

**Title of the Project:**

## **Higher Education in Assam: A Critical Study**

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## **CERTIFICATE**

This is to certify that the field study report “**Higher Education in Assam: A Critical Study**” by **Miss. Arista Borah** is a original research work done by her. The study report is the result of her own investigation and has not been previously submitted to any other institutions for any Degree.

**Signature of Supervisor**

**Date:**

**Place:**

## **Acknowledgement**

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# Higher Education in Assam: A Critical Study

## 1. Introduction

### 1.1 Education and the Constitution of India

India got her independence in 1947 and became a democratic country with the adoption of its constitution in 1950 (Constitution of India: 2007). The basic aim of our constitution is on reorientation and development of the socio-economic, political, cultural and educational situation of the country (Boruwa: 2002). Education, more particularly is a major aspect that affects socio-economic development of a country at its grass root level. Our constitution makers had deeply realized the truth and accordingly made certain significant provisions in it to overcome the situation. The constitution has guaranteed certain rights and privileges to the people and has safeguarded their educational interest in order to ensure equality and social justice. Some of the articles in which such provisions are made are illustrated below.

Article 15 (1) (Fundamental Right): Prohibition of Discrimination on Grounds of religion, race, caste, sex or place of birth.

*“The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them”.*

Article 21A (Fundamental Right): Right to Education<sup>1</sup>.

*“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”.*

Article 30 (Fundamental Right): Right of Minorities to Establish and Administer Educational Institution.

*(1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.*

*(1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.*

*(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.*

Article 45 (Directive Principles): Provision for free and Compulsory Education for Children.

*“The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”.*

Article 45 (Directive Principles): Provision for Early Childhood Care and Education to Children below the Age of Six Years<sup>ii</sup>.

*“The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years”.*

Article 46 (Directive Principles): Promotion of Educational and Economic Interests of Scheduled Castes, Schedule Tribe and Other Weaker Section.

*“The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation”.*

Article 51A (Fundamental Duties): “It shall be the duty of every citizen of India, who is a parent or guardian to provide opportunities for education to his children”<sup>iii</sup>.

Article 350A: Facilities for Instruction in Mother-Tongue at Primary Stage. *“It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities”*.

So, from the above discussion, it is clear that our constitution has made every possible provision on education emphasizing on the diverse socio-economic and demographic scenario and condition of India. Our constitution makers were well aware of the power of education. And thus, they made every such provision, with the help of which the citizen of Republic of India can develop his or her capabilities and live a healthy and prosperous life, irrespective of caste, race, religion and size of population.

### **1.2.1 State of Higher Education of Assam**

Although the present higher system of India was born during the British period, India did have higher education centres since the ancient times. Great educational centres of higher education like Takshasila, Nalanda, Bikramsila were some of the centres of sanskrit medium of the middle age. Muslim rules too established many colleges for education in Arabic medium in North India. During the early British period also institutes of oriental type like Calcutta Madrasa and Hindu College, Calcutta were established where a student can access quality English learning.

There was a radical change in the policy when the British Government approved the Macaulay's Minutes in 1835. Lord Macaulay who was the Law member of the council of the governor was a learned person. He was of the view that " a single shelf of a good European library was worth the whole native literature of India and Arabia". He was in favour of educating a group of Indians as mediators between British rules and the Indian people, a class of persons, Indians in blood and colour, but English in taste, and in opinion, in morals and in intellect. Thus Macaulay laid down the policy for a new education system of western type to replace the existing oriental system. The education system created by British rules in India, the beneficial, lacked in inculcating Indian values and ethos.

The first institution of Higher Education in Assam and also North east India, is Cotton College of Guwahati which was established by the British government in 1901. That was more than six decades after the opening of the first English school of Assam in Guwahati in 1835. Credit for establishment of Cotton college mainly goes to Manik Chandra Baruah who made a strong case for it in the following words " Assam is the only province which has not got a college. Indeed, it is not a high institution worth the name". For a university, Assam had to wait till after independence of the country. However, the Sadler Commission (1917) visited Cotton College in the same year and was highly impressed by the functioning of the college. Due to this M.A classes were started but due to some problem, it had to be closed in the year 1932. In the year 1944 under the leadership of Gopinath Bordoloi, the Gauhati University trust Board was formed for public donation for the university.

## **2. Rationale of the study**

Higher education is the most important stage of education for the economic development than any other stage of education. Higher education

provides the specialist knowledge to the youth which can directly affects their working style. Since after India's independence, higher Education is growing but still has not been develop sufficiently so that every youth of India can access higher education. The same is also applicable for Assam too. There are many studies which are conducted on the Higher Education of India, but there is a dearth of Study on Higher Education of Assam. To fill this gap, the present study tried to draw a picture on status of higher education in Assam.

### **3. Objective of the Study**

1. To study the present status of Higher Education in Assam

### **4. Review of the literature**

Kundu (2016) world-class institutions, global rankings, and accreditation have become hot topics within field of education, the potential of researching these topics is significantly limited by the lack of theorizing about what quality means. Quality must be at the centre of the research and the first step must include revisiting the notions of quality. In this context, the author is of the opinion that this paper should guide research and practice in higher education. The author has tried to contribute to that important goal by presenting quality in education from various perspectives.

Rahman Mahib ur Mohd, 2012 has worked in the field of Educational Policies in Assam. His paper is an attempt to identify the current status of educational policies in Assam. This is followed by progress of Primary, Secondary and Higher Education in Post Independence period in the light of national policies on education. Subsequent sections consider the status of women education, teacher

education, teacher training institutes and medium of instruction issue in the state. Assam is one of the northeastern states of India, which has its unique cultural values in Indian sub- continent. Both the modern education and English language has played vital role in modernizing Assamese people and enriching their culture. In terms of education, Assam has developed into a top educational destination at the state as well as at the national level. To enhance the status of Assam education, the state government has introduced many innovative educations and English language polices. It's capital city; Guwahati is a key destination for higher education for students of the whole of north-eastern region.

Tilak (1993) discussed the effect of Structural adjustment and stabilization policies adopted by Govt. of India under New Economic Policy in the 1990s on quasi-public good nature of higher education and its financing. Investment in higher education returns private benefits and there exist a private market but these returns are not limited to private individuals. With strong externality, the social benefit of higher education surpasses the sum of private benefits. In such a scenario private investment will be less than the social optimal requirement. Here government intervention becomes necessary in the provision of quasi-public goods (Tilak, 1993). Public financing also had some limitations as perceived by Tilak in 1992-93. Firstly, as private returns are higher than social it suggests higher private share in cost of higher education provision. There is no such theory to determine the optimal mix of private and public financing of higher education. Secondly, With GER of 4.9% in 1990-91 higher education was elite in nature where the majority of students came from a better section of the society with higher ability to pay than what they actually pay. Thirdly, indirect tax being the major source (85%) of tax earning, financing higher education for elite sections might lead to transfer of resources from poor to the rich. Fourth, with limited resource available

expenditure in higher education cannot be possible at the cost of elementary education.

Chanana (2007) discussed women's disciplinary choices in the era of globalization. Choice of discipline is crucial for gender parity as it limits life chances of women. First four decades after independence women's participation clustered around arts, humanities and social sciences. This clustering of non-professional and non-market subject choices by women is explained as 'girls tend to opt for specific subjects because of their socialization which relates feminine roles of feminine subjects' (Chanana, 2007). Opening of the global market in the 1990s generated demand for skilled professionals in new areas of management, media and mass communication, fashion technology etc. Private institutions responded to this demand quickly and played a critical role in the changing disciplinary subject choice of women.

Sinha (2018) used district level census data to capture regional disparity in availability, access and equity in higher education in India. He found that even at an early stage of massification India remained largely elitist in socio-spatial segmentation. His study at district level presented multiple narratives. (a) Tribal districts of India had low enrolment. (b) Agriculturally prosperous districts of Punjab, Western Up, and Godavari delta and Bihar had low to medium GER. (c) States that experienced social reform movement and high urbanization had promoted enrolment in higher education.

Basant and Sen (2014) also wanted to understand dynamics of higher education participation across different socio-religious communities over 1999-2000 to 2009-10. They used a probit model of participation on NSS unit data where dependent variable took one if someone completed higher education else took zero. Explanatory variables were at individual level-age and sex, household level-household size, logarithm of monthly

household consumption expenditure and location specific factors. To incorporate supply side constraint distance to secondary school used as a proxy. Their paper estimated four probit model specifications between urban and rural and between full sample and eligible sample (whether person crossed higher secondary education). It was found that Hindu OBC was more likely to complete HE compared to Hindu SC in full sample with stronger effects in urban areas. Over all the study years Hindu SC were less likely to complete higher education in comparison to Hindu Upper Caste in both urban and rural areas. Lack of access to HEI in rural areas is reflected in lower marginal effects in rural areas over urban. Muslim OBC also had lower chance of HE participation compared to Hindu SC in urban areas (Basant & Sen, 2014).

Verghese (2022) has categorized post-independence development of higher education into three broad stages as (a) Expansion to support self reliant development (1950-70), (b) Declining growth and public support (1970-2000) and (c) Revival and massive expansion. In the first stage after independence emphasis was on the nation-building function of higher education to meet the aspiration of self-reliant development. Indian Institute of Technology, Indian Institute of Management and National Institute of technology were established along agricultural universities and medical colleges. Following recommendations of the Radhakrishnan Commission on Education, University Grants Commission was formed. Many private colleges were turned into government aided colleges where recurring expenditure mostly met by the government with a grant-in-aid system. Priorities were given to ensure linking higher education with economic development, expansion with equity and quality. During this period universities including Institutes of National Importance expanded from 27 in 1950-51 to 102 in 1970-71. Colleges also grew from 578 to 3277. These efforts led to an increase in higher education enrolment from

0.24 million in 1950-51 to 2 million in 1970-71. Still GER was very low, only at 4.2 percent. This growth of the higher education sector under government regulation stagnated during the 1970s. GER marginally increased from 4.2 in 1970-71 to 4.7 in 1980-81. Real higher educational expenditure actually declined from rupees 1143.77 in 1950-51 to rupees 550.51 in 1983-84 (Tilak, 1993). Growing demand for higher education particularly for engineering, medicine and management in 1980s created new opportunities. Self-financing private colleges came into existence during the 1980s offering technical and professional courses and proliferated in the southern states of India. These self-financing private colleges, commonly known as capitation fee colleges, were mostly for-profit private institutions. They came under serious objection. 'No doubt, the reckless growth of self-financing private colleges has resulted in establishing institutions with poor infrastructure, less-qualified faculty members, and such institutions provided poor-quality higher education'(Varghese, 2022). Many public institutions also took cost recovery measures.

## **5. Methodology**

The present is a descriptive study. It is primarily based on the secondary data. Secondary data was collected from different government publications, books, journals, e-journals, publications of semi government organizations and institutions, universities, research institutions, World Bank, UNESCO, UNICEF and NGOs and reports of different committees and commissions on various educational aspects. The collected data was processed and tabulated with justified analysis. Simple statistical calculation like percentage and mean are used to interpret the data along with graphical representation.

We have discussed the present scenario of Status of Higher education in Assam on the basis of some parameters like: Gross Enrollment

Ratio, Gender Parity Index (GPI), Total Number of HEIs, Number of Institutions accredited by NAAC etc.

## 5. Analysis and Interpretation

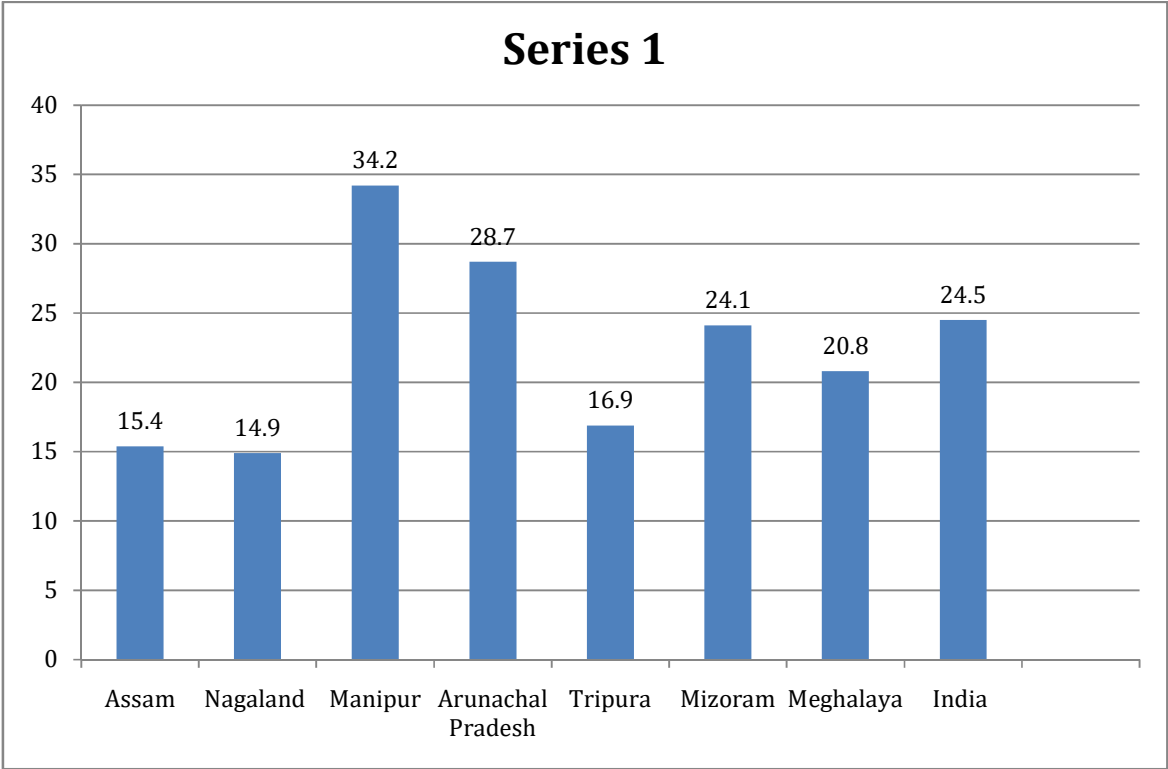
### I. Gross Enrollment Ratio

As per the SASG (2015-16) the GER of Assam in higher education was 15.4 against the national average of 25.4. The GER of male in Higher education in Assam was 16.2 and for females the same was 14.7. On the other hand the national average of GER for male and female were 25.4 and 23.5 respectively. Among the North East states, Assam only out performed Nagaland which has a GER of 14.9. But one important observation was that the GER of females of Nagaland (15.6) was better than that of females of Assam (14.7). All the other states have a better GER compared to Assam. Among the North East States, Manipur had a very good GER (34.2) followed by Arunachal Pradesh (28.7). The table below shows the GER of different states in North East India.

Table No. 2: GER in Higher Education of NER States

Sl No	State	Male	Female	Total
1	Assam	16.2	14.7	15.4
2	Nagaland	14.2	15.6	14.9
3	Manipur	35.3	33.1	34.2
4	Arunachal Pradesh	28.8	28.5	28.7
5	Tripura	19.9	14.0	16.9
6	Mizoram	25.2	23.0	24.1
7	Meghalaya	20.4	21.1	20.8
8	India	25.4	23.5	24.5

Source: Educational statistics at a Glance, 2018



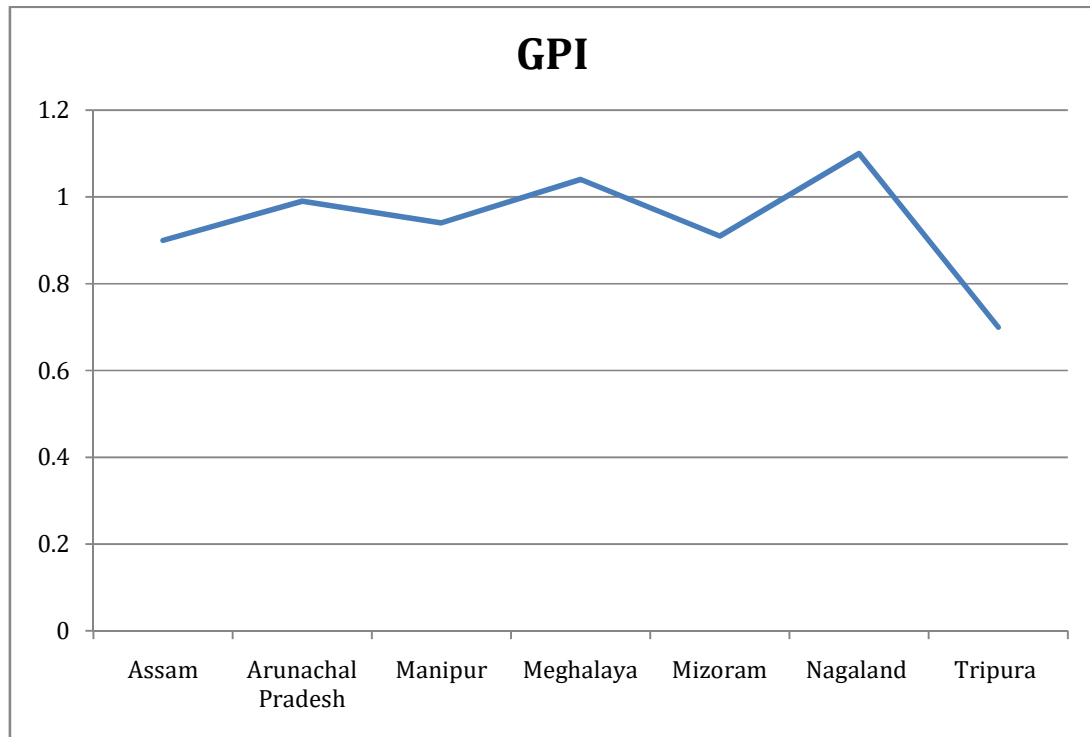
**II. Gender Parity Index**

Gender Parity Index based on Gross Enrolment Rate, is the ratio of Gross Enrolment Rate of female students enrolled at Tertiary levels of education to the corresponding ratio of male students at that level which provides a picture of gender equality in education. A higher GPI means higher gender equality in an education system. India has a GPI of .92 according to the ESAG, 2018. Among the North East States, Tripura (.70) has the worst GPI followed by Assam (.90). On the other hand, Nagaland (1.10) has a good GPI followed by Meghalaya (1.04), Arunachal Pradesh (.99) and Manipur (.94).

Table No.3: GPI of NE States

SI No	States	Gender Parity Index
1	Assam	.90
2	Arunachal Pradesh	.99
3	Manipur	.94
4	Meghalaya	1.04
5	Mizoram	.91
6	Nagaland	1.10
7	Tripura	.70
8	India	.92

Source: Educational Statistics at a Glance, 2018



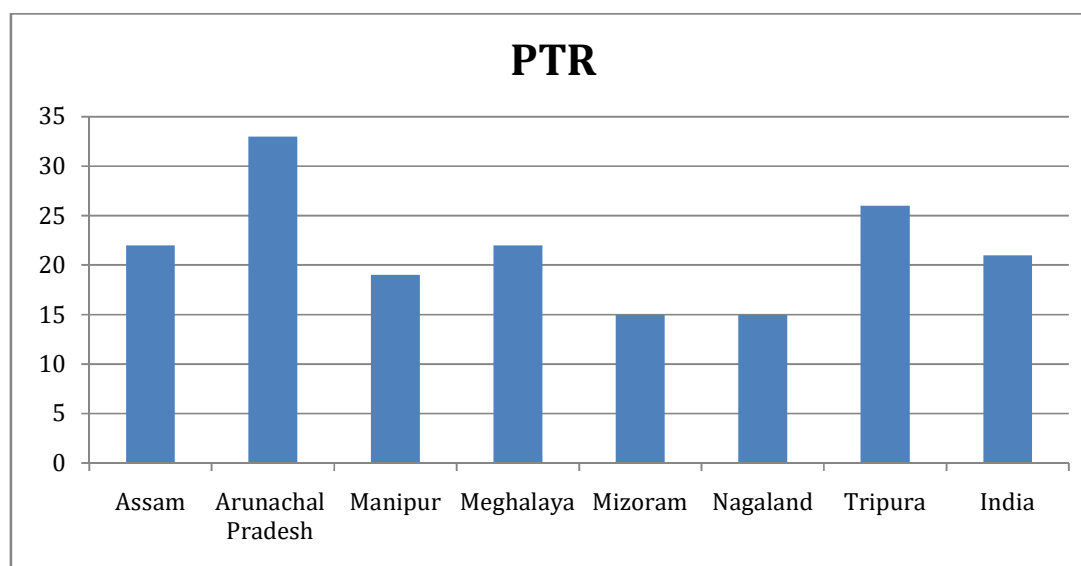
### III. Pupil Teacher Ratio

A consistent increase in the number of teachers from 1950 to 2020 has been observed which is true in the case of most of the States and Union Territories of India across all the levels and stages of education. Millions of teachers are imparting higher education to youth of India. A standard PTR is very important for quality teaching and learning in all stages of education. A low rate of PTR is good for an education system. Higher education is a stage of education where special care is needed for the students so that they can get the chance to shape their thinking in a positive way which leads to development of the nation. The average PTR of India was 21 in 2015-16. In the same year the PTR for Assam was 22, the second highest among the north east states as Tripura was placed first by its PTR of 26. Table No. 4 shows the PTR of North East States.

Table No. 4: PTR of North East States.

SI No	States	Pupil Teacher Ratio
1	Assam	22
2	Arunachal Pradesh	33
3	Manipur	19
4	Meghalaya	22
5	Mizoram	15
6	Nagaland	15
7	Tripura	26
8	India	21

Source: Educational Statistics at a Glance, 2018



#### IV. Number of Educational Institutions

There were perhaps a few scores of colleges in the Indian subcontinent when the three affiliating universities namely Calcutta, Bombay and Madras were established in 1857. At the time of independence, there were about 25 universities and 700 colleges in India and about 2 lakh students were studying in them. In 1947, there was no university in NE India and there were 15 colleges spread over different states of present NER. The Gauhati University was established in 1948 and through it was almost 90 years younger than Calcutta University. After the establishment of Gauhati University (more specially after the 1960s) there was a growth of affiliating colleges though honours courses were not started in most of the colleges except Cotton College. As per the statistical hand book of Assam (SHBA) 2020, there are 2 Central Universities, 10 State Universities and 6 Private Universities in Assam. The details of higher educational institutions of Assam are shown in table no. 5.

Table No.5: Higher Educational Institutions in Assam

Universities	Central University	2
	State University	11
	Private University	06
College	Govt. College	4
	Govt. Medical College	11
	Provincialized College	297
	Private College	67
	Govt. law College	1
	Non-Govt. Law college	25

Source: SHBA, 2020

## V. Quality of Higher Education

Although greater access has been identified as the greatest concern in higher education in Assam, the quality aspect is of no less concern. University Grants Commission (UGC) established National Assessment and Accreditation Council (NAAC) in the year 1994 as an autonomous institution to look at the quality aspect of higher education of India. Any institution of higher education of the country, recognised by the UGC, is eligible to avail the services of the NAAC for getting assessment regarding the quality of education it offers and obtaining Accreditation. As in the other parts of the country, the healthy practice of getting assessed by the NAAC has grown also in Assam. The result of assessment is communicated in the form of grades. Quality of an educational institution is mainly dependent on the curriculum framework, teaching-learning process, culture of research and innovation, academic resources, examination and evaluation system, imaginative approach, available infrastructure and management skill. Financial resources also influence the quality. The latest grades obtained by the older universities of Assam are shown below:

Table No. 6: Grade of Universities of Assam

Sl. No.	Universities	Grading by NAAC
1	Gauhati University	A
2	Dibrugarh University	A
3	Tezpur University	A
4	Assam University	B+

Source: NAAC, Website

## **VI. Affiliating University**

Most of the general arts/science and commerce colleges of Assam are affiliated with some university. In Assam, there are 4 affiliating Universities namely Gauhati University, Dibrugarh University, Assam University and Bodoland University. The large number of affiliated colleges with some of the universities of Assam is also a matter of concern as the excessive burden hampers their activities of teaching and research. The worst sufferers are Gauhati University with 240 colleges and Dibrugarh University with 179 colleges. The National Knowledge Commission which was constituted in the year 2005 under the chairmanship of Sam Pitroda had suggested 100 colleges per university as the limit.

## **VII. Curriculum**

Enormous changes are taking place in higher education. The changes are so vast and rapid that keeping pace with them is becoming a challenge. There is a far greater emphasis now to make the curriculum board & flexible to meet the greatly increased diversity of needs of the students as well as the society. All the universities of Assam had started the Choice Based Credit system (CBCS) both at Postgraduate and Undergraduate levels. A student has to acquire minimum credit for the degree. Credit means the load of the course. The academic load and the credit for a given course unit is decided by the following L-T-P-C calculation:

Where,

The number of one hour lecture per week-L

The number of tutorial-hour per week-T

The number of practical (laboratory) hours per week-P

The Credit point for the course- C

The Credit,

One hour lecture in a week = 1 credit

One hour tutorial in a week = 1 credit

Two hours of laboratory work in a week =1 credit

### **VIII. Private Universities**

As in the other parts of the country, Private universities have been established in Assam in recent years. Don Bosco University, Down Town University, The Assam Royal Global University, Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Krishnaguru Adhyatmik Visvavidyalaya, Assam Kaziranga University are the private university running their services in the state of Assam. These universities have contributed, to some extent, towards enhancing higher education enrollment in the state and also satisfying the needs of the students. But their functioning is yet to be assessed from different sides. In Meghalaya, a private university had to be closed because of improper and unethical practises in research and teaching trapped by UGC.

### **IX. Research**

All the central and state universities located in Assam research work specially through its PhD program where students across the nation as well as outside the nation can enrol themselves. Beside these institutions, IIT Guwahati and NIT Silchar significant research activities are carried out. If we analyse the successful PhD competition data in Assam, we find that most of the PhD which are carried out from Gauhati University, Dibrugarh University and Assam University are mostly related with social and sure science. On the other hand IIT Guwahati and NIT Silchar PhD program are mainly associated with technology as their main field of concentration is in

engineering. Gauhati University (GU), Dibrugarh University (DU) and Assam University (AU) have started programs in engineering but they are of too recent origin to contribute to research.

The Knowledge Commission showed its concern on quantity and quality of research done in India. The number of PhD holders has increased every year, but the quality of PhD thesis has drastically dropped. Most of the PhD programmes are mostly without a purpose. Most of the PhD topics are not related to real live problems.

## **X. Funding**

In India, most of our universities both central and state Universities, are funded entirely by the state and central government. No higher education institution can develop any strategy towards improvement of pedagogy and research unless there is very strong financial support. There is a huge disparity in the quantum of money that is given to those two categories of universities. Besides that, IIT, NIT, IIIT, IIM etc. are other such institutions that also receive huge central funds.

All the higher education institutions located in Assam under the Central government of India usually get sufficient funds from the central government. Except Tezpur University, most of the central institutions were not able to utilize their allotted funds. Delayed release of the fund by the government is one of the major reasons for the huge unspent fund. Moreover, lack of well articulated proactive planning on the part of many universities is also a cause of unutilized.

As far as the state universities, funding from the central government is very less. GU and DU, two of the oldest universities of the north east are badly starved of funds. Whatever financial support these two universities receive from the state government are even to meet their operational expenditures.

All the colleges mainly depend on government funds to meet the expenditures. The large share of the government fund goes for salary expenditure and very less fund is allotted for infrastructure and other development work of the college. Recently the central government sponsored scheme namely Rastriya Uchha Siksha Abhiyan (RUSA) allotted some funds for the infrastructural development of the colleges.

### **XI. Contractual Teacher**

UGC has asked all the Universities of India to fill all its vacant posts as early as possible and this is very true for universities of Assam also. Though there is a scarcity of teachers in universities of Assam, but the real problem of scarcity of teachers is in colleges of Assam. After 1992, no new post (sanctioned post) has been created in the provincialised college (then aided college) of Assam. In some provincialized colleges, departments are running with one or two teachers (sanctioned post). The shortage of teachers is managed by locally appointed teachers providing very less remuneration in the name of salary. There are some teachers who have been rendering their services from the last 15 to 17 year in the hope that one day the government will make them permanent. The number of such teachers in Assam is around 4500- 5000 nos.

## **6. Finding: Challenges of Higher Education of Assam**

1. **The problem of Access:** UGC Report on Higher Education in India-2008, reveals that the availability of colleges (which is measured by college population index, C-PI, i.e. number of colleges per lakh population in the age-group of 18-23) of general education in Assam is 9.5 against the national average of 8.1. However, in the case of professional colleges it is 1.9; for agricultural and veterinary colleges it is 0.2; for Technical colleges

it is 0.1; for Medical colleges it is 0.2; for women colleges it is 2 and for other colleges it is 0.1. As a whole the C-PI index in Assam is 10.8 against the national average of 12.4. These figures indicate the great challenge of widening the access of higher education in general and technical and professional education in particular in Assam.

**2. Skill:** A good number of students graduate from colleges of Assam without acquiring skills. The changing economic environment demands knowledge along with skills. While the government is emphasising on expansion of higher education, universities and colleges must draw strategies to develop skills in students so that they can compete with the global society.

**3. Inequality:** Besides the low GER for overall population of Assam, large variations exist among the various categories of population like male-female, rural-urban, Muslim/Hindu and SC/STs categories. Due to urban centric and uneven distribution of institutions of higher education, it is not equally available to all in the State.

**4. Shortage of qualified teachers:** Shortage of qualified teachers in the field of higher and technical education institutions has been a constant issue of concern. Privatisation and Lack of adequate financial support from the Govt. has made it difficult for many institutions to attract qualified and talented teachers and have to run the courses with sub-qualified teachers on an ad hoc basis, which is a serious threat to the quality of education for developing human resources. The shortage is even higher in the institutions of professional nature like B.Ed. colleges, Law colleges, Medical and Engineering colleges besides the institutions of general education. This shortage of qualified teachers results in de-recognition of some of the

institutions by concerned bodies at times. It is also not out of place to mention here that some institutions hire teachers only for the period of inspection to avoid derecognition.

**5. Infrastructure:** The provincialized colleges and the State universities in Assam suffer from the problem of lack of basic amenities and state-of-the-art infrastructure, which stand in stark contrast to the private colleges and universities. Even the Central universities are endowed with better infrastructure and facilities for the students and the teachers. However, it is the provincial colleges and the State universities that cater to the largest number of students in Assam including the poorer section who cannot afford to pay for education in private institutions. These institutions find it hard and disadvantageous to compete with the private universities and colleges.

**Conclusion:**

Higher Education in Assam is facing big challenge having them to compete with the global players, especially after education became a marketable product and after India opened its market for global competitors. However, institutions of higher education in Assam, with crying needs for basic amenities and infrastructure, are hardly ready for this global competition. The annual exodus of bright students from the state in search of better education partially indicates the defeat of the institutions of higher education in Assam. If the human resource in Assam is to be saved from becoming bane on economy of the state, then a well thought policy of higher education combined with adequate govt. funding and proper monitoring and control over standard of higher education only can bring much needed change in the area.

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<sup>i</sup> Inserted by the 86th Amendment in December, 2002 and passed by the Parliament in July, 2009. The provisions of the Act came into force from 1st April, 2010

<sup>ii</sup> As per the 86th Amendment of December, 2002

<sup>iii</sup> Added by 86th Amendment of December, 2002

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