

NEO-LIBERAL STATE AND PRIVATISATION OF HIGHER EDUCATION: MANIFESTATIONS AND CHALLENGES IN ASSAM

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Abstract

With the crisis of the Keynesian welfare state, nations across the world adopted the policy of neo liberalism which promised unprecedented growth with an active intervention of the market and a consequent restructured role of the state in favour of market principles. Influence of neo liberal policy agenda on the higher education sector around the world manifested in dismantling of public services and entry of new actors with for- profit motive. Private investment in higher education with profit motive has noticeably emerged and enhanced in India too as well as in different states with serious ramifications. This paper is an attempt to explore and understand the nature and extent of privatisation in the higher education sector of the state of Assam along with consequences brought about by the phenomenon of privatisation in terms of accessibility and equity. Drawing upon theoretical and empirical data analysis, the paper analyses as to how privatisation of higher education can reinforce socio economic inequality by barring the accessibility of economically weaker sections of the society.

Keywords: Neo liberalism Privatization Higher Education Accessibility

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1. Introduction

All over the world, development paradigm has undergone a change. Nations are undergoing paradigmatic shifts in matters of development. The transition of the developing countries from welfare to a neo liberal paradigm is a particularly significant event. A change has also occurred in terms of the central player in the development paradigm. The emerging new argument downplays the case for state centrality and upholds the view that it is the market which can do everything for everybody and it is the private sector which should hold the centre stage.

The post colonial states designed the social economic and political issues under the influence of the International Financial Institutions (IFIs) and their principles. The chief principle that has been guiding these institutions is that of neo liberalism which emerged primarily as a critic of 'welfare state'. The neo liberal principle is based on the assumption that human welfare can be best served by the market. The state should withdraw from its welfare policies and activities, and should rather introduce laws and institutions to create a convenient atmosphere for the market to operate smoothly (Olssen and Peters, 2005, p. 136). An ideology, a policy, an economic model, neo liberalism which came to centre stage during 1980s, primarily advocates deregulated economy, trade liberalisation, economic reforms, privatisation of state services and marketisation. All the nations- both developed and developing soon aligned their policies in line with neo liberalism which claimed to bring out unparalleled economic freedom and growth. Treating society as a market, neo liberalism has relegated the individual to a commodity (Lipman, 2007, p. 267). Just as neo liberalism came to influence every facet of human life, education too soon came under the influence of neoliberal principle. Given its impressive market size, education in fact forms a chief goal of the neoliberal agenda (Ross and Gibson, 2007, p. 56). Higher education is the sector where neoliberalism has affected maximum influence. While the developed nations of the west made much progress in integrating neo liberal agenda in their higher education sector, the developing nations followed similar footsteps in the 1980s and brought about changes in policy perspectives of higher education in accordance with the rules of the market. Neoliberal design of higher education implied variety of reforms. Primarily it came to mean a lesser position and role of the state with market leading the higher education sector, where the nature of education is also decided by the market on the basis of market rules and philosophy.

2. Statement of the Problem

Higher education across the world is increasingly being guided by the political-economic aims of neo liberalism. Higher education which is basically a state responsibility has started noticing a gradual withdrawal of the state and growing involvement of the market. Higher education has become increasingly relied on private investment. Higher education in India which was historically a state prerogative facilitated with the noble aim of knowledge creation in society, has undergone significant changes with the adoption of economic reforms in neo liberal lines. Higher education has gradually become deregulated, privatised and commercialised. Post liberalisation period witnessed a changed role of the government in the social sector of the country in terms of government spending. The nation has undergone a change towards neo liberal development agenda from a state led development programme.

The government of India in an attempt to produce knowledgeable and skilful professionals and technicians was successful in building a developed higher education system compared to the pre independence era. The post 1990 period however developed a new kind of higher education which undermined the public character of higher education and turned it into a luxury than a common good. In the post reform period the government in its various policies, plans and programmes put limited thrust to higher education. It has often been argued that in view of resource crunch, primary education should get preference over higher education. Arguing that the higher education of the country is sufficiently mature, the government considered further demands for developing the system as financially unsustainable.

Privatisation of higher education has emerged in the state of Assam too. While previously it was primarily a responsibility of the government, higher education in the state has now been opened for private investment. There have been a number of private higher educational institutions affiliated to universities within and outside the state, but they did not have degree granting authority. The significant change appeared in the higher education sector of the state with the enactment of the Private Universities Act of 2007. This has formally crystallised the process of privatisation of higher education in the state and has highlighted the intention of the government to open up the sector for private investment. This paper is an attempt to explore and understand

the extent and nature of private higher education in the state of Assam and the different dimensions associated with it.

3. Methodology

The paper has adopted a qualitative and analytical approach. It proceeds in a deductive manner; the understanding and analysis of the paper is in light with the theoretical framework. The paper attempts to apply the theoretical underpinnings of neo liberalism to what is being done in the higher education sector of the state of Assam. The sources of data consist of both primary and secondary. The existing literature on the subject has facilitated the contextualisation of the problem and understanding of the topic at the macro level. The micro part has been dealt with by analysing the policy initiatives at the national and state level, as well as the primary data collected from selected samples of study.

4. Theoretical Framework

The failure of welfare state to ensure sustainable development in the 1970s renewed the faith on liberal ideology and facilitated the emergence of a new ideology of neo liberalism which aimed at establishing a synthesis of state and market intervention. This synthesis is attempted to be ensured by incorporating market principles in the operation of the state. Neo liberalism reinforces the underlying principles of individual rationality and market fundamentalism as advocated by liberalism. A critic of welfare state, neo liberalism argues that state endeavour in economic affairs will hinder production and profit; hence services should be left free for the private sector to operate. State, according to the idea of neo liberalism, should be involved in restructuring than in planning the economic activities. However it does not denote a negation of the role of the state; rather the state is engaged in constructing the market. Control and regulation of the state is supposed to be flexible so as to smoothen the operation and functioning of the market. The state is also supposed to create market in areas like education, health care land, and water if necessary. However the state should not intervene beyond the point of facilitating market operations as the state cannot comprehend market principles and will only end up taking endeavours in favour of powerful interest groups (Harvey 2005, p. 2). At the level of hegemonic practice neo liberalism has thus taken control of the state, though as a theory it prefers market fundamentalism over state regulation and intervention.

Like many other sectors, neo liberalism soon intervened in the education sector, especially the higher education sector. Higher education underwent a crisis during 1970s due to declining state expenditure, high inflation, high demand among students, and inadequate investment for expansion and improvement of higher education. As the economic crisis led to the adoption of neo liberal economic issues to deal with it, several developing countries adopted adjustment reform and stabilisation policies as suggested by IMF and World Bank in the beginning of 1980s. Like all other sectors, higher education was also reconstructed along neo liberal lines which undermines efficacy of state services and hence supports allocation of services on market principles. Thus a reduced role of the State in education, more explicitly higher education, is promoted as an economically and educationally efficient proposal and it is argued that the role of the government should be confined broadly to the formulation of a coherent policy framework (e.g., World Bank, 1994). Privatised education assures to efficiently deal with economic crisis and develop the efficiency and quality of education which is not the case with public education (Tilak, 2004). By bringing down the participation of the state, emphasis is laid on non-governmental sources of funding and a market for competition among the private individual institutions. The two important reports on higher education brought out by the World Bank - Report on Financing Higher Education in Developing countries, 1986 and Higher Education- Lessons of Experience, 1994 evidently brought forth the case for privatisation of higher education along with the logic of reducing state subsidy.

Neo liberal argument concedes that if the government continues to provide high subsidies to higher education institutions, the latter will fail in meeting the real requirements of the market, along with inefficient educational decisions of the governments and individuals. The neo liberal agenda requires devolution of administrative authority to individual institutions to enable them to have more control over their products.

5. Indian Higher Education under Neo liberalism

Indian economy got introduced to neo liberal policy with the adoption of economic reforms by the Indian government. Consequently, various sectors of the country came under the influence of neo liberal policy, including education. The nation is in need of equal access of entire population to the education system, which can be achieved through government support and funding.

However government support towards education has gradually started declining and there has been a pressure on the government to open up higher education for private investment, whereby the burden of cost has to be borne by the students. With the adoption of new economic policy in 1991, India witnessed shrinking public fund in social sector coupled with privatisation, deregulation, economic liberalisation, free trade, free markets etc. Since the mid 80s, Indian higher education started undergoing a change in terms of new legislations, shifting commitment of the ruling government, increasing private understanding of higher education. In terms of policy, Indian higher education underwent significant shift in the post liberalisation period in relation to post independence and pre liberalisation period.

6. Privatisation of Higher Education

With the adoption of neo liberal reforms, higher education ceased to be a state prerogative and has become deregulated, privatised and commercialised. Around the globe, privatisation of higher education has emerged as a chief trend and India too followed the same. Privatisation implies applying private business like principles in the higher education system and applying these principles in public education system as well. Private higher education is owned and managed by private individuals and agencies, and the services provided by these agencies are priced (Varghese, 2004). The price of private education is accrued from the students in the form of fees. Student fee is therefore determined by the cost of education and sometimes profit in addition to cost.

While it retains the traditional public higher education system, India has witnessed a great expansion and growth of private institutions of higher education in the post liberalised era. Maximum share of private higher education is owned by institutions which are self financed and do not receive any grant or aid from the government. In the post liberalisation period various policy measures of Indian government reflected the influence of neo liberal ideology under the shadow of structural adjustment policy. With major thrust on alternative model of financing higher education, policy change in the post liberalisation period was aimed at bringing about reforms in the higher education system in terms of increasing efficiency in public education as well as in terms of mobilising alternate source of financing higher education. One significant way is shifting the responsibility of financing from the public to the private sector (ibid). Private higher education institutions can be universities or non- university educational institutions

offering professional courses; the most prevalent form of private higher education being the self financing institutions which do not receive any grant from the government and rely on student fee for revenue. Since the late 1980s, the number of private self financing institutions has increased to several hundred, particularly in the disciplines of technology and management. Private higher education has spread all the country in states like Andhra Pradesh, Assam, Kerala, Maharashtra, Karnataka, Tamil Nadu, Odisha, Haryana, Punjab and Rajasthan.

7. Privatisation and Higher Education: Manifestations in Assam

The trajectory of higher education has been rich in Assam with the establishment of the first college in 1901 and the first university in 1948. Cotton College, the first college of Assam was established in 1901 and after that a number of colleges were established in the state. At present there are 6 government colleges, 295 provincialised colleges and 43 non- governmental colleges. Gauhati University being the first university of Assam was a public university established in 1948, at present there are 19 universities including both public and private universities. Assam has had a rich heritage of public education with a number of significant higher education institutions. Gauhati University, Dibrugarh University, Assam University have been the prominent institutions of higher education of the state of Assam. Moreover, a number of noteworthy colleges have also been majorly contributing to the higher educational needs of the state.

While the system of public higher education system is retained by the state, higher education sector of Assam has also witnessed a change in line with the shift at the national level. Just as Indian higher education system has come under a wave of privatisation in the post reform period, Assam government has also initiated private investment in the higher education sector. The state has had a number of private institutions of higher education, which however had no authority to grant degree and were affiliated to public or private universities- within or outside the state. However, the state had moved towards a complete shift to privatisation of higher education with the enactment of the Private Universities Act of 2007. This act has clearly reflected the move of the government to open up the sector for private investment. Political leadership had argued that higher education does not accrue any direct social benefit unlike primary education; and rather run on deficit. The leadership therefore, including the then Chief Minister Tarun Gogoi and the

then Education Minister Ripun Borah had argued in favour of private ownership of higher education institutions. Private higher education has also been thought of as a viable means to cater to the demands for professional courses among the students. Arguing that the state can restrict the move of the students outside the state if such courses can be facilitated within the state itself, Borah had justified the importance of private institutions of higher education. The opposition too was in unanimity with the ruling party in facilitating private ownership and management of higher education in the state and the necessity of professional education- in which the private institutions can play a very significant role. Accordingly, a number of private universities have come into existence in the state, the first one being the Assam Don Bosco University, established in 2010. At present, there are six private universities operating in the state- Assam Down Town University established in 2010, Kaziranga University established in 2012, Mahapurusha Srimanta Sankardeva Viswavidyalaya established in 2014, and the latest additions being Royal Global University and Krishnaguru Adhyatmik Viswavidyalaya- both established in 2017.

8. Nature of Private Higher Education in Assam

In the span of 10 years, since the enactment of Assam Private Universities Act in 2007, Assam has witnessed the emergence of six private universities. Resource crunch on the part of the government coupled with no direct social benefits from higher education has been cited as a factor as to why the government should cut down on its contribution to higher education and should rather concentrate on primary education. This argument of the political leadership in Assam is in line with the argument of the Indian government for cutting down on its social spending and opening up the same for the private sector. Another factor cited in favour of privatisation of higher education is the inadequacy of the public education system to cater to the rising demands of higher education. With ever increasing aspirants of higher education, traditional public institutions have failed to cater to rising demands. While on the one hand, it has failed to provide accessibility to all the aspirants, it has also not been successful in providing courses which are much in demand among the students- the professional courses which can land the students safely in the job market. Accordingly a ground has been prepared for the working of private higher education, and private institutions have definitely contributed towards the

expansion of higher education. Private higher education manifests a number of characteristics which are different from the traditional public system of higher education.

8.1 Courses of Study

Higher education under neo liberalism has emphasised the importance of privatisation and has linked higher education with job market. Professional education has been given prominence in the changed system of higher education. Professional job oriented courses are considered important because of their scope of employability; these courses are believed to produce ready-to-be-employed youth. Political leadership of Assam had also emphasised on the importance of professional education and as to how this can put an end to migration of students outside the state. They also justified the case of private universities on this ground that these universities can be an efficient facilitator of these courses. Also an attraction for these courses has been noticed among the students. The private universities primarily concentrate on professional courses which attract many aspirants and which can create graduates ready for the market.

Assam Don Bosco university, Assam Down Town University, Kaziranga University, Royal Global University provide courses on various professional courses and also accord priority to these courses in comparison to basic disciplines like pure science, social science and humanities. The most preferred courses of these universities are those on technology and management. Some other professional courses offered by these universities are- Biotechnology, Microbiology, Biochemistry, Architecture, Fine Arts, Fashion Design & Technology, Communications & Media, Behavioural & Allied Sciences, Hospital Management, Paramedical, Allied Health, Nursing and Pharmacy. While there is no course on any basic discipline in Assam Down Town University, the other three universities provide degrees on basic science and humanities. Though there are schools on basic science or humanities, these universities provide only some specific courses of social science like Sociology, Social Work, and Psychology and thus have a limited approach to basic disciplines. Other than the professional courses, diploma programmes constitute another important aspect of academics of private universities. However, the two most recent additions to private universities in Assam- Mahapurusha Srimanta Sankaradeva Viswavidyalaya and Krishnaguru Adhyatmik Viswavidyalaya retain courses on basic disciplines of pure science, social science and humanities.

8.2 New Courses in Public Institutions

Another important phenomenon that has developed along with privatisation of higher education is that of self financed courses in public institutions of higher education. Across India public institutions have acquired a new nature by introducing professional courses on self financed basis. Introduction of these courses has been initiated as an alternative source of revenue generation which can enhance the financial position of the public institutions and can decrease their dependence on governmental assistance.

The state of Assam has also adopted this trend and the public universities as well as the affiliated colleges have introduced self financed professional job oriented courses as well as diploma courses. The self financed courses offered by Gauhati University are MBA, Information Technology, Computer Science and Sociology. Similarly, another prominent public university of the state, Dibrugarh University provides self financed courses on Petroleum Technology, Computer Studies including BCA, MCA, BSc IT, Diploma courses like PGDCA, DCA, Management Studies including BBA, MBA and diploma course of PGDTM, Physical Education and Sports, Journalism and Mass Communication, Bio-Informatics, Bio-Technology, Social Work etc. Another prominent state university, Cotton University also offers self financing courses on BCA, BSc Biotechnology and Advanced Diploma in Mass Communication and Journalism. Accordingly, many colleges affiliated to Gauhati University and Dibrugarh University have also introduced various self financed courses by order of the government.

The self financed courses cost much higher than the other courses offered by the universities. These courses are introduced to ensure employability of the students and are therefore professional in nature.

8.3 Fee Structure of Private Institutions

Privatisation of higher education has brought with it the important aspect of student fees; private institutions being primarily dependent on fund generated from student fees. The private institutions make no significant financial investment except the initial investments which get recovered from student fees in a couple of years. Private investment in higher education was justified on the ground of expansion of higher education to meet the needs of as many aspirants

as possible. While privatisation of education has surely contributed towards expansion, it does not seem to be equally accessible to all sections of the society. Students' fee being the primary source of funding for private institutions, these institutions end up levying high fee on the students. The high amount of fee charged by these institutions makes education unaffordable to a large section of the society, if not all.

When looked at the fee structures of different private universities, we can see that the courses cost lakhs of rupees from the students. The cost of Bachelor of Engineering in the four private universities ranges from Rs. 2,90,000 to 5,20,000, while an MBA degree costs Rs. 2,50,000 to 5,20,000. Similarly, other professional courses like MCA, BScIT cost similar high amount of fees from the students. Given such high amount of fees, it is not beyond question as to what extent private higher education is accessible to all sections of the society alike. On collecting data from the students of private institutions through random sampling, it has been found out that most of the students belong to economically well off families and their education is being financed by their parents. The other section of the students has been found to finance their education through educational loan. However it must be realised that educational loans also demand a sound financial position of the students. The students have to repay the loan with sizeable interest rates, which bring us to another important aspect of higher education-employability.

Private higher education is justified on the ground of employability, that the nation is in need of a complementary role of the private education to ensure and enhance the employability of the students. But what needs to be questioned is as to what kind of the jobs the students get in after passing out of private institutions. When contacted, a number of ex students of private institutions of higher education commented that they are engaged in private jobs with not satisfactory salaries. The income from the jobs does not meet the cost that they incurred to acquire the education in the institutions, they commented.

8.4 Quality of Education

Introducing and encouraging private investment in higher education was justified on the ground that private institutions can provide quality education. The state has failed to meet the increasing

demand for higher education, which has undermined the quality of higher education. Private education is therefore expected to not only cater to the rising demand of higher education, but also to improve the quality of higher education by sharing the responsibility with the government and thereby reducing the burden on the government.

From the data collected from the students of private institutions of higher education, the students of the private universities like Assam Don Bosco University, Assam Down Town University, Royal Global University appear very much satisfied with the infrastructural facilities available to them. These universities are equipped with very well developed classrooms, laboratories, libraries as well as hostel infrastructure. Other than the infrastructural facilities, about the quality of teaching, around 70% of the sampled students expressed satisfaction with the quality of teaching and the way knowledge is imparted. The students of public universities however expressed dissatisfaction about infrastructural quality like classroom and laboratory, but about 95% of the sampled students expressed satisfaction with the quality of the teachers and teaching. A comparative study between one public engineering college- Assam Engineering College and one private engineering college- Royal Institution of Engineering and Technology (RIET) has revealed some important aspects of private higher educational institutions compared to public institutions. This comparative study was aimed at understanding the socio economic background of students of both the institutions selected through random sampling, their reasons behind joining the particular institution along with their ways of meeting the cost of their education. An attempt was also made to understand their opinions about various aspects of education offered in their educational institutions.

The data collected from the students of the two institutions reveal that while AEC caters to both urban and rural population, students of RIET mostly belong to urban areas. Moreover while the students of AEC have been found to spread across different economic strata of the society, students of RIET primarily represent an upper middle class background.

The data reveal that around 80% of the students of RIET have highly educated parents with 75% with a post graduate degree and 5% with a doctoral degree. About 55% of the students have both

parents working in varied services and occupations. Majority of the students of RIET have parents working in highly designated government or private sector or personal establishments.

Among the students of AEC, parents of around 55% of the students hold a post graduate degree, while no one holds a doctoral degree. Around 15% of the students of AEC have mothers with a post graduate degree. Around 35% of the students of AEC have both the parents working, with most of the students having mothers who are housewives. While most of the parents are employed in government jobs, some are engaged in private and personal establishments. The economic backgrounds of the students of AEC are found to be varied with their parents employed in different designations.

Academically, the students of AEC have been found to be better who got admission into the college by clearing the Common Entrance Test conducted by government of Assam and after being selected by Directorate of Technical Education of Assam for admission. On the other hand, the sampled students of RIET said that though their preference was AEC, they chose RIET because they could not clear the common entrance test and get admitted in AEC.

The fee structures of the two institutions reveal much disparity. Though it is understandable that student fee will vary in public and private institutions, when the difference is wide it is a matter of concern. The fee structures of AEC and RIET reveal such a wide gap, for example, while the BTech course at AEC costs Rs. 44,000, the cost of BTech at RIET amounts up to Rs. 4,40,000.

All the sampled students of AEC considered the fee affordable and are found to be financing their education without taking any educational loan. They have expressed certainty about their career prospects and consider the education that they are receiving as worth the money that they spend for their education. Among the sampled students of RIET, five students are financing their education with the help of educational loan while the rest are self financing their education. The students with educational loan expressed their concern about the heavy liability to pay back the money and also dissatisfaction regarding the education that they are receiving. Among the students who are self financing their education, one third expressed satisfaction about the institution and the education that they are receiving.

Regarding infrastructural facilities, about 50% of the students of AEC expressed dissatisfaction, particularly about the condition of laboratories. The students of RIET on the other hand, expressed total satisfaction with the infrastructural facilities provided to them- classroom, laboratories as well as hostel facilities.

The phenomenon of privatisation of higher education gives rise to a number of issues related to higher education and the aims and objectives that it stands for. Higher education is the most potent tool of individual as well as social mobility and development. It assures high rates of individual and societal returns. Development of a country to a large extent is determined by its status of higher education. Also, higher education plays an emancipator role for less privileged sections of the society. It can help the backward sections of the society move up in the ladder of socio economic status in the society. It is thus of great importance that all the aspirants get equal opportunity to accrue the benefits of higher education. It is therefore pertinent to examine as to what extent private higher education meets the twin requirements of accessibility and equity.

8.5 Accessibility

While it is recognised that private investment has contributed towards expansion and enhancement of higher education in the state, it is questionable as to what extent private institutions are inclusive of all sections of the society. Though there are certain provisions like reservation and scholarship to ensure inclusiveness of different sections of the society, the impact of these provisions seem to be negligible. From the data collected from the samples students of the private institutions, it becomes clear that most of the students belong to the economically well off sections of the society.

One major rationale put forwarded in favour of privatisation of higher education has been that state should not interfere in the process of aspirants acquiring education by paying the cost of it; those who have the capacity to pay should be left free to decide their course without the state meddling in the way. This has made way for the private investors design the education system according to the convenience of those who can afford to pay for it. From the fee structure of the private institutions as well as from the economic profile of the sampled students, it is evident that private higher education can be afforded by select few of the society who are financially well off.

That brings us to the question- does inclusiveness of private higher education only mean including those who can pay for it?

8.6 Equity

One of the chief problems facing higher education system of the nation is that of equity, that is, equal educational opportunity to all sections of the society. To ensure equity it is necessary that there is expansion of higher education with more and more educational institutions coming into play to provide access to as many aspirants as the society may produce. Private investment in higher education is expected to enhance accessibility and quality of higher education. While private higher education has definitely enhanced accessibility of higher education, the objective of equity is at risk. Given the high cost of private higher education, the accessibility of the weaker sections of education to private institutions of higher education stands highly compromised. Though a number of measures are initiated to help ease the accessibility to the weaker sections like scholarships, or educational loans, these measures are more in favour of the institutions rather than the students. The weaker sections thus remain outside the scope of higher education and thereby the benefits accrued from there. When deprived of the benefits accrued from higher education, these weaker sections are deprived of upward movement in social hierarchy too. It thus operates as a vicious cycle of vulnerable position, deprivation of opportunities and barred mobility to rise up in the ladder of socio economic status.

9. Conclusion

From the theoretical and empirical analysis it can be deduced that privatisation under the spell of neo liberalism has brought in a significant change in the nature of higher education globally, nationally as well as in the state of Assam. While privatisation has contributed towards expansion of higher education, it has invariably changed the nature and aim of higher education under the influence of market philosophy. Private higher education is accompanied by the motive of profiteering which compromises with the ideas of equity and social justice. High cost of private higher education has relegated the principle of affirmative action to the background and has barred the upward movement of the backward sections of the society. Higher education is a potent tool of development, social mobility as well as equity. However privatisation has turned it into a commodity- accessibility to which is determined by the economic capability to afford the

same. Higher education has become accessible only to those people who possess the economic power to purchase it. Shaping higher education by the cost benefit analysis of market agenda has the potentiality of reinforcing the already entrenched socio economic structure of the society. Neo liberal design of higher education is thus incompatible with the aims of equity and social justice. While privatisation cannot totally be refuted, what is intended is that the private forces should not be left unregulated so that they confirm to the basic principles that higher education stands for. The government should take up a pro active role and a renewed responsibility of regulation and also design an effective higher education policy guided by the objective of common good, and not only by a cost benefit analysis.

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