

**CHAPTER – III**  
**CONCEPTUAL FRAMEWORK OF THE STUDY**

Mc. Gaghie et al (2001) put it: The Conceptual Framework “sets the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement. The problem statement of a thesis presents the context and the issues that causes the researcher to conduct the study. The research being undertaken should address a knowledge gap.”

Taking this statement by Mc. Gaghie et al as the basis, the researcher had framed the following areas regarding the topic for the study.

### **3.0 Introduction of the Topic:**

**“A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup(m) District”.**

Privatization of Higher Education is a world-wide phenomenon growing tremendously because of its adaptability to the changing market conditions, students’ interests and the needs of the economy. Post 1991, after the Indian Government’s Liberalization, Privatization & Globalization acceptability, Privatization of Higher Education has shown a rising trend. In Assam this rise and growth of Privatization of Higher Education got a legal sanctity with the enactment of the Assam Private University Act 2007. Today, there are innumerable Private Higher Educational Institutions along with six Private Universities in Assam.

Therefore it is very pertinent to study these Private Higher Educational Institutions of Assam. The study has been delimited to a select group of Private Higher Educational Institutions of Kamrup (m) District affiliated to Gauhati University upto 2017.

### **3.01 Privatization of Higher Education:**

“Privatization’ means the transfer of responsibilities from the state to the private sector of the economy. It takes many forms, depending on the nature of the responsibilities concerned, and to whom they are transferred’ (Scott J & Marshall G.). It is one of the most dynamic and fastest growing segments of post secondary education in today’s world. An unprecedented demand for access to Higher Education and the subsequent unwillingness of the Governments to provide the necessary support for this sector has given the boost to Privatization of Higher Education. Private Higher Educational at Institutions are expanding in scope and number all over the world and today a majority of the population depend largely on it for fulfilment of their educational needs. This upward trend in its growth

trajectory has been a direct fallout of the inability and unwillingness of the Governments in many countries to fund expansion. Today the idea of an academic degree as a “private good” that benefits the individual rather than a “public good” for society is being widely accepted. Again over the last decades, a rapidly growing economy has led to a huge demand for an educated and skilled labour force across the world. The imbalance regarding G.E.R. (Gross Enrolment Ratio) across various regions is also being corrected by the development and growth of Privatization of Higher Education.

In the Indian context, post liberalization policy of the Government in the decade of the 90’s has shown an upward trend in its growth and expansion of Privatization of Higher Education. The relationship between the governments and universities are changing all over the world. Some of the features that characterise 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 2001:120) many not go hand-in-hand. 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.

Privatization of Higher Education is a worldwide movement in the educational sphere over the last few years. This movement has both positive and negative connotations. Some allege this movement to be associated with having a profit motive in a social welfare activity and a shift from education in knowledge to education in skills only. But others view Privatization of Higher Education in a positive light, for them this movement implies garnering of more resources for the education sector, efficient use of resources and accountability, and also a boost towards flexibility in delivery of services and adaptation to the demands and needs of the changing economy. But one thing is clear and this is Privatization of Higher Education has engulfed the educational sphere in today’s world scenario and it will definitively stay for times immemorial.

### 3.02 Definitions of Privatization of Higher Education:

Scholars have given various definitions of Privatization of Higher Education throughout the world. Prominent among them all is Johnstone's definition (1999). He 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 term however is not precise in this definition, probably Privatization connotes a greater orientation to the students as "Consumers", education as "product", competitor institutions as "market niche. Privatization also adopts practices associated with private business such as "outsourcing", aggressive labor relations, minimization of pay-roll expenditures, decisive decision making, top down management, use of audits and accountability measures and insistence upon each unit contributing to profitability." "Privatization" according to Johnstone's definition entails the following characteristics–

- i) More autonomy from Government in financial matters.
- ii) Paying attention towards marketing.
- iii) Enhancing resources through tuition fees.
- iv) Management of student enrolment and considering fee discounts to a select group.
- v) Serving students client.
- vi) Fund raising and outsourcing ancillary functions.
- vii) Introducing study areas following contemporary market demands and scrapping non-sought after subjects.

Developing nations throughout the world have been cutting public expenditures and giving importance to market driven courses of study. This has been a worldwide phenomenon. Governments in all the developing countries have been gradually withdrawing grants and incentives to higher education and encouraging market driven policies for its advancement. The whole purpose of universities, their operational norms, sources of revenue, ownership et al have been drastically changing along with the times. And these changes have been perceptible in not only the newly established universities but also in universities established centuries ago. There is a distinct and steady march from publicness to high privateness in Higher Education (Tilak, 2004). The following table shows Johnstone's (1999) idea of Privatization of Higher Education where the progress of Higher Education towards 'high privateness' is clearly shown.

**Privatization in Higher Education as direction or tendency on multiple Dimensions/Trends towards Private Higher Education:**

**Table No. 3.1**

Dimensions	High Public (Traditional)			High Private (Modern)
	Continua of Privatization (greater Privatization)			
1. Mission or purpose	Serves a clear “Public” mission as determined by the faculty or the state	Mission is a avowedly both public and private but as defined by faculty	Mission mainly to respond to student’s private interests, mainly vocational	Mission serves private interests of students, clients and owners
2. Ownership	Publicly owned: can be altered or even closed by state	Public corporation or constitutions entity	Public non-profit: clear public accountability	Private for profit
3. Source of Revenue	All taxpayer, or public, revenue	Mainly public, but some tuition, or “cost sharing”	Mainly private, but public assistance to needy students	All private revenue: mainly tuition dependent
4. Control by government	High state control, as in agency or ministry	Subject to controls, but less than other state agencies	High degree of autonomy; control limited to oversight	Controls limited to those over any other business
5. Norms of Management	Academic norms: shared governance, antiauthoritarianism	Academic norms, but acceptance of need for effective management	Limited homage to academic norms: high management control	Operated like a business; norms from management

(Source – [gseweb.gse.buffalo.edu/fas/Johnstone/privatization.html](http://gseweb.gse.buffalo.edu/fas/Johnstone/privatization.html)) on 21/09/2018

Author: D. Bruce Johnstone.

The above cited table shows how the progress towards high privateness in Higher Education is fast paced and how highly public i.e. traditional higher education differs from highly private or modern Higher Education. This wave towards Privatization has swept the world and Governments seem to be supporting it by bringing new economic policy for liberalization.

Basically, Privatization of Higher Education can be summed up as the gradual withdrawal of the Government to the Higher Education sector with regards to its responsibility towards it.

### **3.03 Philosophy of Privatization of Higher Education:**

It has been observed throughout the world that there is an increase and rapid rise in demand for education. And along with this rise in demand, there is an universal commitment by the Governments to ensure universal education for all. Under such circumstances, public funded education system is no longer a realistic option. This is especially because of the disinclination of most of the nation states to fund educational expansion through taxes.

Therefore, some degree of Privatization appears inevitable to meet up the demand in view of the stated circumstances. The Governments everywhere are no longer being able to meet the costs of the services sought by the people.

History proves it that the private sector has always been involved in education. The major sources of private funding are families, philanthropic organizations and religious institutions which also govern the institutions they establish. Public funding of Higher education is a relatively recent historical phenomenon. The emergence of the welfare state corroborates the idea that the state should shoulder the primary responsibility for providing education to all its citizens. It is tended to become a moral and political duty for all. The state began to view education as a 'public good' and almost all the nations around the world accepted this tenet. After the second world war, robust systems of public education developed, particularly in the developed nations of the world. Even in low income countries like India, the right to education was inscribed in its Constitution even if this aspiration was not enacted until only recently, mostly, it was argued, due to the state's lack of resources (Tilak, 2009). Public funding of education was deemed to be essential for national development by the post colonial countries. Despite increased levels of public

funding and investment in education, the private sector became inevitable. It is observed everywhere that education has been increasingly funded by the private sector and often by citizens themselves. Education nowadays is regarded more of a 'Private good' after the liberalization policies of the Government.

In view of these circumstances, Privatization of Higher Education has become an universally accepted phenomenon.

### **3.04 Characteristics of Privatization of Higher Education:**

Privatization of Higher Education has got innumerable connotations both positive and negative. In a positive sense, Privatization is said to imply garnering of more resources for education sector, efficient use of resources, accountability, flexibility in delivery and adaptation to the needs of the economy. Whereas in a negative sense, we can simply allege 'Privatization' with increased inequalities in access, commercialization of education, interplay of market forces, inclusion of 'profit motive' in a social welfare activity and a shift from education in knowledge to education in skills only (Angom 2014).

The following are some of the characteristics of Privatization of Higher Education as envisaged by the researcher from the studied materials from various secondary sources like books, journals, e-books, internet etc.

- 1) The key source of income for Private providers of education is tuition fees but some also receive state/public funding.
- 2) Accountability factor is very strong in the private Higher Education sector. Private providers tend to be teaching oriented. Performance on the part of the faculty really counts "Perform or perish" is the catch line in these institutions unlike the public funded Higher Educational institutions where accountability factor is nil. Once you are appointed, you can remain there till you retire.
- 3) Private providers play a key role in the expansion of Higher Education participation. And most often from those who would otherwise have been left out from gaining education at all which would have created a huge social problem.
- 4) Privatization of Higher Education in most of the countries have emerged and expanded in the 1980s and 1990s respectively, which was prompted by the neo-liberal market oriented economic policies.

- 5) One of the key function of Private Higher Education has been ‘demand absorption’, fulfilling the rise in demand for Higher Education, which the national and state Governments have been unwilling or unable to fund for various reasons like ideological, economic, social and political reasons.
- 6) The Private sector participation in Higher Education has always been sensitive to changes in demand which has got both positive and negative consequences.
- 7) Tuition fees charged by private institutions tend to be higher than those charged by public sector Higher Educational institutions.
- 8) Dependency on tuition fees by the private sector adds to their vulnerability to changes in demand.
- 9) The private sector generally tends to play an auxiliary role with the mass Higher Education Participation being realized by the public sector.
- 10) Private Higher Education providers are quick to suffer the consequences of diminishing demand, forcing institutions to close sometimes. This can have serious educational and financial consequences for students at failing institutions.
- 11) Research remains mainly located in the public sector, even in countries where the private Higher Education sector has got the upper hand.
- 12) With regards to the level, nature and rigors of state regulation, accreditation and quality control measures for private Higher Education sector, each country varies from the other.
- 13) In most of the developed countries, private provision has played a very important role in the realization of mass higher education participation.
- 14) Private Higher Educational Institutions tend to be less prestigious than those in public sector, with exceptions of course like the not for profits in the U.S.
- 15) Most of the private Higher Educational intuitions have contributed relatively little to widening Higher Education participation for disadvantaged and low-income groups when compared to the public ones. This is because private providers are more expensive than public sector providers of Higher Education.
- 16) Another characteristic of Privatization of Higher Education is the ‘ownership’ which is always an individual’s or company’s or trust’s unlike the public funded institutions.
- 17) No control of the Government- this is one of the distinct characteristic of Privatization. After its formation, the Government has no say in any matters with



regards to administrative, Governance, management etc. except regulations in certain cases.

- 18) Privatization is definitely a good alternative to Government funded institutions. When the Government becomes incapable or rather unable to provide for the educational needs of the people in a country, the private sector fills in the gap which is quite acceptable.

### **3.05 Need and importance of Privatization of Higher Education:**

Higher Education plays a crucial role in the reconstruction and development of any nation. It is only Higher Education which imparts in depth knowledge and understanding of all issues amongst the people. In this knowledge based society, Higher Education helps people to meet the challenges of the changing world. In this connection, we can cite Amartya Sen and Jean Dereze (1995) who defines “Higher Education as one of the most important inputs that influence the all round development of any nation especially in the fields of economic, physical, social, cultural, ethical and spiritual”. It is only education which enables people to build up their capabilities. The World Bank document also states that Higher Education is of paramount importance for economic and social development of any country. Globalization and economic liberalization have brought about vast changes in our society. The economic principle i.e. demand and supply also can be related to Higher Education. In contrast to the demands for highly educated and skilled human resource, the supply always remain abysmally low. Over the last few decades, this rapidly growing economy has definitely led to a huge demand for an educated and skilled labour force across the world. The Governments’ have not been able to meet up the demands of this fast changing economy. Therefore, in order to meet the skilled and educated manpower needs of a dynamic economy, private Higher Educational Institutions have cropped up to complement the public funded Educational institutions. Again, the growing disenchantment amongst the student community with regards to job-oriented courses and curricula in the Government funded institutions of Higher Learning indicates a call for the greater involvement of the private sector in extending educational services. Investment in education will lead to creation of human capital which is an important input into the socio-economic development of a nation. With regards to India, the development of the Higher Education sector has not been encouraging. India stands at a very dismal position with regards to percent of people opting for Higher Education which is only 6%. In the

developed countries, access to Higher Education is to the tune of 40% or above. In meeting the challenge of equity and improving the quality of education plus creating job opportunities for the youths of the country, Higher Education system has to seek participation of the private sector. Some amount of private funding therefore, appears inevitable for making up the deficit caused by inadequate state funding. Here, it needs to be mentioned that the private institutions are providing the required courses and curricula for international/national requirements. This is one of the major outcome of the setting up of private institutes of Higher Learning. They have already created the best academic and administrative support structures in order to produce graduates employable in any sector, an initiative which deserves appreciation. In today's age of Liberalization, Privatization and Globalization, the need of the hour is to develop our human resource fully so that they become employable in all sectors. The Private sector offers innumerable market driven, job oriented courses which the youths are availing and thereby boosting the socio-economic development of all countries around the world. The need and importance of Privatization of Higher Education is very much there in today's globalized world and it will remain forever.

**3.06 Forms of Privatization of Higher Education** - Certain characteristics become evident whenever any regional or national system of higher education tends to go from public to private. Levy (1982) has identified four different forms of privatization as reflected in these characteristics. These are termed as –

**(i) Fees or tuition –**

In most of the western universities “Fees” or “Tuition” was an usual feature for centuries together. However towards the second half of the 20<sup>th</sup> century, following the example of the United States, universities in many countries started offering free instruction. This is primarily based on the assumption that education is basically a ‘Public good’ and therefore should be distributed widely and equitably. As against this assumption, Levy expressed that “in the simplest formulation, students are expected to pay a newly introduced or substantially enhanced sum for the educational services. Institutions are expected to benefit from increased revenue, or some other source of which will relieve them of their financial burden. It is sometimes hoped that the creation of reinforcement of a market in education will also make students more

demanding and thoughtful clientele and institutions more efficient and responsive providers. Unlike funds from state or other benefactors, fee income is generally not preordained for specific purposes, and offers the possibility of increased autonomy for recipient institutions.”

- (ii) **Business behavior:** A noteworthy form of Privatization is the establishment and operation of whole institutions of Higher Education by major industrial and commercial corporations for the primary purpose of directly advancing their activities and training their employees. These are specially designed and packaged educational services to both private and public buyers.
- (iii) **Philanthropy:** Basically the contributor confers benefits and gains prestige in proportion to the recipient institution’s rise in the status and provision of benefits to others in this mode of Privatization. The greatest examples of philanthropy are the U.K. and the U.S. Oxford and Cambridge have been housed and endowed through charity.

In the pre-independent Indian Higher Education system, there are numerous examples of establishment of universities/departments/colleges/endowment chairs established through philanthropy. The motives for educational philanthropy have always been varied like social responsibility to the community at large or to particular groups, personal interest, support for broadened opportunity, a subject of public importance, or a memorial to an individual, event or belief.

- (iv) **Private Institutions:** The most complete and obvious form of Privatization is the establishment and growth of private universities. These universities are substantially different from hardcore private business. Non profit status encompasses all the private universities. And profits made through these institutions are usually used to raise the standards of teaching, research and creation of infrastructural facilities of these institutions.

### **3.07 Advantages of Privatization of Higher Education:**

Privatization of Higher Education has its own advantages which if properly harnessed can go a long way in leading to proper human resource development of any country. They merits or advantages of Privatization can be enumerated as follows –

- (i) Privatization has definitely promoted healthy competition among Higher Educational Institutions which has resulted in promotion of relevant and quality education.
- (ii) Privatization of higher education has helped increase the opportunities of students by increasing access in providing educational facilities in various streams and subjects relevant to the times.
- (iii) Lack of political interference. These institutions can work better under such circumstances and can keep on pushing and upgrading in realisation of their academic missions and visions.
- (iv) Privatization has promoted skill based learning which is the need of the hour. Our traditional knowledge based courses are no doubt important but they do not offer much jobs. Today's market driven economy has no place for such courses. Only skill based learning can be of help in this era of liberalization, Privatization and globalization.
- (v) It has developed institution industry linkage which is a great boost for better employment opportunities.
- (vi) Private Higher Educational institutions always adopt global best practices alongwith management and motivation of the best human talents to further sustainable competitive advantage and management of resources.
- (vii) Compared to the public Higher Educational Institutions, Private ones always foster New Knowledge and ICT based teaching learning facilities.
- (viii) Privatization has definitely created in most of the institutions excellent academic and physical infrastructure whereby the students can pursue their education in a very congenial and lively atmosphere.
- (ix) For furthering their studies students who could not manage to get admission in the public funded institutions, the private ones have given them an opportunity. This is especially with regards to technical and skill based courses of study.
- (x) Privatization has helped a lot in creation of a congenial social environment. Had those students who are pursuing education in these private higher educational institutions remained idle, it would have created a huge social problem.
- (xi) Again, private sector is very much sensitive towards any change which occurs or likely to occur in the society and is very much flexible. Private Higher

Educational Institutions are always fully equipped to fulfill the demands and necessities of the changing society.

- (xii) Privatization has helped in increasing the gross enrolment ratio of all countries. In some countries mainly the U.S. there are more private universities than public ones. With regards to India, the MHRD (Ministry of Human Resource Development) thinks that the main reason for low GER is the shortage in the number of Higher Educational institutions. Therefore the MHRD with the help of reports pushed the agenda for privatization and commercialization of Higher Education as the primary solution for boosting the GER.
- (xiii) One of the foremost positive outcome of growth of private institutions of Higher learning is the creation of employment opportunities in all ranks whereby right from the educated, highly educated to the skilled, trained, untrained people have been absorbed in them Creation of job opportunities is therefore a great advantage of Privatization of Higher Education.
- (xiv) Improved efficiency is another advantage of privatization. Most of the private Higher Educational institutions run on the philosophy of “Perform or perish” since most of them are interested in making profit except some philanthropic institutions. There is always a pressure from shareholders to perform efficiently. If they are inefficient, then they could also be subject to a takeover.
- (xv) Privatization has brought about a great relief to the higher education system by catering to the rising demands in terms of quality and quantity in the system. State universities are being supplemented by the private ones thereby boosting the educational scenario of all countries.
- (xvi) Another big advantage of privatization is the competition among these institutions which has helped improve the quality in all aspects.
- (xvii) Privatization saves Governments’ money in the process of providing public services like education which is one of the basic public service.
- (xviii) Unlike Government Programmes which need a lot of time for implementation due to the official red tapesim, Privatization provides for speedy implementation of all kinds of programmes.
- (xix) The private sector uses more advanced and innovating technologies in the teaching-learning process which goes a long way in upgradation of knowledge.

- (xx) The services offered in Private Higher Educational Institutions are much more efficient because of its flexibility unlike the public sector ones which is very rigid.

### **3.08 Disadvantages of Privatization of Higher Education:**

While Privatization of Higher Education has done much good, the disadvantages cannot be overlooked. Some of the pitfalls or disadvantages are –

- (a) Private Higher Educational Institutions offer courses/programs that are only market driven such as engineering, management, medical, pharmaceutical sciences and other skill based subjects.
- (b) Privatization does not support general education such as social sciences, liberal arts, humanities and even basic sciences. However nowadays most of the Private Institutions are also offering general courses.
- (c) Private Higher education providers start institutions only in metropolis and urban centres, thus adding to regional disparity and widening the rural-urban divide.
- (d) Privatization has also widened the gap between the rich and poor. Because of the high fee structure, the poor cannot afford education in these institutions and only the rich get the opportunity to study in them.
- (e) Some Private higher educational institutions offer courses/programs not recognized by U.G.C., AICTE, MCI, NBA etc. But most of them are recognized by most of the technical councils and other regulatory boards.
- (f) Commercialization of education. It is justified that due to the Privatization of Higher Education the number of professional institutes have increased. It is no doubt required to cope up with the growing needs but this has been definitely at the cost of quality. Governments throughout have given too much independence to these private institutes which have lead to commercialization of education. This again leads to myriad problems like hike in students' fees, exploitation of faculty, capitation fees et al.
- (g) Although its unbecoming to say that private Higher Educational institutions accept huge amounts of money as capitation fees, donations etc., it is an open secret accepted by all. Not all, but most of them collect heavy donations, capitation fees and heavy fees in lieu of the education they provide.

- (h) Another demerit of Private Higher Educational Institutions is the lack of transparency in admission, evaluation and financial matters. This is of course not a general statement and does not apply to all the Private Higher Educational Institutions.
- (i) Private Higher Educational Institutions are not concerned with equity and social justice unlike the public funded institutions. All public funded institutions are founded with the support of the people of the local area in which they are established and afterwards the Governments take over. So, they have to be socially acceptable institutions in that particular area where they are established. The private ones focus more on profit maximization and less on social objectives unlike the public funded Higher Educational Institutions that initiate socially viable adjustments and experiences in schools and colleges.
- (j) Another disadvantage of Private Higher Educational Institutions is that most of them are not interested in academic research. This is also not a general statement nowadays since most of the Private Universities encourage pure research plus research oriented projects within the campus as well as outside.
- (k) The stakeholders do not get complete information about the functioning of the Private Higher Educational Institutions i.e. transparency seems to be lacking in some of them.

Privatization is a world-wide phenomenon of considerable importance. Students are increasingly seen as 'customers' and education more of a 'private good' than a 'public good'. 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).

### 3.09 Types of Private sectors in Higher Education:

Considering the present status and scenario of Privatization of Higher Education in the international as well as the national arena, it is pertinent to study the typology of private Higher Education system. It is observed that privatization varies from nation to nation, institution to institution and from one region to another region. Out of all the scholars who have defined the typologies of private sector in Higher Education, two most influential and important names to be reckoned with and accepted world-wide are Levy and Geiger. According to Daniel C. Levy (1982) heterogeneity characterises private Higher Education and he has classified privatization of Higher education into five broad heads. The typology is based on (a) Roles (b) Motives (c) Ownership (d) Management (e) Access.

The five types of Private Higher Educational Institutions are the following -

- (i) **Elite and semi Elite-** Elite education has always been defined by its most privileged and rich clientele. America tops the list with regards to private institutions where the privileged elites are involved.

Semi Elite institutions stand between Elite and non-elite ones. Semi-elite institutions have more than average selectivity and status. These institutions prioritize on good practical teaching or training and not on basic research which are generally associated with universities which are ranked globally.

- (ii) **Religious and cultural** – These private institutions are usually religious based in contrast to the semi-elite institutions. These are basically non-profit institutions unlike the semi-elite ones which have strong commercial motives. Catholicism was the most dominant faith-based form of private universities in Latin America, Europe and Africa. In Latin America and Europe, institutions were basically created as a result of the catholic churches' reaction against Governments pushing religion out of mixed Government – private institution during the 19<sup>th</sup> and 20<sup>th</sup> centuries whereas in the United States, early colleges such as Yale and Princeton which were state Government mix protestant institutions became bona-fide private.

Religion as a whole remains a major type of private higher educational institutions. It has been observed that in Asia and Africa, there is a rise of Evangelical and Islamic faith based Private Higher Educational Institutions.



- (iii) **Non-Elite and Demand Absorbing** – The non-Elites is the largest growth area in Private Higher Education and it is seen that it is very much ‘demand absorbing’. This private sub sector is mostly concentrated in institutions where Governments have no say in it. Again non-elite institutions are further divided into two sub categories. In one of them business motive is primary in nature and mostly owned by families for personal gain. And the other non-elite type is usually job-oriented which includes distance education whereby non-traditional students get involved for their development.
- (iv) **Cross-cutting types: For profit** – In addition to the above mentioned types or categories of private higher educational institutions, there are two more forms of private higher educational institutions which have been on the rise. These are for profit institutions and PPPs (Public Private Partnerships). Sometime it is observed that those institutions which are legally ‘non-profit; ones’ function as ‘for-profits’. The for-profit sector is growing abysmally in an upward trend and it is mostly observed in the developing nations. The ownership of for-profits shows great variety – family-run, other proprietary, business owned, publicly traded and international chains (Kinser, 2006). This sector is mostly run on a business model.
- (v) **Cross-cutting types: PPPs** – Perhaps the most suitable form of privatization is the PPP model. There are two types of partnership which are especially important for access. The first one is the involvement of two or more Higher Educational Institutions with interests which are complementary to each other. The private firms involved in this type are the non-elite and sometimes for profit ones. The second type of PPP is the incorporation of ‘private students’ into public universities. The primary objective in this second type of PPP is income-generation. The main reason for this is to compete with the rising private institutions which is again a semi-elite threat.

Although there are many differences among all these private Higher Educational types of institutions, two characteristics which are common to all are growth and private-public distinctiveness. Again it has been observed worldwide that the non-elites and the for-profit types are the fastest growing types and followed by the semi-elite. The growth of all these types are seen in the developing world.

### **3.10 History and Growth of Privatization of Higher Education:**

**3.10.01 International scenario:** Privatization of Higher Education is expanding at an alarming rate globally and it will continue to do so in this manner. Therefore, it is pertinent to study the growth of Privatization in the international arena and assess the present status or scenario of it throughout the world. Internationally it has been observed that there is tremendous variation and differentiation in the forms of private Higher education. Most of the private institutions are responsible for their own funding, although some of them receive Government funds for various allied purposes. Most of the countries throughout the world allow complete freedom to private Higher Educational Institutions except some like Korea which impose strict and rigid controls over them. Philip J. Altbach (1999) observed private Higher Education globally on a comparative perspective in the following countries given below –

#### **Europe:**

The most important characteristic of the European nations with regards to Higher Education is the economic diversity in top colleges. Only 3% of students come from poor families and more than 70% come from economically affluent families. Everyone cannot pursue Higher Education since it is very costly.

Throughout Europe Privatization has been growing rapidly although with certain variations. It has been observed that the western part of Europe is mainly dominated by public universities and 95% of students attend these institutions whereas the Eastern part of Europe and former Soviet Union is dominated by Private Higher Educational Institutions. This probably may be due to the fact that Governments are unable to sanction funds for the expansion of public universities. Another reason may be that after the fall of communism in the Soviet Union, the idea of state domination was highly discredited. The new private institutions are running freely without much regulation in this part of the continent. In the Western part, private institutions are mostly religion oriented, mainly catholic universities and seminaries and some of them are specialized Higher Educational Institutions like business schools.

**Latin America:**

In the past, Private Higher Education in Latin America has been mainly dominated by the catholic Church. The most prestigious and the oldest institutions are the ones having religious affiliation. But now during the last past decades a new crop of institutions have emerged in Latin America in the post secondary sector – these are diverse and secular institutions. The courses offered in these multipurpose universities are mostly market driven and some of these are specialized schools offering degrees like management and tourism studies. Among them only a few have received international recognition but most of them are of lower rank and prestige. Along with the growth of population, these institutions have also gained in popularity and majority of students in Brazil, Columbia, Mexico etc. are being educated in them.

**United States:**

In the United States, it is interesting to observe that more than 80 per cent student attend public universities. But the most leading universities belong to the private sector. There are several categories of private institutions in the U.S. The topmost place has been taken by Harvard, Yale, Princeton, Stanford, MIT (Masasuchuttes Institute of Technology) etc. Some of the most famous private colleges which can be clubbed to this prestigious group are Amherst, Smith, Williams and others. In all these institutions of Higher Learning, they have endowment funds and they all are highly selective in all matters related to academics and administration. In the second category falls the religious universities and colleges which include famous colleges like Boston College, Notre Dame etc. There are also many ‘Bible Colleges’ and small liberal arts colleges which are affiliated to catholic and protestant groups. The third constitutes the secular private ones both universities and colleges. Finally, the last group of private institutions include the ‘Proprietary’ (Profit making) specialized institutions which are a few in number. It has been observed by Altbach that there are over 2,000 American private colleges and universities which are totally diverse and most of them depend upon tuition fees of students for their running. These institutions are managed and maintained by the church, industry or philanthropic organizations. The standard of education provided in these institutions are far superior than the public funded institutions. The quality of research undertaken in these private institutions are also superior to that of the public ones. These

diverse private higher educational institutions constitute a very vibrant segment of the American Higher Education system.

**Asia:**

Unlike Western countries, Private Higher Education dominates the major portion of Asia. And it is quite expensive in Asia where only the rich can pursue their education. Most of the dominant Asian nations like Japan, South Korea, the Philippines, Indonesia etc. Private Higher Education out numbers the public ones in numbers. More than 80% of students study in the private sector in these countries. Japan and the Republic of Korea are the only developed nations in Asia with a majority in private enrolment. Some of the most prestigious private universities tops the rank among the top ranking institutions of the world. In Thailand and Taiwan also there are substantial private sector Higher Educational Institutions which have been able to carve a niche in the Higher Educational scenario of these two countries. Only in Malaysia, it has been observed by Altbach that the traditional bastion of Higher Education is public but quite interestingly here also the fastest growing segment is the private sector. China and Vietnam have also been in the race towards privatization of Higher Education. Unlike other Asian nations, India is quite distinct in its substantial public support for the private colleges and here most of the undergraduate education is provided by the private Higher Educational Institutions affiliated to Public Universities.

**Africa:**

In sub-Saharan Africa, Public Higher Education system dominates no doubt but the trend of private Higher Education is growing at a fast pace. In most of the African Countries Private Higher Education is on the rise since the Governments have not been able to fund Higher Education. Inability to finance higher education has been a booster to the growth of the private sector. Here, it has also been observed that catholic religious organizations are also very much active in providing Higher Education whereas in Zimbabwe and other Saharan countries, Protestant groups are functioning in large numbers unlike the Western Continents. African countries are mostly poor and students are unable to pay high tuition fees which has made Africa unable to expand the private Higher Education sector. There is shortage of capital and therefore the process towards Privatization of Higher Education is slower than most of the other regions of the world.

To conclude, it has been observed that Private Higher Education is rising in an upward curve almost every where in the world although there are many national and regional variations. This massive rapid growth of private Higher education sector can be seen as an exploration to increased access of higher education.

### **3.10.02 National Scenario:**

Privatization of Higher Education is one of the most prominent issue and most discussed sector of Higher Education in India today. While studying the global trends of private Higher Education one aspect became clear, that is, it has affected almost all the nations of the world and India is no exception to it Private Higher Education has got a long tradition in this country and there are innumerable examples of philanthropic efforts in this regard. Private higher education providers in India had never been for profit organizations and were usually registered as charitable trusts or societies. Altbach had predicted in 2000 of Private Higher Education as the fastest growing segment of the entire education system throughout the world including India. In India, this rise and growth of private Higher Education has been a natural fallout of the changes in the economic policy towards privatization and liberalization by the Govt. of India (Shastree, 2004). Before Independence, state funded Higher Education system was in existence in India. After India, became free in 1947, the country saw a growth of a certain number of self funded institutions, but these cannot be properly termed as private universities. Only for the last two to three decades, there has been quite a big leap in the number of private universities. Today, this form of education has taken the shape of non-philanthropic where economic gain has taken a central place in it. Expansion in this sector has been a direct consequence of establishment of institutions on self finance basis in order to meet the ever increasing demand for Higher Education. Increase in enrolment and also the demand for market driven courses are another factors for the exponential growth of this sector. The private higher educational institutions are absorbing the demand that the public sector could not or would not accommodate in them. Another factor for the rise and growth of private higher educational institutions is the governments' inability or unwillingness to meet the increasing demand for excessive costs.

The private higher education phenomenon is not at all new in India. Privatization has been practiced in some form or the other for several decades in Independent India, although the term was not explicitly used in the case of higher education (Tilak, 1999).

After Independence when the demand for educational opportunities arose and this demand out paced the supply private institutions began to be set up to cater to this need. Higher education in India was basically controlled by the Government till around 1980. Thereafter there arose a certain tilt towards privatization of higher education basically for the three main reasons. These are: the Governments' shift in policy towards liberalization, privatization, Globalization, Government's inability to satisfy the demand for higher education in the public funded higher educational institutions and lastly the Governments' inability or rather unwillingness to provide financial support to the Education sector. All these factors became the determinants for the rise and growth of private Higher education in India. (Agarwal 2005). Till 2004, the concept of private university was not there in India. With the establishment of Manipal Institute in Bangalore, Private University concept was heralded in our country. Thereafter the central Government wanted to give a legal sanction to it by introducing the Private Universities Establishment and Regulation Bill, 1995 in the Rajya Sabha. This Bill was discussed and moved in different forums and committees but it could not be passed off as an Act. After this, the Central Government allowed the state Governments to pass legislation in their respective houses to establish Private Universities. Chattisgarh was the first state to establish a Private University in the year 2002. Gradually many states followed suit and set up Private Universities. These institutions of Higher learning came to be regulated by the U.G.C. (Establishment and Maintenance of standards in Private Universities) Regulation 2003. Thereby there has been a phenomenal growth of private universities and has been gaining in momentum.

The private initiatives in Higher Education were taken up in two ways, firstly the initiatives of private colleges and institutes that are formally affiliated with a university and secondly, the initiatives of the privately owned and managed colleges, institutes and academics that courses outside the purview of Indian Universities (Jayaram, 2004). The other two initiatives with regards to privatisation of Higher Education are the twinning programme whereby two educational institutions take responsibility for teaching and training of students. In this mutual agreement between two institutes, one holds the right to award degrees. Again the last one is the setting up of Private universities in India under the state Act by private trusts and sometimes by individuals.

Of late, it has been observed that this sector in higher education has been growing in terms of number of universities and colleges. The wide range of Indian Private sector varies from religious or secular groups to private individuals (for profit or non profit).

All these Higher Educational Institutions came to be established with the enactment of “Private University Acts” of different state legislatures. As per the U.G.C. Website, the consolidated list of Private Universities as on 15-11-2019 amounts to 344 numbers. These 344 Universities are competent to award degrees as specified by the U.G.C. under section 22 of the U.G.C. Act with the approval of statutory councils. All the Private Universities are established according to the rules and regulations and norms set by the (Establishment and Maintenance of Standards in Private Universities) Regulations, 2003.

### **3.10.03 Regional Scenario:**

Higher Education has profoundly changed in the past two decades and the entire sector has been moving towards privatization. This phenomenon has been observed throughout the world and the state of Assam is no exception to it Assam’s Higher Educational scenario has undergone a sea-change in recent years due to the growth and development of various educational institutions in the private sector. Right from the pre-primary to the topmost level i.e. University classes, privatization has taken over because of various reasons. These private Higher Educational Institutions are providing educational opportunities to a large number of students by offering market driven courses which can fetch them jobs readily in various sectors. Unlike other states of India, privatization in a large scale has occurred in recent times only in the Higher education sector. In order to meet the demands of a vibrant, dynamic and growing Indian economy, private Higher Educational Institutions have tried to bridge the gap between demand and supply of an educated and skilled work force. Therefore in Assam too, private institutions have cropped up to complement the public higher educational institutions in meeting up of employable graduates’ demand. Assam has witnessed a huge growth of private institutions mainly in the professional courses like engineering and management. Of late pharmaceutical sciences like Pharmacology and Nursing education, Physiotherapy, Fashion Designing, Hair and Beauty Institutes, Printing Technology, T.V., Mobile Repairing etc. has also seen a steep growth here. Since the gross enrolment ratio and pass percentage of students is increasing tremendously in Assam, these private institutions have greatly catered to the needs of the aspiring student community. Hundreds of students used to go out from Assam seeking

admission in the various job-oriented and skill-based learning centers in the private sector outside the state. But now, as a result of the growth of various institutions of higher learning in the private sector, this tendency of mass exodus of students have been curbed to a certain extent. At present, Assam can boast of many institutions which offer the same skill based, vocational, job-oriented courses of study as in other parts of India and producing employable graduates.

The Government of Assam opened up the vistas for private university education by enacting “The Assam Private Universities Act. 2007”, and also by framing the private university rules. Except the Private Universities which are six in number, all the other private Higher educational Institutions do not have the right to issue degrees. These institutions are affiliated to the public or private universities either inside or outside the state and students avail their degrees from the affiliating universities.

Gauhati University is the oldest public university in North East India which has the highest number of Private Higher Educational institutions affiliated to it. As per the annual report from the Director of College Development Council of Gauhati University for the period April 2016 to March 2017, the following table shows the list of Private Higher Educational Institutions affiliated to Gauhati University which are 45 in number.

**Permission/Affiliation of Institutions Imparting Professional/Technical/Vocational Education Sponsored by Registered Society/Trust within the Jurisdiction of the Gauhati University**

**Table No. 3.2**

<b>Sl. No.</b>	<b>Name &amp; Address</b>	<b>Course</b>
1.	Abhiruchi Institute of Physical Education, M.C. Road, Guwahati-3	B.P.Ed., G.U.
2.	Ajmol Law College, Dist. Hojai	3 years LL.B./5 years BA, LLB
3.	Army Institute of Nursing, C/O 151 Base Hospital, C/O 99 APO, Guwahati-29	Nursing
4.	Arya Nursing College, Nij Sindurighopa	Nursing



	(Chowkigate), Changsari, Dist. Kamrup, Pin-781101	
5.	Asian Institute of Management and Technology, 12, Bhaskar Nagar, R.G. Baruah Road, Guwahati-21	BBA/BCA/B.Sc. (Biotech.) (Micro) B.A. Mass Com.
6.	Asian Institute of Nursing Education, GNRC Campus, Dispur, Guwahati-6	Nursing
7.	B.M.B.B. Commerce College, Bharalumukh, Guwahati-9	B.Com
8.	College of Physiotherapy and Medical Sciences, Opp. Gauhati Commerce College Boys' Hostel, R.G. B. Road, Guwahati-3	BPT
9.	College of Aeronautical Engineering, Guwahati-17	B.Sc. Course in Aeronautics in CAE, GU
10.	Dalgaon College, Dist. Darrang	BA
11.	Debabrat Bhuyan College, Magani, Sonitpur-784168	BA
12.	Dee Bee Commerce and Management College, Tatimara, Chandrapur, Kamrup	B.Com/BBA, GU
13.	Dr. B.R. Ambedkar Law College, Barsapara Road, Guwahati-18	5 years LL.B
14.	Dr. S.R. Teachers' Training & Research Institute, Chamata, Dist.- Nalbari, 781037	B.Ed.
15.	Dronacharya College, Belguri, Simaluguri-781313, New Barpeta Road, Dist.- Barpeta	B.Com
16.	Girijananda Chowdhury Institute of Management & Technology, Dekargaon, Kunderbari, Tezpur-784501, Dist.- Sonitpur	B.E.
17.	Girijananda Chowdhury Institute of Management & Technology, N.H. 37, Hatkhowapara, Azara, Guwahati-17	BE/ME/MBA
18.	Girijananda Chowdhury Institute of	B.Pharm/M.Pharm

	Management & Technology, N.H. 37, Hatkhowapara, Azara, Guwahati-17	
19.	Guwahati College of Architecture, Budhin Bhawan, Opp Doordarshan, R.G. Baruah Road, Guwahati-24	B.Arcg, G.U.
20.	Guwahati College of Design, Azara, Guwahati-17	B.Sc., GU
21.	Guwahati Institute of Fashion Technology (GIFT), Dispur, Guwahati-6	B.Sc. in Interior Design & Fashion Textile Design, Diploma in Interior & Fashion Design
22.	Gyan Sagar Foundation alias Royal, 1 <sup>st</sup> floor, Centre Point, Ulubari, G.S. Road, Guwahati-7, Royal School of Business, Royal School of Engineering & Technology, Betkuchi, Opp. Tirupati Balaji Temple, NH-37, Guwahati- 781035	BE/MBA
23.	Hindustan College, Patharquary, Narangi, Six Mile Road, Guwahati-71	BBA/BCA/B.Sc. (IT), GU
24.	Icon Commerce College, Rajgarh Road, Near Bye Lane No.3, Guwahati-3	B.Com
25.	Imperial College of Education, Ananda Path, R.P. Road, Behind MLA Hostel, Dispur, Assam Sachibalay, Ganeshguri, Guwahati-6	B.Ed.
26.	ISBM Commerce College, Uzan Bazar, Guwahati-1	B.Com
27.	Lachit Barphukan Commerce Academy, Doboka Road, Morikalong-782001, Dist.- Nagaon	B.Com
28.	NE.F. Law College, G.M.C. Road, Ananda Nagar, Christianbasti, Guwahati-5	3 years & 5 years LL.B./LL.M., GU
29.	Najir Ajmal Memorial College of Education,	B.Ed.

	Hojai, Dist.- Nagaon	
30.	NERIM Commerce College, Padma Nath Sarmah Bhawan, Jayanagar, Khanapara, Guwahati-22	B.Com/M.Com
31.	North East Degree College for Hearing Impaired, Birubari, Guwahati-16	BA, GU
32.	Pragati School of Management, Guwahati	BBA/B.Com
33.	Province College, Dr. R.P. Road, Ganeshguri, Dispur, Guwahati-6	B.Com, GU
34.	Province College, Sonapur, Dist. Kamrup (Metro)	B.A., GU
35.	Pune Institute of Business Management, Jalukbari, NH-37, G.U. Campus, Guwahati-14	B.Com/BBA, GU
36.	R.J. Degree College, Basistha Road, Dispur, Guwahati-28	B.Com, GU
37.	Royal School of Architecture, Betkuchi, Guwahati-35	B.Arch.
38.	Royal School of Commerce, Betkuchi, Guwahati-35	B.Com/BBA
39.	S.K. Hazarika College, Ahomgaon, Kotokipara Road, Guwahati-35	B.Com, GU
40.	Sankar Madhab College of Nursing, Gandhinagar, Sankar Madhab Path, Panikhaiti, Guwahati-26	Nursing
41.	Sarvepalli Radhakrishnan Academy, Narangi, Guwahati-26	B.Com, GU
42.	Scholar's Institute of Technology & Management, Garchuk, Guwahati-35	B.E., GU
43.	St. Xaviers' College, Salabasti, Bokajan-784105, Dist.-Sonitpur	B.Com/B.A.
44.	Suku Ram Bharali College Commerce & Management College, Khetri, Dist.- Kamrup-	B.Com. Course with Major Course in Accountancy and

	782403	Management and BBA Course, GU
45.	Swadeshi College of Commerce, Ulubari, Guwahati-7	B.Com, GU

Source: Affiliation branch, Gauhati university as on 20/11/2018.

In addition to the above list of private institutions of Higher learning imparting Professional/Technical/Vocational education sponsored by Registered Society/Trust within the jurisdiction of Gauhati University, there are innumerable number of colleges and institutions which do not have formal permission and affiliation. These institutions are providing higher educational courses by attaching themselves to some big colleges and institutions affiliated to the universities. The rise and growth of these Private Higher Educational Institutions shows a rising trend upwards. These are also uncontrolled and mismanaged sometimes creating a lot of problems to the student community with regards to examination related woes and other problems. Besides those colleges and institutions providing higher education there are also a number of Private Universities offering higher education courses through the distance mode in the state of Assam. The most common ones to be reckoned here are Sikkim Manipal University, Vinayak Missions University, Madurai Kamaraj University, Punjab Technical University, Annamalai University etc.

Therefore Privatization of Higher Education is a phenomenon which is gaining in importance and acceptance in Assam. It has definitely helped in providing access to higher education as well as reducing the state burden in providing education.

Another fall out of this growing trend of privatization in the state is the curbing of brain drain to a certain extent and retaining our youths back.

The following is the list of Private Universities established in Assam through Acts in the State legislature in accordance to their year of formation.

**Table No. 3.3**

Sl. No	University	Location	Type	Establishment	Specialistion
1.	Assam Don Bosco University	Guwahati	Private	2008	General

2.	Assam Down Town University	Guwahati	Private	2010	General
3.	Kaziranga University	Jorhat	Private	2012	General
4.	Mahapurusha Srimanta Sankaradeva Vishwavidyalaya	Nagaon	Private	2013	General
5.	Krishna Guru Adhyatmic Viswavidyalaya	Barpeta	Private Spiritual	2017	General
6.	Royal Global University	Guwahati	Private	2017	General

Retrieved from <https://en.wikipedia.org/wiki/list> of higher education in Assam on 02-12-2018.

### **3.11 History of Higher Education in the North Eastern Region and Assam in Particular:**

Higher education is not at all upto the mark in the North Eastern Region as compared to other states. There are a variety of reasons causing this drawback with regards to the educational scenario of this region. To cite a few among them we can mention the poor infrastructural facilities, administration, equipments etc. on the one hand and on the other hand, the negligence of the education system as a whole. As a result of this, competitive attitude of students is reducing in this part of the nation. Probably this is the reason for which hundreds and thousands of the youths move out of the North Eastern states in pursuit of better oppurtunities like professional education and skill based education in other states. By the year 2012, Higher education system had changed considerably in the country. Privatization of this sector has strongly made its impact among one and all throughout the country and the North Eastern region is no exception to it. Like any sector,

the education sector also had witnessed perceptible change in the North Eastern Region since Independence. There has been rapid increase in the Higher Educational institutes both in the public and private sectors.

Ms. Sudhiti Naskar through her article (Higher Education in the NER: Current Situation and the Initiatives Adopted) brings forth a very striking truth of the situation of Higher Education in the North Eastern Region which is grossly inadequate as compared to other states of India. Higher Educational facilities is also uneven in this region because of its strategic location. This nature of the landscape could have been harnessed beneficially by both the public as well as the private sector educational agencies had they the foresightedness of the people of the developed nations. There is huge scope for expansion here.

History bears testimony to the fact that education in the North Eastern Region was started mainly by five agencies. The first among them were the Western and European Christian Missionaries, namely the American Baptist Mission, the Dutch Baptists and the Presbyterians and the Roman Catholics the last of all.

After these missionaries, came the British Political leaders and administrators who were ruling our country. Thirdly came the Hindu missions namely the Ram Krishna Mission and Vivekananda Society. Then came the Private Groups and Organizations who had spreaded here in the North Eastern Region with regards to educational development. The last but not the least important agencies are the Union and State Governments after the British left India in 1947. During the pre-independence period, there was no development in infrastructure at all in the North Eastern Region. People had to walk long distances from one place to another because of the rugged terrains. The Christian Missionaries spread education here not for the purpose of educating the common masses but for the sole purpose of maintaining and enhancing their secretarial, administrative and other works. This is an open secret accepted and known by one and all. We should be grateful to the missionaries for laying the foundation of education in the North Eastern Region right from the primary upto the Higher level.

The historical and Constitutional documents of North East India reveals that the entire region was with Assam except Manipur and Tripura until 1947, which were princely states. Assam, being at a strategically important location because of its geographical position was the first state where Education spread rapidly. In comparison to other states in

the North Eastern Region, Assam enjoyed the position of attaining education both in pre-independence and post independence period. According to the Website of Higher Education, Government of Assam (2010) “The Modern Age of Education History began with the annexation of Assam with the British Empire in accordance with the Treaty of Yandaboo in 1826. According to the report of late W. Robinson, who was appointed inspector of schools in 1840 for the Brahmaputra valley – a deplorable condition of the indigenous educational institutions prevailed in the region. In 1841, initiatives were taken to open new schools through the efforts of the Government and other agencies. By 1875, the number of educational institutions for general education rose to 1,293 with an enrolment of 31,462”

(Information from <http://dheassam.gov.in/history.asp>) on 26.11.2018.

The first school to be established in the North Eastern Region was started in Guwahati (Assam) by Serampore Baptist Mission in 1848. The then first commissioner of Assam David Scott took the initiative for it. There were only 18 colleges in the North Eastern Region before India got independence and all of them were affiliated to Calcutta University. Establishment of the Cotton College in 1901 had a deep impact on the educational development of the state of Assam. ‘Cotton College’ derived its name from Sir Henry Cotton, the Chief Commissioner of undivided Assam and Fredeick William Sudmerson (1901-1926) became the first principal of the College. A long cherished dream initiated by Manik Ch. Baruah, a prominent citizen of Assam was fulfilled. Since its inception, Cotton College became a pioneer in the development of Higher Education in the entire North Eastern region. This college had been and still is the nerve centre of all activities that governed the state in all aspects.

Among the North Eastern States, Assam attained a level of importance educationally. At present Assam has got the following autonomous and Central Government sponsored institutes of Higher learning which have got national importance –

- 1) Indian Institute of Technology, Guwahati.
- 2) Indian Institute of Information Technology, Guwahati.
- 3) National Institute of Technology, Silchar.
- 4) National Law University and Judicial Academy, Assam.

- 5) National Institute of Pharmaceutical Education and Research, Guwahati.
- 6) Tata Institute of Social Sciences.
- 7) Central Institute of Technology, Kokrajhar (Funded and managed by MHRD, Govt. of India).
- 8) Central Institute of Plastics Engineering and Technology (CIPET), Changsari, near Guwahati (Under Ministry of Chemicals & Fertilizers).
- 9) Assam University, Silchar (Central Government)
- 10) Tezpur Central University (Central Government)
- 11) Institute of Advanced Study in Science & Technology (An Autonomous Institute under DST, Govt. of India).

Source: [https://en.wikipedia.org/wiki/other major educational institutes](https://en.wikipedia.org/wiki/other_major_educational_institutes) retrieved on 02/12/2018

The above mentioned table indicates the present number of nationally important Higher Educational Institute in Assam. Although there are quite a number of Higher Educational Institute in varied fields available in Assam both in the public and private sectors, the mismatch between availability of courses and job opportunities is always there. In this regard Saikia (2007) states, “A part of the unemployment problem emanates from the mismatch between skill requirements of employment opportunities and the skill base of the job seekers. Rapid expansion of education, particularly higher education has also contributed to the mismatch in the labour market in the region. While shortages of middle level technical and supervisory skills are often experienced, graduates and post graduates in Arts, Commerce and Science constitute a large proportion of job seekers in the State of Assam” (Saikia 2007, P, 138). Again Dr. Mihir Kanti Chaudhuri, Adviser to the Government of Assam while delivering the convocation address of Assam University, Silchar 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 done, 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 requirements of the commercial establishments”. While the Global Gross Enrolment ratio



value is 50, India is ranked at 15 and Assam stands at 17. This is the state of affairs in Assam in respect of global perspective.

### **3.12 Current status of Higher Education in Assam:**

With the establishment of Gauhati University on 26<sup>th</sup> January, 1948, a new era in the development of Higher Education was initiated. It encouraged the establishment of colleges with its support in all matters. Establishment of the Dibrugarh University in 1965 in accordance to a state legislation boosted the development of Higher Education in the upper Assam districts. The following list shows the number of universities in Assam in both the public and private sector alongwith their year of establishment and types.

**Public and Private Universities of Assam**

**Table No. 3.4**

Sl. No.	Name of the University	Location	Year of establishment	Nature of the University	Public/Private
1.	Gauhati University	Guwahati	1948	A/T	Public
2.	Dibrugarh University	Dibrugarh	1965	A/T	Public
3.	Assam Agricultural University	Guwahati	1969	A/T	Public
4.	Tezpur University	Tezpur	1994	T	Public
5.	Assam University	Silchar	1994	A/T	Public
6.	Krishna Kanta Handique State Open University	Guwahati	2005	T (Distance mode)	Public
7.	Bodoland University	Kokrajhar	2009	T	Public
8.	Srimanta Sankaradeva University of Health Sciences	Guwahati	2009	A/T	Public
9.	Assam Don Bosco University	Sonapur	2008	T	Private
10.	National Law University and Judicial Academy	Amingaon	2009	A/T	Public
11.	Assam Science & Technology University	Guwahati	2010	A/T	Public
12.	The Assam Rajib Gandhi University of Co-operative Management	Sibsagar	2010	T	Public
13.	Assam Down Town University	Guwahati	2010	T	Private

14.	Cotton University	Guwahati	2017	T	Public
15.	The Assam Kaziranga University	Jorhat	2012	T	Private
16.	Kumar Bhaskar Varma Sanskrit and Ancient Studies University	Nalbari	2011	T	Public
17.	Assam Women's University	Jorhat	2013	T	Public
18.	Mahapurush Srimanta Sankardev Viswavidyalaya	Nagaon	2013	T	Private
19.	Royal Global University	Guwahati	2017	T	Private
20.	Krishnaguru Adhyatmic Vishwavidyalaya	Barpeta	2017	T	Private Spiritual
21.	Bhattadev University	Barpeta	2019	T	Public
22.	Madhabdev University	Lakhimpur	2019	T	Public
23.	Rabindranath Tagore University	Hojai	2019	T	Public

Source: websites of various universities in Assam.

During the last few decades, Assam has witnessed a tremendous rise and growth of Higher Educational Institutions with the help and support of the common people. After sometime, these colleges get recognition from the state Government due to the socio-political influences. In addition to these large number of general degree colleges, professional education also saw a steep increase in growth and acceptance in Assam. In accordance to the signing of the 'Assam Accord' when the six years of Assam Agitation came to an end in 1985, two new Higher Educational Institutions were envisioned to be set-up in Assam. These are a Central University and an IIT. The Government of India through an act passed in the parliament took the initiative to establish a Central University in Barak

valley. The Government of India also in 1994, established the Assam University in Silchar, Tezpur University in Tezpur and IIT, Guwahati in 1994. Higher education was highly mobilised and boosted by the establishment of these three national level institutions. Consequent to formation of these institutions of Higher Learning, many national level institutions came up, for example National Institute of Technology (NIT), North East Institute of Science and Technology (NEIST), Indian Institute of Information Technology (IIIT), Institute of Advanced Study in Science and Technology etc. In addition to these, there are a number of Medical colleges, Agricultural Colleges, ITIs, Polytechnics et al which have been boosting the educational environment of the state but without employable graduates in certain cases.

The given table hereby shows the status of Higher Educational Institutions of Assam at the present moment.

### Higher Educational Institutions of Assam

**Table No. 3.5**

Sl. No.	Educational Institutions	Nos.
1.	State Universities	14
2.	Central Universities	02
3.	Private Universities	06
4.	Institutes of National Importance	03
5.	Medical Colleges	06
6.	Engineering Colleges	20
7.	Polytechnics	21
8.	Colleges affiliated to Gauhati University	326
9.	Colleges affiliated to Dibrugarh University	172
10.	Colleges affiliated to Assam Agricultural University	11

Source: Affiliation branch of various Institutions of Assam.

Although Assam can boast of a number of educational institutions established by the Government, there is very little percentage of access and quality improvement and

development in them. In comparison to the number of students, these institutions are not able to cope up with them. The courses and curricula in these institutions except the national level ones are very much not relevant for employment sector thereby causing a great hindrance to the student community in this era of globalization.

According to Prof. Dulumoni Goswami of Gauhati University, inspite of the big expansion of education in Assam during the last few years, the education system is facing a plethora of problems at all levels. These include problems relating to infrastructure, access, equity, quality, shortage of teachers and most importantly relevance in skill education and industry academia co-ordinations.

These varied problems cannot be solved overnight no doubt, but with the Governments initiative mainly allocation of funds in the State Budgets can definitely reduce these problems. Allocation of more funds in this sector is quite justifiable due to the fact that education impacts the future of a nation. In the state Budget of Assam this year i.e. 2018-19, the education sector received a considerable financial allocation which is indeed a healthy and positive sign which can augment and boost the Higher Educational scenario of the state if the promises are fulfilled.

The Courses and Curricula in the Public Funded Higher Educational Institutions, has a lot of disadvantages. Upgradation of the syllabus, introduction of new courses which is relevant to the times is still a far cry in Assam. Introduction of innovations take time here because of official red-tapism. In comparison to these public funded institutions, the private ones are very fast to act. Most of the private institutions have adopted the latest syllabus relevant to the needs of the times and upgraded their courses and curricula. Probably this is the reason why these institutions are most sought after nowadays. “EDU-OPTIONS” – The Educational Fair which has become an annual event held at the Nehru Stadium in Assam is a glaring example of this change of perception of the people towards Private Higher Education. This fair is a conglomeration of over 500<sup>+</sup> courses to choose from over 50<sup>+</sup> universities and other Private Higher Educational Institutions from across different states of India and as far as Australia, Singapore, Dubai, Bhutan etc. The researcher had the opportunity to visit this fair and personally talk to some of the agents who had put up their stalls there. They are very much upbeat over the response they are getting here in Assam each year. The huge rush bears testimony to this fact. Each year students in large numbers go out of the state in pursuit of better opportunities outside.

These people guide them thoroughly with regards to admissions, scholarships, courses and curricula and its relevance, job opportunities etc. The courses offered are very much upto date and relevant to the times plus job oriented. This therefore causes mass exodus of students to other parts each year. Even a cursory look at the courses and curricula and subjects which are mostly traditional ones in the Universities of Assam reveals a disturbing picture of the present state of condition. It is really difficult to believe that at the dawn of the 21<sup>st</sup> century, universities of Assam are not aware of the vast number and variety of subjects which are there in other universities outside Assam. To cite an example, in Engineering course, there are around three hundred course names including sixteen course names in Civil Engineering. Therefore on declaration of results of the XII Board exams, students in large numbers migrate to other states to pursue courses and subjects which are market driven and job oriented. And once they move out, they never come back. This is one of the primary reasons of brain drain affecting our state. It is high time our Government come forward to stop this taking the universities into confidence.

### **3.13 Kamrup District – Area of the Study: A Brief Profile:**

Kamrup District is the largest district of Assam in which the capital Dispur is situated. The undivided Kamrup District includes Kamrup Metropolitan and Kamrup Rural areas. The Government of Assam divided Kamrup District into two halves in the year 2003 on 3<sup>rd</sup> February. Undivided Kamrup District was the most densely populated district in the entire state.

**The Kamrup Metropolitan** District comprising of the city of Guwahati and its suburban areas is considered as the Gateway to the entire North East. This district which houses the capital of Assam i.e. Dispur is the educational and commercial hub of the entire region. It is bounded by Darrang District in the North, Morigaon District in the East, the state of Meghalaya in the South and towards the West is Kamrup Rural District.

There are a number of educational institutions in this district which can boast of its national level importance. In addition to the sixty nine number of colleges which are affiliated to the Gauhati University in the undivided Kamrup District, there are many institutions which are running by being attached to the affiliated ones. Alongwith these colleges, Kamrup Metropolitan District can boast of Gauhati University, the oldest university in the entire North East established way back in 1948, Cotton College – the oldest College established in 1901 and at present renamed and upgraded to ‘Cotton

University' by an Act of the State Legislative, IIT Gauhati, Medical College, the first Law College, Veterinary College, Engineering College, Forest Training College, Administrative Staff College, Music College, Art College, Nursing College all established in the Government sector. Besides these, there are innumerable private colleges in all streams at Guwahati the district headquarter and also three Private Universities. All these educational institutions are playing a great role in imparting education to students of the entire North Eastern Region.

Figure: 3.1  
MAP OF ASSAM

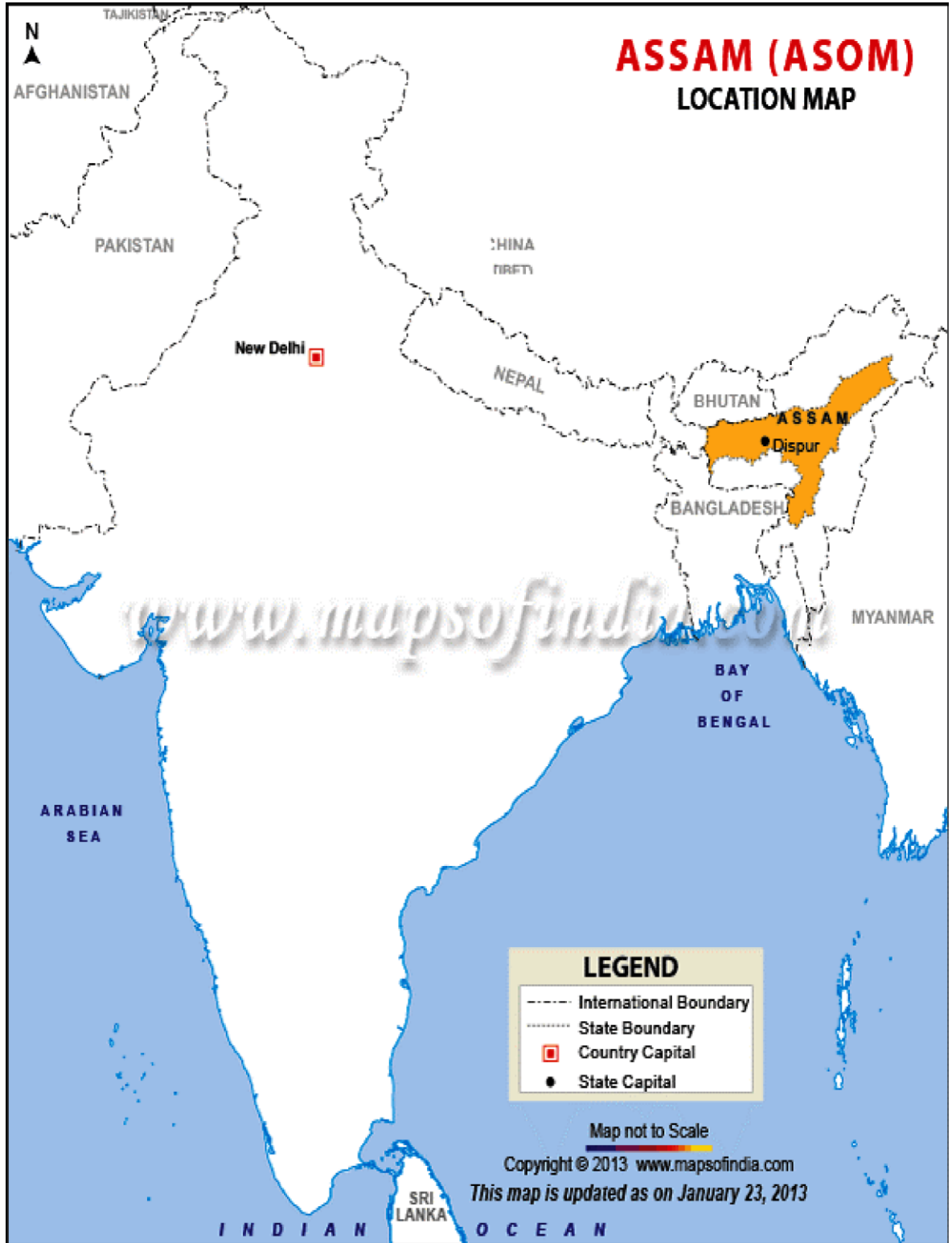
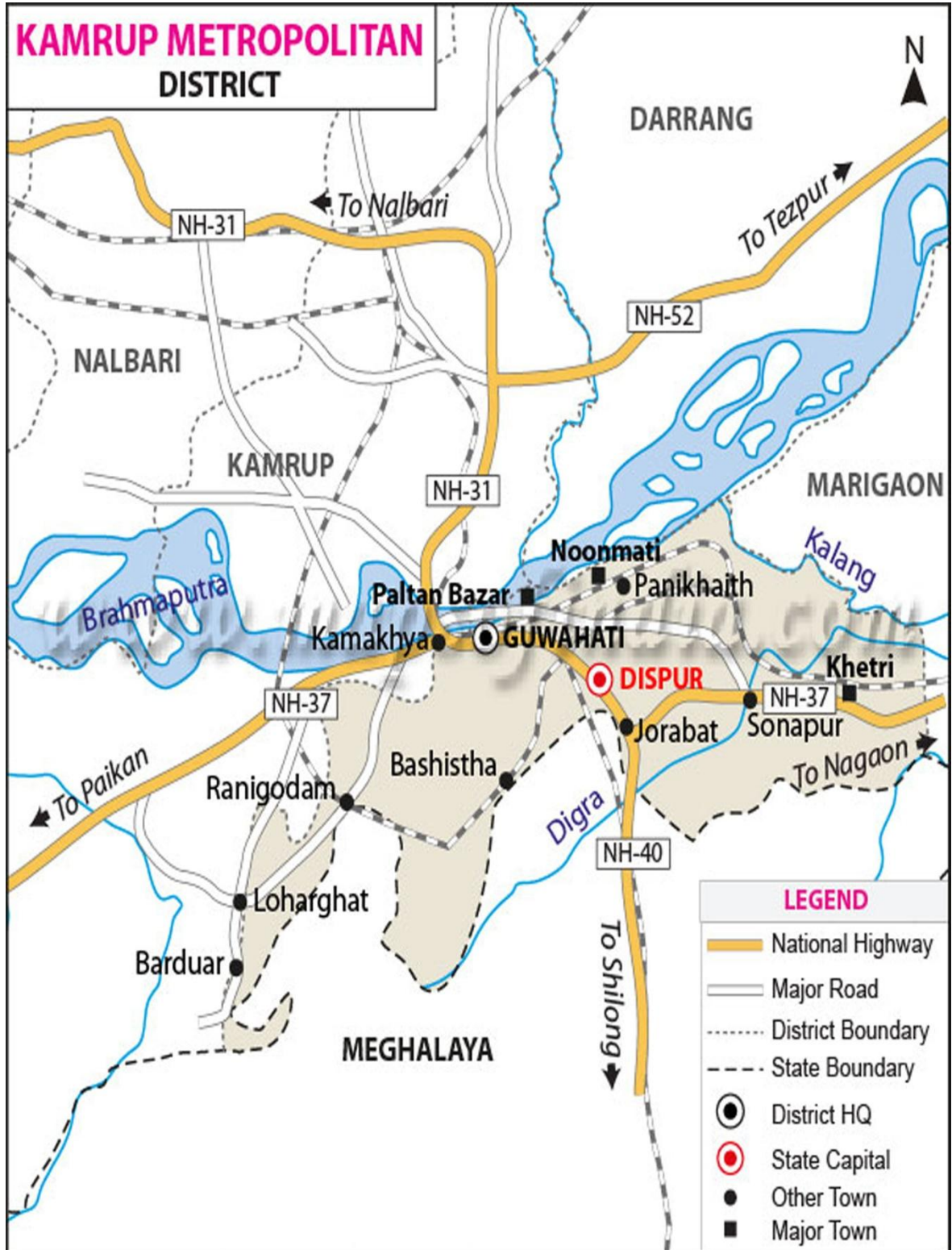




Figure: 3.2

Map of Area of Study (Kamrup Metropolitan District)



### 3.14 Private Higher Educational Institutions in Kamrup District:

There are innumerable Private Higher Educational Institutions in Kamrup District which offer courses and curricula in various areas of study. These include mainly engineering colleges, management colleges, pharmaceutical sciences, General courses, B.ed. courses, Law Colleges etc. which are affiliated to Gauhati university, Srimanta Sankaradeva University of Health Sciences, Assam Science & Technology University also other universities outside the state. These institutions conduct classes on regular mode and offer degrees from their affiliating universities. Besides these affiliated ones, there are many more private institutions in Kamrup District which are attached to some other big colleges for conduction of exams and results.

There are 24 numbers of Private Higher Educational Institutions affiliated to Gauhati University in Kamrup (m) district. Out of these 24 colleges, the researcher has taken 12 of them for conducting the study titled “A Study on Private Higher Educational Institutions affiliated to Gauhati University upto 2017 of Kamrup (m) District”. The highlighted college in the table below have been taken up for conducting the study.

**Table No.: 3.6**

<b>Sl. No.</b>	<b>Name &amp; Address</b>	<b>Course</b>
<b>1.</b>	<b>Abhiruchi Institute of Physical Education, M.C. Road, Guwahati-3</b>	<b>B.P.Ed., G.U.</b>
<b>2.</b>	<b>Asian Institute of Management and Technology, 12, Bhaskar Nagar, R.G. Baruah Road, Guwahati-21</b>	<b>BBA/BCA/B.Sc. (Biotech.) (Micro) B.A. Mass Com.</b>
3.	B.M.B.B. Commerce College, Bharalumukh, Guwahati-9	B.Com
<b>4.</b>	<b>College of Physiotherapy and Medical Sciences, Opp. Gauhati Commerce College Boys' Hostel, R.G. B. Road, Guwahati-3</b>	<b>BPT</b>
<b>5.</b>	<b>College of Aeronautical Engineering, Guwahati-17</b>	<b>B.Sc. Course in Aeronautics in CAE, GU</b>
6.	Dr. B.R. Ambedkar Law College, Barsapara Road, Guwahati-18	5 years LL.B

7.	<b>Guwahati Institute of Fashion Technology (GIFT), Dispur, Guwahati-6</b>	<b>B.Sc. in Interior Design &amp; Fashion Textile Design, Diploma in Interior &amp; Fashion Design</b>
8.	Hindustan College, Patharquary, Narangi, Six Mile Road, Guwahati-71	BBA/BCA/B.Sc. (IT), GU
9.	Icon Commerce College, Rajgarh Road, Near Bye Lane No.3, Guwahati-3	B.Com
10.	Imperial College of Education, Ananda Path, R.P. Road, Behind MLA Hostel, Dispur, Assam Sachibalay, Ganeshguri, Guwahati-6	B.Ed.
11.	ISBM Commerce College, Uzan Bazar, Guwahati-1	B.Com
12.	<b>NE.F. Law College, G.M.C. Road, Ananda Nagar, Christianbasti, Guwahati-5</b>	<b>3 years &amp; 5 years LL.B./LL.M., GU</b>
13.	NERIM Commerce College, Padma Nath Sarmah Bhawan, Jayanagar, Khanapara, Guwahati-22	B.Com/M.Com
14.	<b>North East Degree College for Hearing Impaired, Birubari, Guwahati-16</b>	<b>BA, GU</b>
15.	Pragati School of Management, Guwahati	BBA/B.Com
16.	<b>Province College, Dr. R.P. Road, Ganeshguri, Dispur, Guwahati-6</b>	<b>B.Com, GU</b>
17.	<b>Pune Institute of Business Management, Jalukbari, NH-37, G.U. Campus, Guwahati-14</b>	<b>B.Com/BBA, GU</b>
18.	R.J. Degree College, Basistha Road, Dispur, Guwahati-28	B.Com, GU
19.	S.K. Hazarika College, Ahomgaon, Kotokipara Road, Guwahati-35	B.Com, GU
20.	Sarvepalli Radhakrishnan Academy, Narangi, Guwahati-26	B.Com, GU

<b>21.</b>	<b>Scholar's Institute of Technology &amp; Management, Garchuk, Guwahati-35</b>	<b>B.E., GU</b>
22.	Suku Ram Bharali College Commerce & Management College, Kamrup-782403	B.Com. Course with Major Course in Accountancy and Management and BBA Course, GU
<b>23.</b>	<b>Swadeshi College of Commerce, Ulubari, Guwahati-7</b>	<b>B.Com, GU</b>
<b>24</b>	<b>Pragjyotish B.Ed. College, Pachariya, Kamrup</b>	<b>B.Ed.</b>

As against this conceptual background, the present study is an attempt to study Privatization of Higher Education as a means for human resource development in the state of Assam by considering various parameters like satisfaction level of teachers, perception of students regarding these private Institutions and facilities offered to its employees, teachers and students.