universities under the U.G.C. Act 1956 – The Indian Agricultural Research Institute, New Delhi and the Indian Institute of Science, Bangalore – were conferred with the status of University in 1958, the then chairman of U.G.C. Dr. C.D. Deshmukh, pronounced that these two universities should serve as benchmarks while granting this status to other institutions in the future. What a fall from this goal”. The Indian Higher Education system has really degraded a lot and its high time the U.G.C. and the HRD Ministry open their eyes to this stark reality.

Under the new Economic Policy of the Government of India since the 1990s, it is observed that there has been a slow withdrawal of the state from most sectors of social welfare in general and from health and education in particular. After being a signatory to WTO’s GATT, there has been systematic efforts by the Government to make gains from trade in services. With regards to Higher Education, introduction of the Private Universities (Establishment and Regulation) Bill (1995) in the Rajya Sabha on 25<sup>th</sup> August, 1995 by the Minister of Human Resource Development, Government of India was the first successful attempt. Although this Bill could not pass off as an Act, the union Government allowed the State Governments to pass legislations in their respective houses for opening up the vistas for Private Universities. This opened up the doors for Privatization of Higher Education in India. The subsequent Governments at the centre upheld this trend and in the process the country got filled up with such institutions of Higher Learning where skilled based market driven courses and curricula took a strong hold. The common people particularly the middle class knowing that a certificate is needed to get gainful employment in the commercial sector and the service sector jumped into it. Those students whose parents can afford education to their wards but did not get admission in the public funded Higher Educational Institutions due to shortage of seats began to take admission in these Private Higher Educational Institutions. Now, what the dominant economy today needs is a well disciplined, workaholic and apolitical youth trained in various skills. Whatever education that produces this robotic youth is quality education or innovative education. Therefore, our country in its onward march towards socio-economic development has given a great boost to privatization of Higher Education. There are certain other factors which paved the way towards Privatization of Higher Education like ideological commitments of the ruling class, vested interest of business houses, failure of the State



Funded Education System due to gradual withdrawal of the state in responding to the needs and requirements of the common people and also the growing choice of the elite and affluent sections for the Private Sector Institutions.

To sum up we can rightfully assert and say that the Private Institutions of Higher Learning have got a great role to play in the Socio-Economic development of the nation.

### **1.04 Statement of the Problem:**

The number of Higher Educational Institutions are rapidly increasing in Assam, especially in the private sector. Due to the gap between the demand and supply for seats in Government Colleges and Universities Private institutions have become the destination for a large number of students. No doubt, there is a good number of private institutions in different disciplines across the state, but many of them are yet to claim their status. With a plethora of options available for students to study, it often gets confusing for them to choose an institution for higher studies. Many a times it has been observed that we get to see colourful and attractive advertisements by privately run institutions showing their achievements, while the Government run Higher Educational Institutions lack proper advertisement and a dynamic website. It has been found that their websites are not updated and people do not get the right information from these outdated websites. Generally when one decides to take admission in a particular institution, the very first thing one must do is to check if the institution is recognized by a statutory authority. These days, University Grants Commission is the statutory body for colleges and universities, including technical education, management education and distance education. NCTE (National Council for Teacher Education) is the statutory authority for B.Ed. Programme and Medical Council of India (MCI) approves the Medical colleges. Besides these, it is very important to note that a student who seeks admission should look for (1) Relevant Academic Syllabus (2) The placement trend (3) Fee structure (4) Grading of the Institute (5) The teaching faculty etc. One can very easily check these details of an institution in the website of All India Survey for Higher Education ([www.aishe.nic.in](http://www.aishe.nic.in)) where institution is updated every year. It is also important to know the grading of the institute by NAAC which visits an institution every five years considering different parameters. The Government of India has also initiated a process of ranking the institutions through The National Institute of Ranking Framework

(NIRF). There are six disciplines considered for ranking as of today. They are engineering, management, pharmacy, architecture, law and medical.

Considering the above stated facts and the ever-increasing growth of Private Higher Educational Institutions in Assam along with an equivalent rise in the number of students pursuing Higher Education it is very pertinent and need of the hour to study these institutions of Higher Learning in order to assess the impact it has created in our state. Secondly, India's growing and vibrant economy has a vast reservoir of youths which needs to be turned into 'human resource'. India is recognized as a secular country of promise and viability due to its demographic composition, in which almost 67 percent of India comprises of the young population in this century. Even amongst this, the adolescents constitute a major chunk and hence hold out the promise of hope for the future of this country. If this youth population is not creatively engaged there could be a huge social problem such as increase in unemployability, violence crime etc. Therefore, to cater to the needs of this huge youth population, the need of the hour to open more and more institutes of Higher Learning.

Again, the growing economy urgently needs the skilled human resources and self employed entrepreneurs. The Government of India is emphasizing on skill development courses by launching of MOOC (Massive Open & Online Courses) whereby a matron will be engaged to deal with 15000 students online whereby technology led models could offer a viable solution in the education and skills delivery landscape. MOOCs had come up in a big way since it first started in 2008 with the aim of imparting skills training to 30 crore youths by 2022. It is rather doubtful whether these courses undertaken by students will be helpful in the long run. There lies a huge gap between the demand for and the intake capacity in the public funded higher educational institutions. The Private Institutions can definitely reap the harvest by catering to the needs of the hour.

Privatization has become an important phenomenon all over the world and it has reached a stage from where it cannot be undone. In fact, the entire socio-economic empowerment of all sections of the society as well as the nation depends upon the country's human resource development index.

The Government has been taking the stance of having no business to be in the business of higher education, which has definitely boosted the expansion of higher

education in the private sector. Private investment and entrepreneurship in this field is getting encouraged in the process. The increase in demand and the general impression that private higher educational institutions offer better quality of education and placements further accelerate its growth. In the changing global context with the acceptance of WTO and GATT agreements which have been upholding economic consideration and competition, Higher Education has got to configure itself. Today this new crop of institutions of Higher Learning has come up to fill in the gap in capacity creation and most of them are for profit. According to estimates, these account for nearly one third of all institutions of Higher Learning (Hashim, 2008). Since the last two to three decades their numbers have increased unprecedentedly. Hence the need of the hour is to understand the extent of privatization especially in Higher Education. Therefore, the arguments being put forward in favour of privatization are becoming very strong gradually.

Again the growing disenchantment of Government Provided services indicates a call for the greater involvement of the private sector in extending educational services alongwith the introduction of skill and vocational education which is the need of the hour. India being a country with the largest youth population needs more and more educational institutions. By the year 2020, India will have more youth population than China. It is therefore highly imperative that this vast reservoir of youth be turned into ‘human resource’ as our growing economy also needs skilled human resources.

Against this socio-economic and political context, it is highly pertinent to conduct a study on privatization of Higher Education in the state of Assam. The main purpose therefore would be to study these Private Higher Educational Institutions and the impact it has created in our State Assam. Therefore the problem has been stated as the following title: **“A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup(m) District”**.

### **1.05 Objectives of the Study:**

The objectives of the study as enumerated by the researcher has no hypotheses as these are all fact finding objectives regarding the prevalent conditions and situation which are already in existence in the twelve Private Higher Educational Institutions taken up for the study.

The objectives of the present Study are:

1. To find out the facilities given to employees and the students by the concerned Institutions.
2. To find out the job-oriented facilities provided by the institution.
3. To find out the satisfaction level of faculty members in relation to Socio-Economic factors.
4. To find out Students' Perception Before and After Admission in these Private Higher Educational Institutions.
5. To find out the relationship between Academic Achievement and Demographic Variables of Students.

### **1.06 Significance of the Study:**

Privatization of Higher Education has become an important phenomenon all over the world in this age of immense potentialities and possibilities. Higher Education is definitely the only medium through which a nation can prosper and develop to its full capacity. In fact, it can be rightfully asserted that the entire development process particularly the socio-economic aspect depends largely on the people of a nation. When the people are educated and enlightened the entire nation prospers.

Higher Education in general and Privatization of Higher Education in particular has a direct impact upon the people and society. This is particularly true in case of teachers and students alike. Teachers have got the moral responsibility of guiding and training the students to develop their full potentialities. Students nowadays are very alert and conscious of their likes and dislikes. In this digital age, they have got the world up inside their sleeves. On just clicking the mouse and touching their smart phones they immediately get an answer to their innumerable queries and questions which come to their minds. Therefore the teachers nowadays have to act as facilitators who should show them the right path. These young minds always look up to their teachers for proper guidance and inspiration. Teachers are the only people who can instill in their young minds the idea that in this knowledge society, education and skills are the only option to prosper in life.

It has been observed that to fill the gap between demand and supply for Higher Educational Institutions, Privatization has sneaked in. Observing this importance and

significance of Privatization in the Higher Education sector, the study becomes very significant and relevant. Human beings being a social creature cannot shed off any impact which falls on them consciously or inadvertently. Therefore the topic “A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup(m) District” becomes significant and a relevant one. The researcher hopes that this study will definitely help the teachers and students to get a better understanding of their problems and its related issues engulfing them. The study will be a very useful guidance in solving the myriad problems which these two very important stake holders of the society are facing everyday in their lives.

The study has been initiated after reviewing a lot of literature related to Privatization of Higher Education. It had been realized after much study on this area that although a lot of literature exists and works had been done on Privatization of Higher Education at the international and national level not much work has been done in our state i.e. Assam. The researcher could not lay her hands upon any particular study related to Privatization of Higher Education by searching for it both physically in various libraries as well as digitally by searching in the net. Therefore, the topic “A study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (m) District” has wide significance and relevance So, this Ph.D. Topic is an attempt to bridge the gap in academic literature.

### **1.07 Rationale of the Study:**

Privatization of Higher Education has engulfed the whole world. This has been so because of the alarming rise in demands for higher education without which a gainful employment cannot be achieved. In India’s perspective, sixty percent of students are already enrolled in the Private Higher Educational institutions. Assam is no exception to this rising trend. When seats in the public or government funded institutions cannot cope up with the rising demand, Private institutions become the only viable option. Assam therefore has seen steady rise in this aspect.

Therefore the present study is justified on the ground that these Private Higher Educational Institutions which have become a part and parcel of Higher Education system, needs to be studied.

So, considering various parameters like facilities offered to students and employees, satisfaction level of the faculty members, perception of the students regarding these institutions before and after taking admissions, relationship between academic achievement and demographic variables of students, this study has been taken up.

### **1.08 Title of the Study:**

The Present study was therefore titled as “A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (M) District.”

### **1.09 Delimitations of the Study:**

- a) Delimitation in Geographical area: Data were collected from only those Private Higher Educational Institutions of Kamrup (M) District of Assam which are affiliated to Gauhati University upto 2017.
- b) Delimitation of period of study: The Study was carried out in the years 2017, 2018 and first half of 2019.
- c) Delimitation of Institutions: The study was delimited to twelve Private Higher Educational Institutions out of twenty four Private institutions in Kamrup (m) District of Assam affiliated to Gauhati University upto 2017 offering varied courses of study.

The researcher after due consultation and guidance from the supervisor had purposefully taken up colleges offering diverse courses of study like B.Ed, B.Com, Bachelor of Physiotherapy, L.L.B., B.Tech., Bachelor in Business Management, Bachelor in Aeronautical Engineering, Bachelor in Fashion Technology, Bachelor in Physical Education, Degree college offering B.A. for the Hearing Impaired and General B.A. courses. Diversity in selection of colleges was done so that the end result would be all pervasive.

### **1.10 Methodology:**

Descriptive survey method had been applied to carry out the research since this method is mainly applied for fact finding purposes. Two techniques were mainly used by the researcher to undertake the study. These were Interviewing and administration of Questionnaires. Three sets of questionnaires were prepared by the researcher with due

consultation of the supervisor for gathering data from the selected Institutions taken up for the study, the faculty members and the students.

The data gathered through the questionnaires formed the basis for conducting the study. Besides administration of Questionnaires, the researcher had talked to many people from diverse areas like teaching, non-teaching, office staff, students, out sourced persons offering various services to these institutions in order to gather knowledge and information regarding the targeted institutions so that a general view could be gathered regarding the functioning of these private colleges whereby it can be deduced to generalizations at the end.

### **1.11 Likely outcome:**

My research topic "A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (m) District" will definitely cater to the needs of the common people in general and teachers and students in particular.

After the study, certain suggestive measures would be given for proper functioning and smooth running of the system without disturbing the delicate balance between society and economy.

The researcher would place the findings of the study in the proper place so that certain measures can be taken for the smooth functioning of these Private Higher Educational Institutions. The study will definitely gain importance since Privatization of Higher Education is primarily a concept gaining acceptability from the decade of the nineties. Current approaches to higher education funding emphasize the need for 'users' to pay for the cost of instruction as policy makers increasingly view Higher Education as something that benefits the individual rather than as a 'public good' where the benefits accrue to society. These difficulties have come at a time when Higher Education systems are trying to provide expanded access. Now, Higher Education is back on the agenda of Governments and multilateral agencies. This is indeed a positive sign for this sector.

The researcher had conducted a preliminary study on the area and found out that not much research had been undertaken in this area. Human beings cannot live without society and economy. These two facets of human life are of utmost importance. And education specially Higher Education plays a distinctive role in this aspect.

Considering the above stated facts, it is highly imperative that a research work on this topic needs to be done.

And so the topic of my study “A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (m) District” is of real importance and will definitely accrue much benefit to our society.

## **1.12 Conclusion**

In consideration of the above mentioned factors, it is very pertinent to conduct a study on Privatization of Higher Education in our state, Assam. Privatization of Higher Education is a worldwide phenomenon and Assam is no exception to this. In the present context, it is definitely the only way out for a nation to make its people well-equipped with knowledge and skills to face the demand of the times and go for self development as well as the nation.

Therefore the research topic titled “A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (m) District” is significant. At the preliminary stage of the research journey, the researcher had done a lot of review on related literature and found out that although much study had been conducted on Privatization of Higher Education and its varied aspects at the International and National level, not much work had been done in our state of Assam. The state of affairs in the Higher Education sector be it in the Public as well as private needs urgent attention at this juncture.

The topic titled ‘A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (M) District’ is an attempt to study the twelve institutions taken up as sample for the study. The area under study has been delimited to Kamrup (m) only considering various factors. The study will definitely cater to the needs of the times by trying to bring to the fore the varied aspects of these Private Higher Educational Institutions of our state. The findings will ultimately lead to generalizations at the end.