

**CHAPTER-II**  
**LITERATURE REVIEW**

## **2.0 INTRODUCTION:**

‘Literature Review’ is the pivotal element of the entire research process and makes a valuable contribution to almost every operational step of research work. “The search for related literature is one of the first steps in the research process. It is a valuable guide to define the problem, recognizing its significance, suggesting, promising data gathering devices, appropriate study design and source of data” – J.W. Best and J.V. Kahn.

According to Webster’s Dictionary (1987) review means to “examine again, study critically, general survey, critique.” In simple terms, it means to conduct general research. The need and importance of literature review for any research work undertaken is necessitated by the fact that the researcher needs to know what has already been known about the field and to what researches were performed by other researchers and the results obtained from it. At the beginning of any research work it helps the researcher to establish the theoretical roots of the study and to clarify the concepts and also to develop the methods of the study to be undertaken. Later on it helps the researcher to integrate the findings into the existing body of knowledge in the specified area of study. Therefore ‘Literature Review’ can very well be summed up as what problems have already been investigated, what questions have been answered, what issues still remain to be subjected to research. Review of literature is survey of related studies to analyse them critically and put them logically such that a certain framework and dimension can emerge.

### **2.01 Over View:**

Review is necessary for mapping the research landscape in the relevant area of study. It is definitely a time consuming but a very much worthwhile phase of any research under taken.

The importance of ‘Review of Related Literature’ can best be summed by the following expert comment by J.W. Best.

According to Best (1961), “The research forms fruitful phase for investigation. A familiarity with the literature on any problem area helps the student to discover what is

already known, what others have attempted to find out, what methods of an effort have been promising or disappointing and what problems remain to be solved.”

Many more researchers and investigators in the field of research have recognized the significance and necessity of reviewing old literature as well as present existing literature on the subject area undertaken for a healthy and proper guidance.

The previous studies undertaken in this area of research would be reviewed under the following three sections.

1. Studies related to Privatization of Higher Education.
  - International
  - National
  - State
2. Studies related to Socio Economic Impact of Privatization of Higher Education.
3. Reviews from News Papers

An attempt has been made to review the already existing literature on Privatization of Higher Education which are partially and may not be totally related to the present study to be undertaken by the researcher.

## **2.02 STUDIES RELATED TO PRIVATIZATION OF HIGHER EDUCATION:**

### **2.02.01 International:**

1. Young Peter (1987) According to Peter Young, Privatization is a worldwide phenomenon and it has been growing at a fast pace. This movement had its origin in Britain and then spread its tentacles to most of the developed as well as the developing nations. Peter Young is of the view that privatization should be viewed in a positive light in order to improve services. Only then, privatization has got a better chance of success. Examples taken from across the world show that there are no limits to possibilities with regards to privatization. The evidence which is available suggests that privatization will sweep the world in the next decade.
2. Marklund S. (1989) in his study “Private Education: Comparative Studies” deals with private education as opposed to public education. Here, he also studies certain

schools that are now owned and run by Governments. The writer observes that the basic criteria in establishing private schools is the socio-economic and elitist grounds for private schooling. The demand for privatization comes from the practice of alternative educational philosophies. This demand for access to prestigious schools is a direct fall-out of the expanding new labour market of this highly technological society. Unemployment, the world over is a major threat and therefore the highly educated are at a far better position than the poorly educated in this race. Students are at the receiving end in this catch 22 situation and so the private schools are in great demand. Students in order to improve their competitive strength take admissions in these schools. In Japan, this craze for private schools has been studied in this article, by S. Marklund.

3. Tilak Jandhyala B.G. (1991) in his research paper “The Privatization of Higher Education” explored ‘Privatization’ in terms of a worldwide movement. He carried out his study on “Privatization of Higher Education’ as accepted in different countries of the world and traces the history of its growth. In many countries, the proportion of enrolments is more in the private sector as compared to the public higher education sector. The demands for quality and content of courses has given a boost to private higher education which seems to be lacking in the public sector. It has been observed in this study that in several market driven economics like Japan, Phillipines, Republic of Korea and Latin American Countries like Columbia, the trend is towards ‘Mass Private and restricted Public sectors.’ Whereas in some developing countries of South Asia (including India), Africa and Western Europe a system known as Parallel public and private sectors is in force.
4. Altbach Philip G (2003) in his study “Higher Education – International Issues” emphasizes that Universities are not ivory towers and never have been, Like any other institution, they are also subject to pressures and imbalances from external social forces of many kinds. Students nowadays increasingly see themselves as ‘buyers’ and institutions as “sellers” of the product called ‘Higher Education’ in this new competitive environment. They demand that the institutions should be able to serve their specific needs in terms of degrees, curriculum, job market prospects etc. Student consumerism is the order of the day after the NEP (New Economic Policy) 1991 declaration. They expect that all institutions including the most prestigious ones must respond to their interests and demands regarding the courses

offered by them. ‘Demand and Supply’ – an economic term can be linked with Higher Education. ‘Education’ as a ‘product’ began to be accepted in this post liberalization stage with a huge demand base.

5. Ray Wilkinson and Ishak Yousof (2005) through their study “Public and Private Provision of Higher Education in Malaysia”: A comparative Analysis brought out a comprehensive and comparative analysis of private colleges and public universities with regards to their facilities, costs, enrolments and quality. In Malaysia, there is a great concern amongst the people for private Higher Education since most of them are owned by big business companies whose primary motive is to earn profit to the maximum. Malaysian people generally opt for public education system and they go for private Higher Education only when they do not get access to public funded institutions. This study clearly shows how private colleges function and play a big part in complementing the public ones in providing Higher Education especially in fields like engineering, economic and business studies, information technology etc. The Public sector Higher Educational Institutions in Malaysia are research based in contrast to the private ones which offer only market driven courses.
6. Christopher C. Morphew, Peter D. Eckel (2009) emphasized that with Public colleges and Universities facing substantial budget cuts and increased calls for accountability, more institutions now rely on private revenue streams for support. In this collection of essays economists, policy makers, political scientists, sociologists and organizational researchers discuss the impact of privatization from their respective disciplinary perspectives and assess its implications for the future of Higher Education.
7. The Executive Summary of a report prepared for UNESCO (2009)- World Conference on Higher Education states that an academic revolution has taken place in Higher Education in the past half century marked by transformations unprecedented in scope and diversity.  
The chapter on ‘Private Higher Education and Privatization’ states that – Private Higher Education had surged globally. Today, some 30 percent of global higher Education enrolment is in the private sector and the extent and importance has been rising in an upward trend.
8. Desiderio Ann and Lechuga Vicente M. (2012) through their study “The Global Growth of Private Higher Education” analysed the main reasons behind the

tremendous growth of private Higher Education in Asia, Latin America and the U.S. They revealed that technological advances in the 21<sup>st</sup> Century are compelling countries throughout the world to cultivate knowledge for their survival. The employers demand for a technologically sound workforce which have given a boost to the rising trend in growth of private Higher Education the world over. They have used country specific studies from Mexico, Chile, Bulgaria, Kenya, the United Arab Emirates, Thailand and the U.S. whereby it details the arrival and sustainability of private Higher Educational Institutes and draws comparative analysis. The study found that the courses and curriculum provided by the Private Higher Educational Institutions mainly are of professional, technological or service sector based areas. Another stark revelation made by the study is that the prime mover for the restriction in growth of this private Higher Educational sector is the Governments' policy restrictions and withdrawal of financial support.

9. Bodycott Peter and Ali Ada (2012) studied on “The influence and Implications of Chinese culture in the decision to undertake cross border Higher Education”. The findings of the study indicate that despite the huge financial and social development in the contemporary Chinese society, parents are still glued to their traditional values. For Chinese students studying across borders, the hosts Universities are required to develop strategies to uphold respect for Chinese traditions.
10. Laleh Jamshidi, Hamidreza Arasteh, Abdolrahim Naveh Ebrahim, Hassaureza Zeinabadi and Palle Damkjaer Rasmassen (2012) through their article “Development Patterns of Privatization in Higher Education: a comparative study express the idea that as the young population increase in number, the demands for higher education rises. When the Governments cannot meet up the demand, the private sector rushes in to provide an alternative solution. According to the writers, Higher Education in both the sectors public and private should have the single purpose of bringing a comprehensive growth of students in all sides – intellectual, cultural, political, social and economic with regards to national development of a country and therefore the priority of higher educational institutions should be the national interests.

In this study, the writers make a comparative study of three developing countries: Indonesia, Malaysia and Kenya with regards to the main factors of privatization in higher education in those countries. The study revealed that the main factor for

growth of the private higher educational institutions in Malaysia is the increasing demand for higher education and limited capacities and positions in the existing institutions of higher learning. With regards to Kenya, the study found out that private Higher Educational Institutions have been established there to serve the needs of specific groups (such as religious political and ethnic minority communities). In all the three countries it has been observed that development of private higher education followed “excess demand’ pattern – i.e. increasing demands and limited capacities.

11. Tilak Jandhyala B.G. (2013) through his article “Higher Education in the BRIC member Countries” experiences in Higher Education with regards to access, quality and funding patterns. The study showed that in India and Brazil, two-thirds to three-fourths of the students study in private institutions of Higher Learning and most of them without any subsidies from the state. In Russia and China, this system of private Higher Education is still at a nascent stage in expansion although they are also promoting its growth. About 20 percent of the students opt for private Higher Educational Institutions in Russia and China. Tilak strongly argues through this article that India is not being able to curb the falling standards of Higher Education and also regulate the growth of Private Higher Education and gross commercialization. He is also of the opinion that dominance of the private sector will stratify sustainable growth and equitable economic distribution.
12. Srivastava Manjulika (2014) through his study “Quality Assurance in Malaysian Higher Education system: Lessons for India” gives an analytical overview of the Malaysian Government’s initiative to make the nation a centre of educational excellence by the year 2020. The year 1996 saw the enactment of the Private Higher Educational Institutional Act being passed in Malaysia whereby the private sector was allowed to enter the Higher Education market. Public Universities in Malaysia constitute barely 25 percent of the total Universities and 50percentage of the total learners are enrolled in the private sector. A very encouraging development observed in Malaysia is the twinning programmes by private colleges whereby a private college comes into an agreement with a foreign University to become partner in the educational system. According to this arrangement the first stage of degree course is provided in the country, while the final part is taken at the concerned university overseas. This is quite a laudable step taken by the private

higher education sector in Malaysia. In the process, Malaysia has been able to adopt the Higher Education of the developed nations of the world.

13. Rizvi, Fazal (2016) According to Fazal Rizvi the private sector has always been involved in education, with family, religious institutions and philanthropic organizations playing an important role in its funding and governance. However the post colonial countries believed the public funding of education to be essential for their national development. But in recent times, it has been observed that despite increased levels of public investment, education has been increasingly funded by the private sector, often by the citizens themselves.

### **2.02.02 National:**

1. Ramachandran C. M. (1987) through his book “Problems of Higher Education in India” deals with different facets of Higher Education which has been plaguing the system. Here, he mainly tries to focus on the Development of Education in the British period whereby he says that from the Beginning of the 17<sup>th</sup> Century, not only the political system of India took a different shape but also the organization of educational institutions deviated from its earlier Course with the advent of the coming of the Europeans. The writer has undertaken an indepth study on the expansion of Higher Education both in the Pre and Post Independent India.
2. Kurup M.R. and Thatle L.R. (1991) through their study “Pricing Higher Education: A case study of Maharashtra examined the financial position of Higher Educational Institutions in the state of Maharashtra. The Government has almost given up financing Higher Educational Institutions and in this condition there is no other way out than increasing a threefold hike in students’ tuition fees.
3. Gupta O.P. (1993) in his book titled “Higher Education in India Since Independence”, U.G.C. and its Approach dwelves at length on the Co-ordination between U.G.C. and the various types of institutions- Central, State, Deemed, etc. According to O.P. Gupta who happens to be the librarian of U.G.C., New Delhi the academic institutions are increasing with the increasing population to extend teaching, research and examination facilities to the population surrounded by these.



4. Tilak B.G. Jandhyala (1993) through his study “Financing Higher Education in India: Principles, Practice and Policy Issues” strongly argues that the new economic policies adopted by the Government of India are adversely affecting public investment in social sectors like education and primarily Higher Education and this paved the way towards privatization of Higher Education. This paper critically argues that the Indian Higher Education is not yet ready for privatization and alternative policies for the upliftment of Higher Education financing is widely discussed here like student fees and student loans through the private sector.
5. Venkateswaran S (1995) through his article titled “Private Initiatives for Higher Education” published in the book “Policies of Higher Education” tries to critically examine the Contribution by the private sector for the development of higher education in India. The writer vehemently accepts the fact that Privatization of Higher Education is not a new phenomenon in India. As a matter of fact, a large number of affiliated colleges in various states were started only by private initiatives through individual or group of philanthropists.
6. Gogoi L. (2002) through his study expressed the opinion that many countries throughout the world have started reducing government subsidies given to the Higher Education sector and thereby giving a free play to the private bodies. The private sector therefore is expected to operate as an alternative to the public sector. In the process, private bodies have begun to establish, finance and manage Higher Educational Institutions at an alarming rate. However in India, a mixed system of public and private sector is in place in the Higher Education sector. The writer expresses the view that many educationists of repute have opined that the private sector has been enjoying the profitable part whereas the non profitable part remains with the public sector institutions.
7. Vargese N.V. (2002) through his book “Private Higher Education” states that the private sector is now the fastest growing segment of higher education. Here, he analyses the different categories in private higher educational institutions as publicly funded, self financing or for profit institutions. He observes that many private for profit institutions of Higher Learning were

established by corporations engaged in educational services. The study indicates that post 1990, the private Higher Educational Institutions provided education in limited areas of study even if they were in market friendly courses and their main sources of income was through fees collected from students. Through this study, the writer vouched for a common platform to study and understand the problems and prospects of the emerging private sector.

8. Badaruddin (2002) through his study “Higher Education in India: some reflections” points out the importance of Higher Education in our lives which can be marked as our national pride and dignity. But according to the writer it is very sad to note certain defects in our Higher Education system and in this connection he suggests proper utilization of available higher educational Institutions. In order to make the system relevant and meaningful all the stakeholders of the system namely teachers, administrators, politicians, planners and all others related will have to introspect and do their respective duties in order to rejuvenate it.
9. Kapur Devesh and Mehta Pratap Bhanu (2004) through their study “Indian Higher Education Reform” from half-baked socialism to half baked capitalism’ expressed the notion that Indian Higher Education is being de facto privatized on a massive scale. This has resulted from a breakdown of the state system and a gradual dissociation of Indian elites from public institutions. The writers strongly expressed the view that our education system remains suspended between over regulation by the state and a discretionary privatization on the other hand that is not being able to mobilize private capital in more productive ways. The consequence of this is there for all to see –a sub optimal structuring of Higher Education which is not at all beneficent to anybody.
10. Mitra, C.R. (2005) in his book “Higher Education in Changing Scenarios” dwelves at length on the higher Education scenario of India which has been witnessing a dramatic change over the years. According to the writer, not only in India but globally it has been observed that a paradigmatic change has occurred in the Higher education sector. New players have entered the field since 1991 when Indian economy was opened to world market. These are the

educational entrepreneurs, who see a new opportunity for taking higher education in the free market. The book has been written to cause an open and frank public debate so that higher education is prepared to face the onslaught of the market economy. The book comprises of a collection of articles written over a period from 1991-2000 which can be coincided with the change of policies in transforming an institution.

11. Sharma Vijender (2005) through his article “Commercialization of Higher Education in India” studied the Higher Education scenario of India post 1990 i.e. the beginning of the era of globalization, Higher education is being commercialized because of the massive cut in public expenditure as proposed in the Finance Ministry’s ‘Government subsidies in India: Discussion paper’ (1997). This paper proposes a drastic cut in Government subsidies for higher education including secondary education and termed it as a “non-merit good’. According to this study, ‘Higher Education is in a deplorable state even after 70 years of independence of India. Various studies have also pointed out that a country could never become economically advanced if the enrolment ratio in Higher Education is less than 20 percent. Vijender Sharma mainly wants to drive home the fact that we, as citizens of the country have to ensure that the Government takes care of public interests and protects public services like health and education for the benefit of all.
12. Bhagabati Dhiren (2005) through his book “The state of Higher Education in the age of Liberalization and Globalization” expresses the view that the gradual withdrawal of the state from public utility services post liberalization policies of the Government does not portend well for our nation. The thrust of higher education as the pursuit of knowledge has given way to skills training only to meet the demands of the market driven economy. The writer very clearly states that higher education is gradually turning into an industry and education is being the sole prerogative for those who can afford and not for all. In this regard, he points at the mushroom growth of private higher educational institutions many of which are formed with the sole motive of earning profit. The writer also emphatically states that those private higher educational institutions are also setting up a network of centers here with the aim of earning money through business.

13. Bajaj KK (2006) through his study discusses the new dimensions of privatization in higher education. After India became a signatory to GATT Treaty, present education scenario has come into being. 'Education' has become a service alongwith other services of international trade in order to secure non-discriminatory open market to trade in goods and services. In the light of the emerging national and global economy powered by IT (Information Technology) and globally tuned professionals, privatization of Higher Education became a fact of life. Therefore it is the call of the times to study and examine the varied dimensions of private higher education.
14. Talukdar Utpal (2008) through his study "Privatization and Quality Assurance in Higher Education" brings to the fore the challenges before the higher education system after privatization of higher education set in as a fallout of LPG (Liberalization, Privatization and Globalization) post 1990. His study is based in a particular college named St. Claret College, Zero in Arunachal Pradesh. He has mentioned in his paper that globalization has shifted the development discourse from emphasizing on economic development to a comprehensive and holistic understanding.
15. Srivastava Prachi (2010) suggests through her article "Public Private-Partnerships or Privatization, Questioning the state's Role in education in India" whereby she examines the Government of India's proposed strategies for public private partnerships (PPPs) in education in its most recent plans – Tenth and Eleventh Five years Plans. The analysis aims to ascertain the state's role in financing, managing and regulating higher education. And also brings out the fact that PPPs in education are more in favour towards privatization despite assertions of 'a greatly expanded role for the state'.
16. Bagchi Kumar Amiya (2010) in his article "Towards Democratization of Education in India" lays emphasis on the fact that failure on the part of the state led to the privatization of education at all levels. Again another point of concern is the Governments' inability to meet the rising demand for Higher Education by establishing enough higher educational Institutions. The gap between demand and supply of the availability of seats in the Government funded institutions has been rising tremendously. To cite just one example, in 2006, 2,99,456 students sat for joint entrance examinations for admission into

the top nine institutes of technology in India, which together had only 5444 seats on offer. Thus the ratio of students seeking admission to these institutions and the successful candidates works out to 55:1 (Hashim 2006, P.72). Therefore this shortage of supply of public funded higher Educational institutions specially in the areas as engineering and medical has led to an explosion of private institutions of Higher Learning. Again another result of this development is that children of only well-to-do families get the opportunity to enter those institutions of Higher learning in the private sector.

17. Sharma Vijender (2010) critically examines the state of affairs of higher education in India. Here, he dwelves at length on the corporate sector discovering a huge and even growing service industry in education.
18. Goswami Dulumoni (2011) in his book “Higher Education in India: Growth, Expansion and Issues” presents an analytical discussion on the varied issues related to Higher Education in India. The articles relate to impact of Globalisation on Indian Higher Education system, quality issues, extension as the third dimension of Higher Education etc. Chapter IV of the book specially deals with Commercialization and Privatization whereby the author puts forth the view that Privatization has assumed significance in India only after the liberalization policy of the Government of India came into force. It is sweeping across the world because of the speedy economic reforms.
19. Balamohan V & Sharma Meenakshi (2011) presented an overview of Higher Education in India particularly of Private Initiatives in Higher Education. The paper is titled “Perspectives of Higher Education in India: Quality Private Initiatives. It discusses the higher education systems in Central, State and Deemed Universities with special reference to National knowledge Commission and also studies the proceedings of the U.G.C. Regional Conference of Vice Chancellors in 2007. The writers very succinctly bring out the idea that Higher Education today comprises of both the public as well as the private sector. The Governments at the centre as well as the states have got a normal responsibility to ensure their agencies that no student falls a victim and no sector exploits the gullible students in their pursuit of Higher Education.

20. Kharbirymbai Bazeley Brinda (2012) through her book “Globalisation and Higher Education” tries to justify the massive role of globalization in the Higher Education sector of India. She focuses on various aspects of globalization like W.T.O., GATT, Privatization, Internationalization, foreign providers etc. for the development and upgradation of the Higher Education sector in recent times. She also talks on the efficiency of privatization which is an emerging area in this sector.

It has been asserted in the chapter ‘Globalization and Privatization of Higher Education in India’ that in India 70 percent of the Higher Educational institutions are privately managed, i.e. they are catering to the masses. Only a tiny percentage of students are being absorbed by the public Higher Educational systems and the subsequent, Governments’ are neither willing nor able to meet the ever increasing demand for Higher education. In the above circumstance, India has no other alternative but to bring in private sectors into the higher education system.

21. Agarwal Pawan (2013) through his article “Private Higher Education” published in the book titled Indian Higher Education, Envisioning the Future, SAGE publications deals at length on the private Sector of Higher Education. Here he opines that the private sector is the fastest growing segment in Higher Education in many countries around the world. And also points out that during the last few years, more and more private institutions than public ones have been established in most developing countries and emerging economies of the world. The Indian experience with private growth has been analysed in a competitive perspective in the global context. The writer strongly argues that private institutions in the higher education sector are a post 1980-phenomenon in India.

22. Parasar B.S. Nagendra (2013) is of the opinion that privatization of education is the need of the hour. His study, “Deemed/Private Universities, Shattered Dreams” dwelves at length on the functioning, academic environment, research etc. of private universities. Over the next decade, there will be a requirement of 600 million productive jobs all over the world as brought out by a recent survey conducted by ILO. In this scenario the Government alone won’t be able to meet up the requirements of the market and there fore private

players have got a great role to play. The paper analyses at length the reasons behind the failure of private universities in maintaining quality and standards. In their mad rush towards name and fame, they want to climb up the ladder of success very early. These universities through the media both print and electronic advertisements try to drive home the idea that they are doing their best in their efforts to provide wholesome education to students. These universities start several programmes even without having the requisite infrastructure as well as instructional facilities. The writer strongly argued that before granting them university status, the duty lies with the statutory bodies to make the management aware of all these factors. A controlling authority is the need of the hour to regulate these private institutions of Higher learning as favoured by the author of this paper.

23. Jeelani S. (2014) in his article “Private Universities: Challenges and opportunities in Higher Education”, revealed that the Private universities in India has become a highly profitable business venture. These universities are being regulated by the U.G.C. (Establishment and Maintenance of Standards in Private universities) Regulations 2003. The National knowledge commission has recommended that India should have 1500 universities, but at present there are only 700 universities which is not even half of the recommended number. The private sector therefore can play a major role in bridging the gap between demand and supply. Private Higher Education has already played a major role in the field of Higher Education in the countries like U.S.A., Japan and Malaysia as studied by S. Jeelani.
24. Angom Sangeeta (2014) through her study, “Private Universities in India, Status and Policy Perspectives” examined twelve private universities in terms of their growth, enrolment, financing, governance as well as their academic environment. The study brought out the fact with regards to governance and management, the private universities are similar to the Public Universities. The State Private University Acts have provided a complete autonomy with regards to academic functions of these universities. These universities totally rely on students’ fees and therefore they try to attract students by introducing popular courses which have got high value in the employment market. Tuition and other fees make up 84 percent of the total income. The study also brought

out the fact that those students who come to these universities are those who have got buying capacities and also who do not get admitted in good public universities. Ultimately she ends with a big question mark on the quality of education as provided in these institutions and also the governance system.

25. Goswami Dulumoni (2015) in his paper “Financing Higher Education in India: An Analytical Discussion” revealed that Higher Education occupies a low priority in public expenditure in India. The author has studied the present position of fund allocation in the Union Budget for Higher Education and strongly opines that Government funding for the Higher Education sector has got to increase since there is a simultaneous rise of public demand for Higher Education.
26. Private Higher Education in India, an article published in Economic and Political Weekly vol.49, Issue No. 40, 04 Oct, 2014- Jandhyala B.G. Tilak- in this article, the author emphasizes the fact that the very high growth of Higher Education as experienced in India is the alarming growth of private Higher Education particularly since the starting of 1990’s. The number of students’ enrolments plus the number of institutions is double to that of the public sector. The author strongly argues the fact that although these private institutions have been claiming advantages, there are many dangers involved in this high degree of dependence on private higher Education for the overall development of Higher Education in India.
27. Ernst and young (2016) There has been a much faster growth over the last five years in professional courses which include engineering, medical, management, law and other vocational course. Professional courses form the bulk of study in private institutions and are more expensive than general courses, sometimes even many times more.

### **2.02.03 Regional:**

1. Chakravarty Archana (1989) through her book “ History of Education in Assam” 1826-1991” aims at describing the nature and progress of education in Assam from the commencement of East India Company’s rule in 1826 to the grant of provincial autonomy in 1919. This book is really a storehouse of knowledge concerning different facets of the education system covering topics like Curriculum and



Medium of Instruction, Training for teachers, Management and Control, Educational Finance and Education of the Backward Communities. The closing chapter provides an assessment on achievements and failures in education during the period under review.

2. Naskar Sudhiti in her article “Higher Education in the NER (North Eastern Region): Current situation and the Initiatives Adopted states a very striking truth of the situation of Higher Education in the NER which is inadequate in comparison to other states of India. This is the primary reason for which thousands of students move out from this part to other states in pursuit of education be it professional or general or skill based or whatever.
3. Pattan Anthony (1992) studied the financing pattern with regards to Grants-in-aid through his work titled “Financing of Higher Education in North East Region: study in Grant-in-aid.” The study was carried out covering two aspects-- education as an investment and financing of education. Here it is observed that the universities receive their income primarily from four different sources – Grants from the U.G.C., Grants from the State Government, Other Government and Private agencies and receipts from fees of students.  
In case of NEHU (North Eastern Hill University) which is a central university, U.G.C. is the main source of funds. The costs for education has been increasing alarmingly and in this scenario, it is pertinent to devise new strategies for financing education like change in the Government Policies and procedures. Another striking observation made in this study is a remarkable decline in the proportion of private financing of Higher Education.
4. Sarma Bidula (2013) through her study “Attitude of University students towards Privatization of Higher Education – a study” assessed the attitudes of students in two different universities of Assam – Gauhati University and Dibrugarh University, two of the leading public universities of Assam. According to her study, privatization has led to a great quantitative expansion of higher educational institutions, but as far as quality is concerned there is a serious threat to it. The study found out the university students of Assam have got a positive attitude towards privatization of Higher Education.

5. Hazarika, Dulal (2017) Hazarika's Ph.D Thesis titled "Perception Towards Privatization of Higher Education: A study on the teachers of Undergraduate Colleges affiliated to Gauhati University" arrived at the following findings.

- (1) The teachers of the Undergraduate colleges under Gauhati University had perceived that existing scenario of privatization of Higher Education is not at all encouraging.
- (2) The result of the study clearly indicated a high commercialization of private Higher Educational Institutions.
- (3) The study reveals that the teachers of the undergraduate colleges are concerned about the high fees of these institutions.

### **2.03 Literature Review on Socio-Economic Impact of Privatization of Higher Education:**

1. Saikia Siddhartha (1992) had undertaken a study on the growth of Higher Education in Assam and its impact on the Socio-Economic life of the People residing in Assam. It has been universally accepted that education is the prime mover for the all round development of a nation. And in this regard, Higher Education plays the most important role. With this objective in mind, the researcher had the following objectives for his study –
  - (a) To trace the growth of Higher Education in Assam.
  - (b) To find out how the Higher Educational Institutions. of Assam had contributed to the economic development of the State.

The results of the study were

These Higher Educational Institutions have to give emphasis upon production, integration, modernization and also strive for the cultivation of social, moral and spiritual values amongst students. Another requirement of our education system is the removal of disparity between what our country requires and what our education offers within a limited time frame.

2. Ansari M.M. (1997) – In this study the writer shows the fast changing socio-economic scenario of our country which needs an urgent expansion of higher education. This is necessitated by the fact that it will provide a forum to the educated masses to meet the demand of the increasing trade and industries with an urge to bring about a change in the outlook and perspective that will help in reaching towards the area of higher development.
3. Patnaik Jagannath (2001) Through his study, the writer shows the contribution of education in economic and social development of a nation. In order to foster the growth of our economy, educational institutions should aim at providing quality and improved education. For this purpose to be fulfilled, up-gradation of the existing infrastructural facilities assessment of man power and various programmes should be undertaken. (In this regard it has been observed that the private Higher

Educational Institutions have met-up the above conditions to a great extent in comparison to the Government funded public institutions).

4. Powar K.B. (2002) In this study, Powar studied the role of non-Government (private) Higher Education in providing financial support to the education sector after Independence. According to Powar, the Private Higher Education. Institutions were not promoted in the right direction. Higher Education can be motivated and boosted only when both Government and non – Government bodies work together in funding and expanding the level of activities for the economic upliftment of our country.
5. Nanda Kumar Dr. Ashok (2003) discussed in details about curriculum structure and the examination system in Higher Education, impact of Globalisation through his work, "...He expressed that post 1990-91, private players have been allowed a free play in the domain of Higher Education and according to him, their main purpose is to seek profit and personal advancement. This is going to play a big role in the socio-economic structure of a society whereby two sections of people will come into being with regards to availing Higher Educational facilities – one is 'those who can pay' and another 'those who cannot pay'. This would definitely create a difference in the society which does not portend well for all.
6. Vanlalchhawna (2006) through his book titled "Higher Education in North-East India-Unit Cost Analysis studies the critical role of higher education in accelerating the pace of socio-economic transformation of society through the development of highly skilled manpower which has been duly recognised in India all through the plans. The writer strongly argues the point that the importance of higher Education is constantly growing and knowledge based industries are now occupying the centre stage in the development process of the nation. Today India is passing through a significant economic and technological transformation and under this development process, the system Higher Education also needs to be upgraded and strengthened in order to equip students with adequate skills and knowledge. The first chapter of the book gives a profile of the socio-economic condition of the North-East and gradually it diverts to the history of the growth and development of Higher Education in the North Eastern states.

7. Das Suranjan (2007) through his article “The Higher Education in India and the challenge of Globalisation” suggests certain ways to provide the Indian youths with access to Higher Education by ensuring quality and accountability and make it relevant in today’s context in the face of globalization. He suggests that Higher Education should be able to strike a balance between quantity and quality in the face of WTO regulations which has made Higher Education a service sector. Secondly, he suggests a diversification of courses and lays stress on the emerging subjects such as information technology, computer science, biotechnology, bioinformatics, molecular biology, biochemistry, biophysics, genetic engineering etc. in order to make Higher Education socially relevant in this era of LPG (Liberalization, Privatization and Globalization).

The point which the writer wants to drive home is that public-private partnership which can be accepted as the best mode for India should not degenerate into commercialization of education and make education an economic commodity. The PPP mode alone make Higher Education in India contribute towards social empowerment. But it should be strictly under state initiative. Most importantly, the writer cautions the practitioners of Higher Education to be vigilant of the negative socio-cultural impact of globalization. Although globalization has made our lives easier, we can become a consumerist and individualistic nation as a result of it. “We should keep our windows open to allow the winds of change to enter, but we should not allow the external winds to uproot the foundations of our house” this is how he wants to drive home this fact. Ultimately he winds up with a maxim by Kalaguru Rabindranath Tagore who had said “Education must generate creative thinking, self-help and understanding for other”. Higher Education in India should be viewed as a long term social investment for the promotion of economic growth, cultural development, social cohesion, equity and justice.

8. Nath Kumar Hemanta (2009) edited the book “Higher Education in the North East: A Perspective” where LPG (Liberalization Privatization, Globalization) process is highlighted with respect to the Higher Education sector. After the new economic policy of 1991 and GATS (General Agreement on Trade and Services), education became a service sector. Since India is a signatory of the WTO, it has to respond to

the dictates of the conditions sorted out by WTO. Education became a tradable commodity in the 'Free Trade Zone' among 145 member countries.

9. Agarwal Paban (2009) According to Paban Agarwal, the private sector in Education is the fastest growing segment in Higher Education in most of the countries around the world. There are mainly two dimensions – ownership and financing which differentiates a public and a private institution. Expansion in the Higher Education sector is discernible only in the private sector after India became independent. With the rise of economic power in the hands of the people, education was a much sought after sector. People were ever-ready to pay for education and the middle classes knowing the importance of education for their growth and prosperity began to invest in education. This led to the rise and development in professional courses which resulted in the growth of private unaided colleges everywhere.
10. Sharma Subhas (2011) through his article “Education in Indian Economy: an Overview” elaborated on the present crisis of public universities in India. According to Sharma, post 1991, there has been a tremendous growth and development in private colleges and universities. But these private Higher Educational Institutions are allowed a free play without any monitoring of academic standards and there is also no transparency in administration. He also argues here that foreign universities should not be allowed freely to open their centres in India since at present in its economic development growth trajectory India needs to focus on quality and vocational education.
11. Raghavan Hema (2011) through her research paper titled “Liberalization, Privatization and Globalization of Education; an assessment” argues that India’s future rise as an economic super power lies in India’s Higher Education system. With an aim to provide quality higher education the private players are playing a big role. The universities should focus on enrichment of life by upholding the democratic values in citizens and should garner the growth of enlightened citizens who can deliberate well on all the pressing issues they face throughout their lives. Raghavan is of the view that the private universities will focus only on profit and not quality. She strongly proposes the idea that if these universities contribute

minimum 10percentage of their business profits in providing university research, India's Higher Education scenario is going to change in the coming decade.

12. Patnaik Pravat (2013) through his research paper "Education for a changing world" observes that today's world has a tendency to commoditize education. Educational Institutions are being viewed as places where students come as buyers to buy the commodity called 'education' at a certain price. According to Patnaik, Privatization of Higher Education means handing over the education sector to private profit making entities. In the changing scenario of today's globalized world, the education system is believed to be upholding equalitarianism and human emancipation and also holds the view that commoditization of education is precisely the education that is needed today for a fast changing world.
13. Kaur Harpreet and Bhalla G.S. (2016) through their study "Privatization of Higher Education: A case study of Punjab (India)", have stated that Privatization of Higher Education is a post 1990 phenomenon in India. In Punjab, there are more than three hundred private colleges, but these colleges are not upto the mark. They lack in shortage of teaching staff, poor infrastructure, poor quality of research, discriminatory admission system etc. Although the study revealed that private higher Education in the state is the fastest growing segment in the Higher Education system of Punjab, yet it is not at all bereft of these above mentioned drawbacks. There are more private institutions of Higher learning in Punjab than public ones. Kaur and Bhalla have expressed that privatization will have both good and bad effects and opined that the government cannot achieve the aim of universalization of education through privatization. They concluded by expressing the notion that the country needs proper participation of both the public and private sector for reformation of Higher Education.

#### 2.04 Reviews from Newspapers Clippings:

The Newspaper clippings as reviewed by the researcher right from the year 2007 till 2018 throws light on the various facets of the Higher Education sector in India. It gives an indepth idea on the Higher Education scenario during recent times. These write-ups had been randomly picked up mainly from “The Assam Tribune” as read and preserved by the researcher over the years. All the articles raise certain pertinent questions plaguing the Higher Education system of our country. Considering the broad area of “Higher Education”, under which the topic of study falls, the researcher had felt the necessity to review these newspaper clippings which goes a long way in understanding the topic under study.

1. Bezbaruah Pranjali (2007) through his article published in “The Assam Tribune” on the “Assam Private Universities Bill 2007 and its future impact on the Higher Educational scenario of the State” tries to drive home the fact that privatization has assumed a great significance as a policy strategy for the development of education in Assam in the recent times. He opines that Privatization has been the outcome of the drastic cut of public expenses on education and on the other hand, the social demand for Higher Education has also given a boost for its development.
2. Nayar Deepak (2011) in his article “Cut off from College”: the challenges in Higher Education” published in “The Times of India” dated June 28<sup>th</sup> expresses the opinion that with the rise in the cut off marks for admission in U.G. courses, the growth of private Institutions of Higher Learning became inevitable. The growing aspirations of the young school pass-outs for Higher Education as a means to employment and social opportunities has given a boost to the growth of the private sector in Higher Education. With the exponential rise in school pass-outs, the demand for seats in the educational institutions has also risen. Therefore, it is obvious that in order to meet up this demand, far more opportunities in Higher Education has got to be created for the young people. A balance has got to be created in the demand and supply scale for all round development of this sector.
3. Mukhim Patricia (2015) through her article “Challenges of Varsity education in digital age” published in ‘The Assam Tribune’ dated May 7, 2015 dwelves at length on the challenges which the universities today face and also suggests ways



and means through which these challenges can be met up. The digital world in this era has brought a lot of changes in the university set up. Today students get to know on anything they want to by just a click on the mouse whereby teachers' role have been minimized to a great extent. Nowadays teachers are mere 'facilitators' in the teaching – learning set-up. Universities should be a place where production of a generation of public intellectuals who can question with authority the role of the state, takes place. Research undertaken in universities should bring in visible changes on the ground rather than mere documents gathering dust in the University libraries. Since public money is used to pay salaries and the students' fees are also highly subsidized in the public universities, they owe it to the public to come up with research that takes into account the problems that scourge societies. According to Mukhim, universities in this part of the country are missing out on the vibrancy of the universities in Delhi say JNU, Delhi etc.

With regards to Private universities the scene is totally different. The teachers have to remain well informed, adept. in the use of gadgets for they are accountable to the institutions. But this is not so in case of public universities, since once they get a job they are to remain there till 65 years of age. They are not accountable to anyone and so they don't have to care. In this 21<sup>st</sup> century, Higher Education has to play a crucial role in educating the new generation to build the future. And this can be done by introducing trans-disciplinary approaches to learning whereby the curriculum content gets connected to real life issues.

4. Mukherjee, President Pranab – His Excellency President Pranab Mukherjee's speech at the 2<sup>nd</sup> convocation of the Karnataka central University in Kalaburagi, published in 'The Assam Tribune' dated December 23, 2015 stressed upon the fact that world class education is feasible only with world class faculty. In the year 2015, it was really a matter of pride for India that for the first time, two Indian institutions had figured amongst the top 200 Universities that year. He expressed that in ancient India, a thriving culture of knowledge generation and propagation existed backed by such renowned seats of learning as Nalanda, Takshashila, Vikramashila, Valabhi and Odantapuri, which were a melting pot for scholarly pursuits of learners from far and wide. Whereas now the situation is quite dissimilar since our institutions of Higher Learning lag behind many in the international

rankings brought out by reputed agencies. Two main challenges facing Higher Education today is (1) Closing the vacancy gap (2) Attracting meritorious people. “Our education system has to gear up to meet the triple challenges’ of accessibility, affordability and equality” “The task is compounded by the fact that 30 crore youth have been envisaged for skills training by 2022”. Technology led models could offer a viable solution in the education and skills delivery landscape and cited the massive Open Online Courses (MOOCs) which have come up in a big way since it first started in 2008.

5. In a report titled “Education sector to reach Rs. 7.8 lakh crore” published in “The Assam Tribune” dated May 11, 2016 by India Ratings and Research (Ind-Ra) estimated the education sector to reach Rs. 7.8 lakh crore and says it has huge potential to grow basically due to the huge demand supply gap. Besides the expansion in the conventional public and private sector education system in the form of schools and higher education institutes, the growth will also be backed by the non-formal private education sector like pre-schools, coaching institutes and vocational training centres etc. It also said that more international collaborations with educational institutions, along with joint ventures and merger and acquisitions with both foreign and domestic corporate players, would further boost its growth.

According to a Government data, the share of state private universities out of the total universities in the country spiked to 29 percent in 2014-15 from around 3 percent in 2008-09. It also said that some private universities have even created a niche within a span of four to five years or even less with efficient faculty, tie-ups with reputed international universities. The rating agency further states that there is significant incentive for opening up state private universities in the absence of any regulatory cap on the approved intake of students, which has a positive bearing on the functioning of such varsities.

However, this rapid expansion of education sector in India is marked by the deterrent of high student teacher ratio. This clearly indicates that the supply of teachers is not keeping pace with the rise in student strength. Besides, there is also a lack of qualified and skilled faculty thereby raising a big question mark regarding

quality of learning and academic standards as reflected by the international ranking of Indian educational institutions.

6. Ansari, Hamid – Vice President Hamid Ansari’s speech as retrieved from ‘The Assam Tribune’ dated June 9, 2016 envisage a lamentation regarding the educational sector in India. According to Honourable Vice President of India, Hamid Ansari the educational sector in India presented a ‘dismal’ picture and called for an effective and transparent regulatory mechanism to ensure quality education by private educational institutions.

“..... The educational scene in our country today – primary, secondary and university or professional – presents a dismal picture as it suffers from the tyranny of numbers; the folly of seeking quick fixes, and indifference to quality.”

Ansari said Higher Educational institutions had a role to play in imparting knowledge and training the minds of the new generation. He said education sector had witnessed “tremendous growth”, especially with the participation of private players in the last 25 years, though some of the private institutions are merely “degree-granting portals”.

“Almost 59 percent of students in Higher Education are enrolled in private institutions. While some of these maintain high standards, a majority are lucrative degree granting portals where infrastructure is not adequate and admission procedure is not transparent.”

He also expressed concern over the lack of research orientation and the growing financial burden in the form of educational loans: “The cost of higher education in private institutions constitutes a substantial financial burden, thereby making it increasingly more difficult for economically weaker segments to use education as an opportunity equalizer. This becomes a cause of concern since opportunities for gainful employment are not getting enhanced”. According to the Finance Ministry data, by December 2014, some 30 lakh students availed educational loans totalling to Rs. 70,475 crores.

Private institutions offering professional courses is another issue of concern. He said, “Most private institutions offer education in only a few disciplines – engineering, medicine and management. They are not concerned about social sciences, fine arts etc., that are essential for all round development of citizens”. The private institutions as a whole lack research orientation in Higher Education as expressed by Hamid Ansari, our honourable Vice President of India.

7. Goswami’s, Dulumoni write up in “The Assam Tribune” dated March 15, 2018 titled “State Budget Focus on Education” emphasises the fact that the education sector in our state is currently facing a lot of problems. But amidst these problems and drawbacks the silver lining in this sector is the considerable financial allocation made in the state Budget. The condition of the Government schools is really in a deplorable state for which parents are attracted towards the private sector. With regards to Higher Education, Goswami states that although Assam has 21 university level institutions and 548 colleges, only 14.8percentage of the youth have access to Higher Education which is far below the national average of 24.3percentage. Therefore it is very much necessary to give emphasis on the Higher Education sector. Rs. 2,545 crore has been earmarked for the Higher Education sector in 2018-19 in the state budget which will definitely bring a perceptible change if the allotted funds are used wisely. Till then, lets keep our fingers crossed and hope positive changes occur at all levels of education in Assam.
8. Chaudhuri, Kanti Dr. Mihir – Dr. Mihir Kanti Choudhury’s convocation address at Assam university 2018 published in “The Assam Tribune” dated 18 March, 2018 throws light on the present Higher Education scenario of our state. Dr. Choudhury who is the present adviser to the Department of Education, Government. of Assam said “36 percent of the population in Assam is employed of which 43 percent belong to the group of children and elderly citizens and as many as 21 percent population are jobless”. He went on to add that unless human resource development planning is not meticulously planned, the state might be faced with a serious unemployment crisis.

Citing references of the recent mega events in the state including Advantage Assam, the veteran educationist said “Universities and institutions of Higher

Education must focus on developing proper technical and managerial skills of the students to match the requirement of the commercial establishments.” He also adds that while the Global GER (Gross Enrolment Ratio) value is 50, India is ranked at 15 and Assam stands at 17.

9. Barua’s Sarma, Dr. Angita write up in “The Assam Tribune” dated 07 April, 2018 titled “New Education Policy of India: Issues and perspectives” brings to the forefront ‘The New Education Policy which is a serious step for plugging the loopholes of the previous policies. “The Government of India is in the process of finalizing the new Education Policy, which will focus on making India’s Education system learner-centric instead of teacher centric. Also the highly regulated education sector is being liberalized and private sector participation is being encouraged for India to acquire global citizenship in education, “said Dr. Saravana Kumar, Joint secretary, MHRD recently. It is expected that the entire education scenario gets a major facelift since it mainly focuses on inclusive education. A lot of expectation and hopes are girdled around its implementation.
10. The report titled “Don Bosco University provides water purifiers to 12 villages’ published in “The Assam Tribune dated 11 April \, 2018 envisages the university’s focus on “out reach programmes” which reflects a social commitment to the nearby areas. Under the ‘Bisuddha Jal Asoni’ of the University, 12 solar – powered water purifies were provided to 12 surrounding villages in Tapesia where the university is located. The initiative was backed by a strong research in socially relevant areas in the university’s centre of Excellence in Nanotechnology which detected contamination in water samples collected in these nearby villages.
11. Goswami’s Dulumoni write up titled “Regulating Private Schools” dated 25 April, 2018 in “The Assam Tribune” under scores the trend of change in the educational development of India for the past few decades. The writer expresses the present growth which is characterized by rapid privatization and thereby commercialization. This growth has been attributed to the falling standards of Government funded institutions which have been battling with a myriad of problems throughout the years. These private Higher Educational institutions are usually urban centric and people are drawn towards it because of the loss of

confidence of parents on the Government sector whereby these institutions are taking advantage of the situation.

Dr. Goswami expresses happiness over the Government of Assam's initiative in placing the "Assam Non-Government Educational Institutions (Regulation Fees) Bill, 2018" in the Assam legislative Assembly. Now it remains to be seen over the proper implementation since the 'Assam non-Government Educational institutions (Regulation and management) Act 2007 has not yet properly been implemented. Ultimately he winds up with a note of caution – mere enactment is not enough, proper implementation is the need of the hour.

12. A news paper report dated May 7, 2018 in 'The Assam Tribune' states that the MHRD has instructed all the Universities and colleges to introduce the Choice Based Credit System (CBCS) and to make the higher education increasingly ICT based. The CBCS is apparently not a bad system. It is said that it gives the students the opportunity or freedom to choose subjects they like. But this freedom is superficial. In an environment where the demand of the market determines everything and is driven by profit, students' choices will be lopsided towards some particular subject. And some important branches will suffer. We should always keep our windows open towards an unknown future, none can foresee all the benefits and future possibilities that can be derived from some ideas. The demand of the market and the necessity of the people do not necessarily co-incide.

The aims and objectives of the education system of this great country should be to educate its people. Our education system must be sensitive towards the needs of different regions, different sections of people. It must encourage the pluralistic cultures, unity amidst diversity and encourage scientific temper, freedom of thought, debates and arguments. Educational institutions must generate employable men and women who can serve the needs of the society and not only the interests of the market. Institutions of Higher Learning must be the centres of scholarly thoughts and original ideas.

13. The article titled "Education a trade, learning a commodity" by Professor Dayananda Pathak published in "The Assam Tribune" on May 23, 2018 reflects the

writer's concern on the education system of our times. Over the years, especially in the wake of globalization, peoples' attitude towards education has undergone a sea-change. This change of attitude under the new economic order and free trade culture has engulfed the whole system. Now education has begun to be viewed with a more or less mercenary attitude and most of the national and international universities have started opening their local centres in every city across the globe and more so in the third world countries. Every degree or diploma today has got a price tag. Globalisation has brought down the concept of territorial jurisdiction. On the other hand, loss of faith and confidence in the efficacy and credibility of the state funded higher educational institutions has indirectly promoted the growth of private higher educational institutions. Unlike the Government sector, the private sector is free from rigidities and therefore can perform better as compared to the former sector.

Ultimately the writer winds up by trying to drive home the fact that under the new globalized economic order, the state is consciously losing its grip on education, while the private sector is coming with a bang to reap the harvest. The state education sector is becoming unwieldy, and the situation is being gainfully exploited by the private sector.

14. The report under the caption "Campus Placement drive held" as published in "The Assam Tribune" on 27 May, 2018 gives an account of the drive as initiated by Assam Down Town university, (a private University established in the year 2010 through an Act of the State legislature of Assam) in association with the National Career Service, in which 72 national and international companies came with a record footfall of more than 3,000 people. Meanwhile, Dr. N.N. Dutta Chancellor of the University and Dr. Amarjyoti Choudhury, Vice-Chancellor were happy on the successful completion of the drive and stated that a nation can grow only with the rising rate of employment.
15. Another report entitled "Kaziranga Varsity takes steps for giving exposure to students" as published in "The Assam Tribune" dated 30 May, 2018 states the steps as undertaken by Kaziranga University, another private university of Assam established in the year 2012 by a state Act to establish profitable and working tie-

ups with renowned business and corporate houses, prestigious academic and research institutes and professional industry partners, both at the national and international levels for the benefit of students. Dr. P.K. Mishra, Vice-Chancellor of Kaziranga University stated – “Over the last four years, the CDPC (Career Development and Placement cell) has placed more than 550 students across the school of Engineering & Technology (SET) and the school of Business (SOB) in some renowned Corporate houses, Companies and firms such as Nestle, Amul, Microsoft, Audi, Patanjali, Deloitte, Intel, Bosch, TCS, Dabur, Jio, Ernst & Young, Flipkart, Berger Paints, among others”. The University has indeed taken a laudable step in guiding, motivating and giving exposure to their students.

16. “Marks – based evaluation is failing India’s education system” as published in “The Assam Tribune” dated 21<sup>st</sup> May, 2018 brings forth a very pertinent question that is plaguing the whole education system. Marks based evaluation system is failing India’s education with creativity and innovation taking a backseat. Chairperson and managing director of leading biotech firm, Biocon, Kiran Mazumdar, shaw expressed the opinion that in an era of design thinking, data science and innovation, educational assessment must change from marks based evaluation to IQ (intelligence Quotient) and EQ (emotional quotient) based systems. “Project-based experimental learning is essential” she said. Many renowned personalities and educationists have all expressed the same opinion. They are in favour of more active students, more projects, lighter curriculum, more doing than theory. Today creativity and innovation, have become casualties in India’s education system. All the higher ranking institutions are in a rat race to ensure top scores or good percentages. “As long as there are no incentives on original research, we are producing products and not a good human resource from the universities” said D.S. Rawat, Secretary General of industry body ASSOCHAM. According to the chairman of Manipal Global Education Services, T V Mohandas Pai, India needs 100 IITs and IIT – like institutions in the private sector with an annual intake of 2,000 seats each as done by china. Fifty percent of India’s 3,500 engineering colleges are ‘bad’ he said. The need of the hour is high quality institutes so that students know that admission isn’t only by marks or test.



India at present needs a three-tier system – top research and knowledge – based universities, the second one focused on skills and learning for jobs and the third one offering basic degree, he said.

17. The report titled “Ph.D. must for recruitment of University teachers” as published in “The Assam Tribune” dated 14<sup>th</sup> June, 2018 stated the union minister Prakash Javadekar. Academic Performance Indicators has been scrapped so that teachers could now focus only on teaching. From the year 2021-22 cracking the NET would not only be accepted as the only eligibility criteria for recruitment of university teachers since Ph.D. has been made compulsory for it. The whole effort has been to improve the quality of higher education and to attract and retain the best talent in the country. Another very important mandate of the new U.G.C. regulations is the one month compulsory induction programme for newly recruited teachers of universities and colleges. This will definitely be very helpful since contrary to all other services where a pre-service training is mandatory, teachers were not under the purview of it. It is very much necessary that prior to joining as a teacher be it in a university or a college one undergoes a basic training on the nuances or art of teaching.
18. The news item published in one of the most circulated vernacular newspaper of Assam titled ‘Amar Asom’ dated 16 June, 2018 on the fifth convocation address of Assam Down Town University, a private university established in the year 2010 by the Honourable Governor of Assam Prof. Jagadish Mukhi highlights the importance of education in the development of a nation. Prof. Mukhi said that till the year 1935, the system of education was formulated and controlled by the British but subsequently since 1947 when India won independence the education system came to be controlled by the Indian Government. There were only 20 Universities, 496 Colleges and 2,41,369 registered students at the time of independence. This number rose to 864 universities in the year 2015-16 as stated by Prof. Mukhi. Further Prof. Mukhi expressed that this university has brought a sea-change in the educational development of the entire North East India and wished a glorious future of the university.

19. Dr. Ashutosh Sarkar's article titled "Competition and quality in our education system" published in "The Assam Tribune" dated 21<sup>st</sup> June, 2018 clearly states that majority of the students come for higher education not because of the urge to learn new skill or acquire new knowledge but for the market value of the degree. In one of the surveys conducted on Higher Education it was found that only 15percentage of our university graduates are actually employable. But for a country with a billion people, there are fewer options for 'quality' and for choosing the life of their own, 'competition' has become an inevitable outcome. It is very sad to note that in a country of 1.25 billion people the number of excellent institutions is pathetically low. Education has become a mere certification process rather than a transformation process. This does not foretell well for the Indian education system in the long run and also to the Indian economy which would require an explosion of local innovations to sustain the present growth rate for a long period of time.
20. In a report published in "The Assam Tribune" dated 23<sup>rd</sup> June, 2018 under the heading "Nearly 250 teachers' posts lying vacant in city colleges" brings forth the stark truth about public Higher Educational Institutions in Assam. This dismal situation is the result of apathy of the authorities to improve the quality of Higher Education in the state. These Higher educational Institutions are being run with the services of contractual teachers- the total number of which stands at 250 in Guwahati city of Assam. This is indeed a sorry state of affairs and for the last 15 years, the Government of Assam has miserably failed to develop the education sector and is just bent on opening new colleges without any vision and responsibility, said Nirangkush Nath, Secretary of the SFI State unit. This starkling revelation was made on the basis of a RTI filed by Mr. Nath.
21. "Autonomy in, U.G.C. out" – an article published in "The Assam Tribune" dated 8<sup>th</sup> July, 2018 by Prof. Ujjwal K. Choudhury states that while the controversial U.G.C. dying a natural death is welcome and private education can co-exist based on market demands, the Government's abdication of its responsibility to provide subsidized public education for the poorer two – thirds of the society who cannot afford private education, cannot be accepted". Citizens have been invited and asked to give suggestions on-line on the issue of repeal of University Grants Commission (U.G.C.) and formation of the proposed Higher Education commission of India

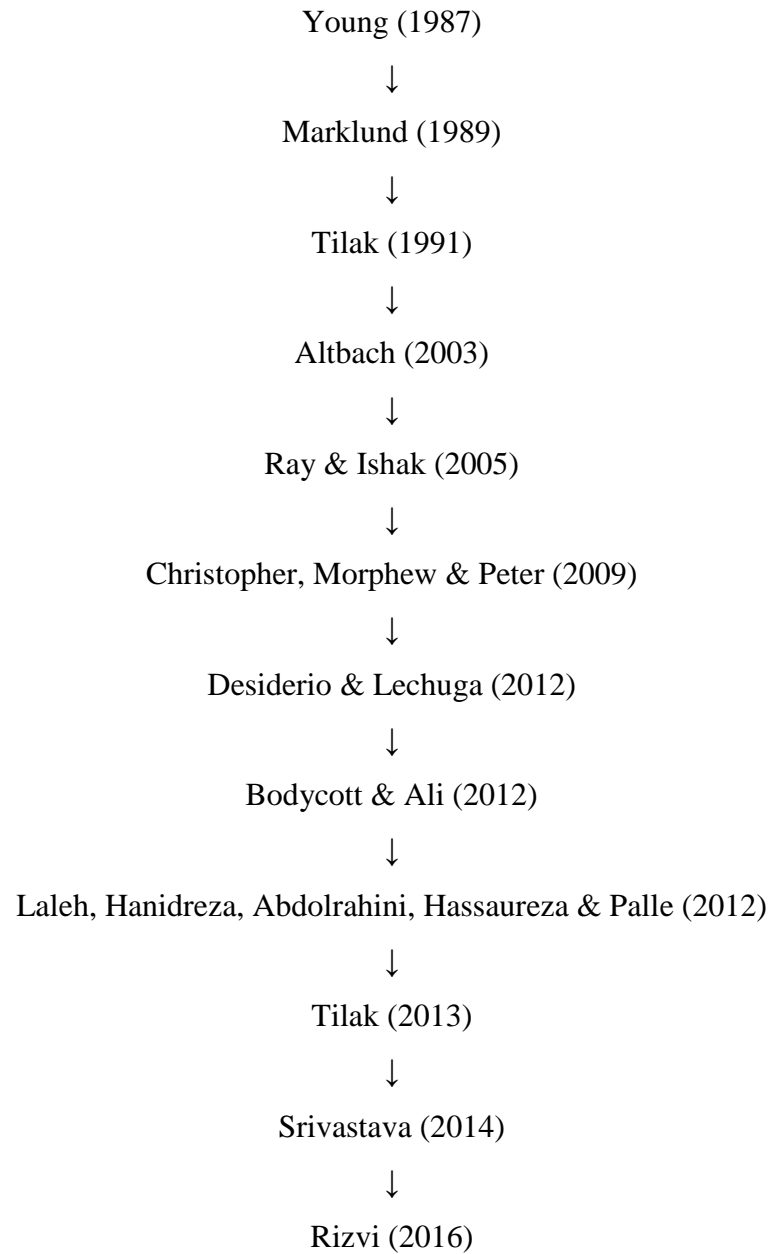
(HECI). During recent times two major educational policy matters which have come up are – autonomy to 62 universities and repeal of U.G.C. for HECI.

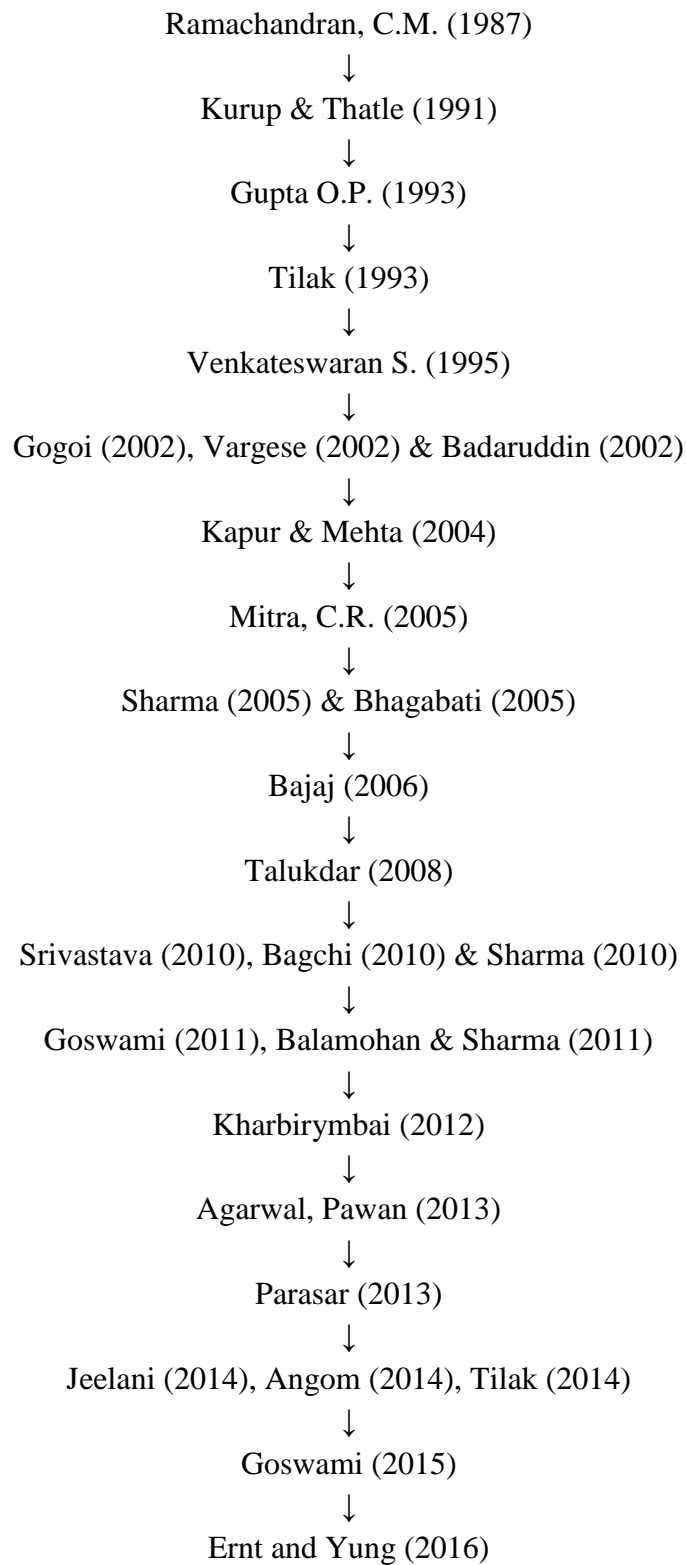
22. “Should HECI replace UGC regime?” – another newspaper report published in “The Assam Tribune” dated 12<sup>th</sup> July, 2018 brings forth an all pervading cause of concern amongst the academicians, educationists, teachers and students alike regarding the replacement of UGC by HECI. The draft of the Higher Education commission of India (Repeal of University Grants Commission Act) Bill, 2018 (or the ‘HECI bill’) was put up for public opinions on it and set June 27, 2018 as the deadline. Consequently the Bill will be readied for placement in the parliament and if passed will turn into a law bringing an end to UGC which has been into force in India from the year 1956 till date.
23. “Proposed HECI vs UGC” by Dr. Dulumoni Goswami as published in “The Assam Tribune” on 27<sup>th</sup> July, 2018 raises a very pertinent question regarding the Government’s hastening the death- knell of UGC. Of late, UGC has been under scanner as a regulatory body and its failure to maintain the standard of Higher Education. Therefore the Government of India’s proposed HECI will focus only on academic matters and quality of education as imparted in the Higher Educational institutions of India. Grants will be disbursed directly by the MHRD. This has led to a fear among all that political interference in the education sector will be the order of the day after this.

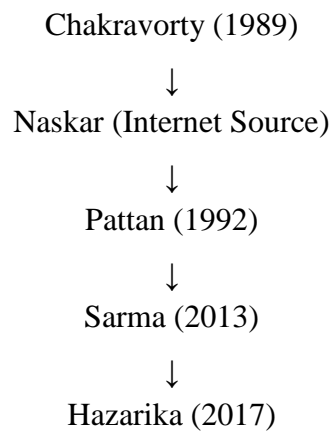
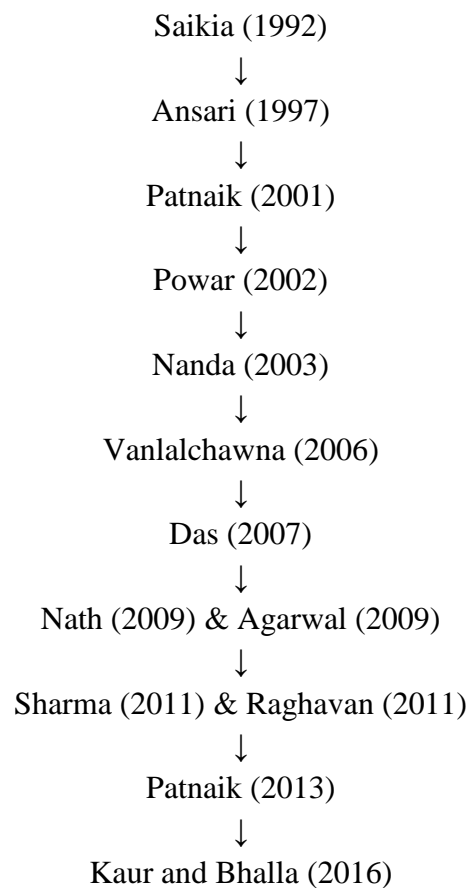
## TIME LINE CHART

### **Studies Related to Privatization of Higher Education**

#### **International:**



**National:**

**Regional:****Studies Related to Socio-Economic Impact of Privatization of Higher Education**

### Newspaper clippings as reviewed by the researcher



**Fig. 2.1 : Time Line Chart of Review of Related Literature**

On observing the trends of studies related to privatization of Higher Education, it has been observed from the above Time Line Chart that the studies mainly focused on the broad dimension of Higher Education which has shown a gradual inclination towards Privatization the world over.

On reviewing the literature at the regional level i.e. in our state of Assam, it has been found out that no exclusive study has been undertaken so far relating to privatization of Higher Education which is definitely a new concept gaining in importance and acceptance in our state. There are innumerable Higher Educational Institutions in Assam in the private sector. However, the researcher has delimited the area of study to Kamrup(m) District only, which also houses the capital of Assam i.e. Dispur. Hence the researcher felt the dire need to undertake the study in this area and make an exclusive study on the different aspects of these institutions related to students, teachers, facilities provided etc. So, the present study attains significance in the field of Higher Education.

**2.05 Conclusion** – The review of related literature as undertaken by the researcher shows that many studies have been made in the area at International and National level. But it has been observed that not much study has been undertaken in the state of Assam. Except a few articles here and there and also in the Newspapers, nothing much could be found with regards to Assam. Most of the studies as reviewed have concentrated on the broad issue of Higher Education showing a tilt towards Privatization. So far no study has been undertaken in Assam Don Bosco University till date related to this area of study. Therefore an attempt will be made to study the “Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup(m) District” and the study is being undertaken under the Department of North East India Studies of Assam Don Bosco University.