

# THE STATE OF HIGHER EDUCATION AND ITS GROWTH AND FINANCING IN NORTH-EAST INDIA

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## Abstract

*Higher education can be an effective instrument to accelerate the economic development of the country. It has made a significant contribution to economic development, social progress and strengthened political democracy in India. Since independence, India has achieved substantial development in the sector of higher education, especially in terms of increasing number of institutions and growth of enrollment ratio, gender parity index etc. In this context, the paper has taken the case study of Northeastern states, which has analyzed the growth and development of higher education and its trend of financing in the region.*

**Key words: Higher education, Growth & Development, finance, Northeast India.**

## **Introduction**

Higher education has made a significant contribution to economic development, social progress and strengthened political democracy in India. Since independence, there is a continuous growth of higher education in India, but not comparable to other advanced countries because of regional, social and gender imbalances with respect to access to higher education. Educational attainment in any system needs considerable financial resources. The success of education in providing quality education with its relevance is dependent upon availability of resources for undertaking new educational programme as well as for maintaining and keeping up the existing infrastructure facilities.

The Central and State Governments in India have emerged as the main agencies for financing the public system of higher education. The University Grants Commission (UGC) is a statutory organization, which promotes university and college education with financial help under various schemes and programmes. The UGC gives developmental funds to all types of universities and colleges under plan and non-plan grants. Besides, it too provides financial assistance for the development of higher education under schemes like vocational education, professional development of university and college teachers, research projects, awards and travel grants and special grants for women and disadvantaged groups. Apart from UGC, a few other organizations also provide funds to higher education establishments on occasional basis from time to time.

Financing higher education is one of the most important functions, which involves policy making, planning and prudent financial management. The development of higher education is largely depends on the economic conditions of the guardians of the students and government's financial policy and planning. If there are deficiencies in the mechanism of financing, the system of higher education, the educational development would be seriously impaired. In this context, a comparative study has been made about the entire process of financing higher education and its proper management with special reference to the North Eastern states, one of the backward regions of India.

## Review of Literature

Review of related literature is one of the most important steps in any type of educational research work. Review of literature provides a sound theoretical base of research and provides the knowledge of the previous research on the problem. It also provides insight into the various method and procedures being used for the objective of research. A good number of studies relating to growth and development of Education have been undertaken. So far as economics of education are concerned lot of studies are found in the literature.

Singh (2012) assesses the growth and development of higher education in the north east region and examine the issues relates to it and also mentioned that GER in this region increased during the 11<sup>th</sup> plan period and suggested that the central and state government need to improve the infrastructure and attract the talented faculty so that there is a visible improvement in the quality of higher education.

Mishra & Sharma (2008) critically analyzed the growth of higher education sector in India and identifies the major concerns. It also evaluates the preparedness of the country for the opening up its border for foreign institutions.

Mondal & Mete (2013) higher education sector is very important for the growth and development of human resource which can take responsibility for social economic development of the country.

Gupta & Demele (2013) Higher education determines not only the economic condition of a country, but also it's intellectual and social conscience and shows the present and future path of development of the country.

Das, Chakraborty and Dey ( 2014) made an effort to analyse the growth and development, policy and plan perspectives of the Governments towards higher education in North East India. An attempt has also been made to discuss the trends of financing in higher education in North East India. They also mentioned that there has been a significant development in the educational scenario of the North Eastern states of India. But few states of this region do not maintain the increasing parity. They also suggested that system of financing higher education in the north eastern states need diversification.

Das, Chakraborty and Dey ( 2015) identified that management of finance becomes necessary when funds allotted are not properly expended or remains unutilized. This call for serious introspection as misutilization or unutilization of funds is against the objectives of fund allocation itself. In their study, they

found that around 3 percent of funds remain either unspent or unutilized and suggested that this area needs to be looked into so that a proper utilization of fund takes place.

Sulochana (1991) in her study 'Financing of Higher Education in Andhra Pradesh' Showed the plan and non plan expenditure of government of India as well as Andhra Pradesh during the period 1981-82 to 1985-86 and also showed growth of colleges in Andhra Pradesh for the same period. In her work, she also showed low per capita non plan expenditure on university and other higher education in Andhra Pradesh.

Punnyya Committee (1993) observed that 70-75 % expenditure of total allocated fund spend on salaries of teaching and non teaching staff. The committee examined present policy, pattern of providing development and maintenance grants, pattern of allocation of grants between teaching, research and non teaching function, review the existing schemes and also examined patterns of utilization of grants. The committee recommended that UGC may find an appropriate incentive for generating additional resources in universities.

Chatterjee (1999) made a critical analysis of the scenario with special emphasis on financial constraints in higher education done. It revealed from the discussion that the growth rate of higher education expenditure on plan and non plan is declining from year to year.

Kaur (2003) explained about educational attainment in any system demands considerable financial resources. He has analyzed the government expenditure on higher education during the +pre-Independence as well as post-Independence period (1781-2003) in India.

Srivastava (2008) focuses some issues relating to the financing of higher education in India with special reference to general education.

Suklabaidya (2009) highlighted that higher educational institutions located in semi urban and rural area in Assam are facing tremendous constraints and limitations in terms of finance, infrastructures and information technology.

Tiwari (2009) observed that the higher education system needs organized financing for its proper operation and serious review of all crucial concepts pertaining to the funding of higher education.

Goswami (2011) mentioned that in China, government spends more than 1.5 per cent of its GDP on higher education while India spends less than 0.5 per cent.

## Objectives

There are number of universities, colleges and institutions, which impart higher education in India. However, its access, quality and excellence differ from states to state. Here, the paper objective is

- To analyze the growth and development of higher education in North Eastern Region of India.
- To analyze the trend of financing in higher education in the region.

## Methodology

Based on the survey of literature and the information collected from the different sources, an analytical method of enquiry has been adopted for the study. The study is based on secondary sources of data collected from reputed articles of research journals, books, and prominent sites relevant to higher education government of India, All India Survey of Higher Education, and Analysis of Budgeted Expenditure on Education etc. The study is all about to focus on higher educational scenario in the north eastern states of India.

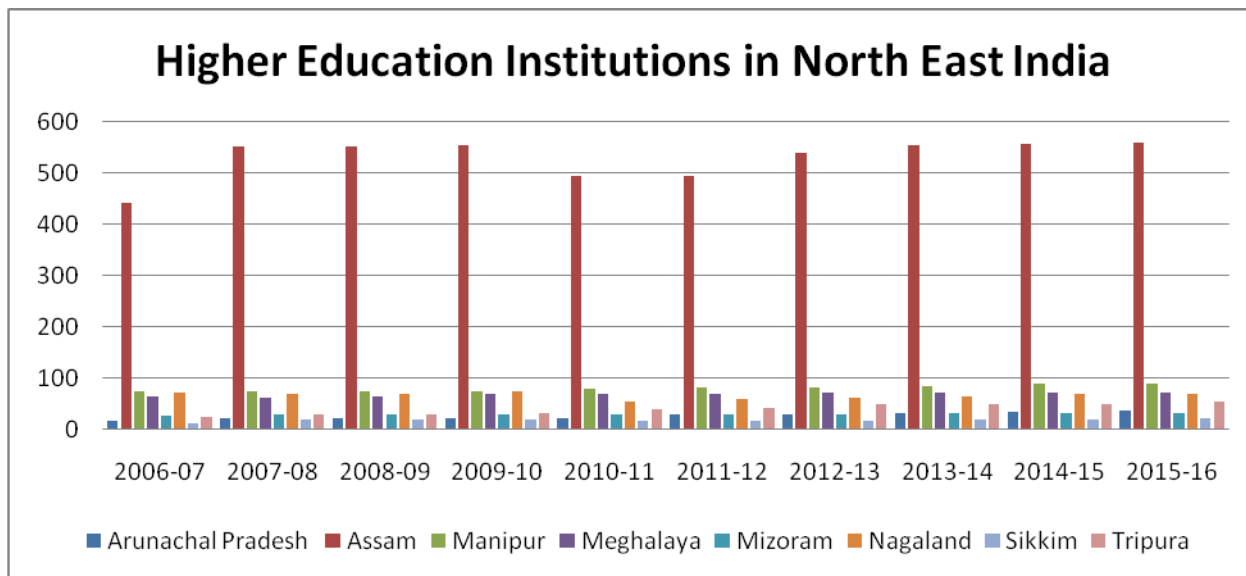
## Status of Higher Education in the North-East India

North East India refers to the eastern most region of India consisting of the contiguous seven sister states and Sikkim. It is comprised of eight states namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. Among these states, Arunachal Pradesh and Assam is the bigger state in the region and Sikkim is the smallest. Before independence of India, there were only 16 colleges in the north eastern region, majority were located in the Assam area. The establishment of the first University at Guwahati in 1948 gave a real boost to the expansion of higher education from the pre-university up to the postgraduate and doctoral level in the whole of North East India. In spite of the late start, higher education in North Eastern India had a very rapid growth in post independent era. Thus there has been a vast expansion of higher education in the North East in last two decades.

**Table-1: Growth of Higher Education Institutions in the North East India**

States	Year									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arunachal Pradesh	17	22	22	22	22	29	29	33	34	37
Assam	443	553	552	554	494	494	541	554	557	560
Manipur	75	74	75	74	81	82	83	86	89	91
Meghalaya	66	62	64	70	70	71	72	72	73	73
Mizoram	28	29	30	30	31	31	31	32	32	32
Nagaland	73	69	70	75	56	61	63	64	69	69
Sikkim	13	19	21	21	17	17	18	19	21	23
Tripura	25	31	31	32	39	42	49	50	51	54

Source: Educational Statistics at a glance-2016 and AISHE 2010-11, 2012-13 & 2015-16, Statistics of Higher & Technical Education various issues, MHRD, GOI

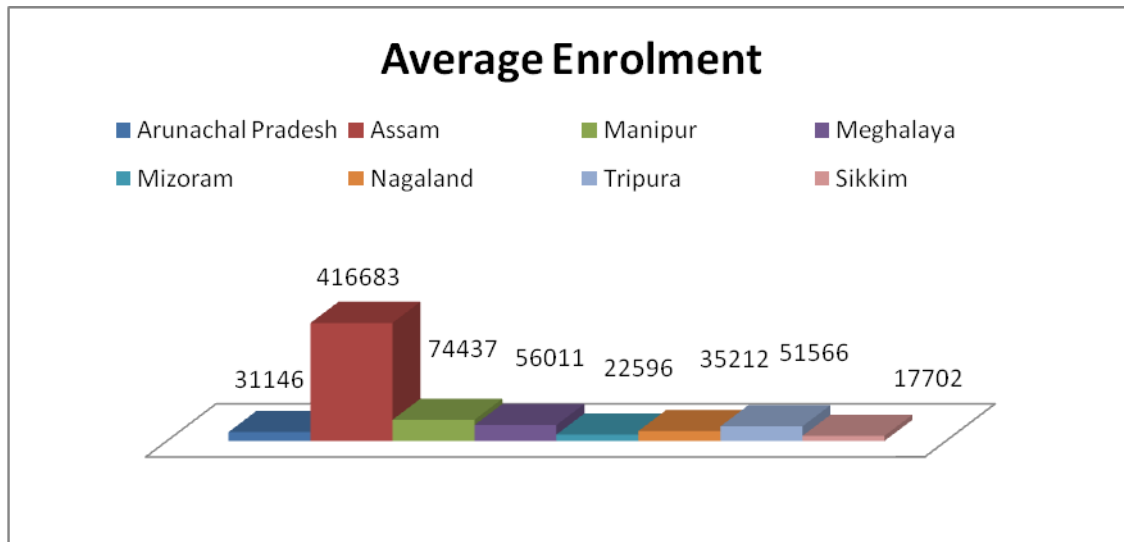
**Fig.-1 Growth of Higher Education Institutions in the North East India**

The table-1 depicts the higher educational institutions in the north eastern states of India. We find that the number of educational institutions have increased in the recent past. Earlier students from north East India were compelled to go to outside the region mainly for their higher studies. But now most of them can avail the opportunity from their own region without spending much money. It is observed that there has been a significant increase of educational institutions in the North Eastern states of India.

**Table-2: Growth of Enrolment in Higher Education in the North East India**

States / Year	Years									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arunachal Pradesh	10550	15385	17178	19022	46917	35478	31452	42905	46116	46452
Assam	215761	240735	231335	241840	503238	533033	504638	579027	546265	570955
Manipur	40457	24449	29484	32277	123497	89900	88701	111136	105128	99340
Meghalaya	40540	37059	38214	40215	65282	61426	67334	67300	71171	71567
Mizoram	13844	11255	11419	12290	29446	25401	29596	30686	30564	31463
Nagaland	28242	15208	27563	32910	56389	40150	37125	38672	38970	36892
Tripura	26102	25808	32760	31801	64172	55669	62995	68262	74054	74035
Sikkim	10171	10549	10259	9068	19005	22753	19453	22184	24023	29550

Source: Statistics of Higher & Technical Education various issues and ASHE-2013, CII, MHRD, GOI & AISHE 2015-16 P-T-154

**Fig.-2 Average Enrolment in Higher Education in the North East India**

Besides the increase of educational institutions in the region, there has also been in the increase of enrollment in higher education (Table-2 & Fig. 2). However, the trend shows is fluctuating in nature. It is largely due to increase in the capacity of seats from time to time. During the period 2010-2011, in case of Assam and Manipur, exceptional growth of enrollment has taken place as compared to other North-Eastern States. Thus it is clear that higher education witnessed a rapid growth in terms of enrolment during the above period.

**Table-3: Growth of Gross Enrolment Ratio (GER) in the Higher Education of the North East India**

States	Years									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arunachal Pradesh	8.58	12.6	13.5	15	26.9	21.3	19	26.1	28.3	28.7
Assam	6.67	8	8.3	9	13.4	14.7	13.8	15.8	14.8	15.4
Manipur	13.40	11.3	13	14.8	35.9	30.2	29.9	37.7	35.9	34.2
Meghalaya	14.64	15.6	16.2	15.4	17.5	17.4	19.2	19.3	20.5	20.8
Mizoram	11.08	19.7	23.8	26.5	21.6	19	22.2	23.2	23.3	24.1
Nagaland	9.26	7.5	13.1	16.1	21.5	15.8	14.7	15.4	15.6	14.9
Tripura	6.83	8.7	10.8	11.4	13.6	12.4	14.1	15.4	16.8	16.9
Sikkim	13.49	18.5	22.5	24.8	24.2	28.2	24.3	27.8	30.3	37.6

Source: Based on Higher Education in India at a glance, UGC (2012), UGC Annual Report 2010-11, Statistics of Higher & Technical Education, ASHE-2015-16, MHRD, GOI & Educational Statistics at a glance 2016.

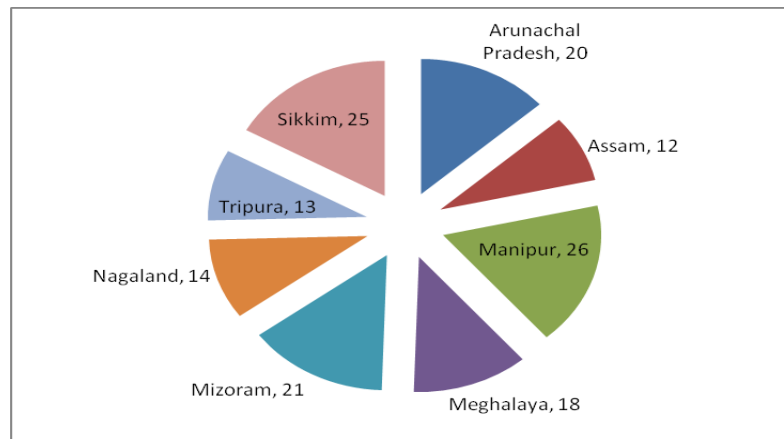
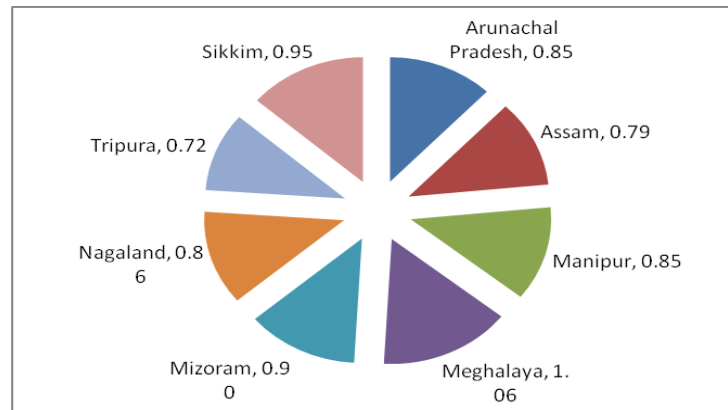
**Fig.-3 Average GER in the Higher Education of the North-East India**

Table -3 & Fig. 3 shows the gross enrolment ratio for the period of ten years. The increase in the figures of enrolment ratio is consistent with the expansion of HEIs over the years. But to achieve the target of 30% GER during the twelfth plan period, special measures are needed for the North Eastern states. An analysis of GER of North-Eastern States reveals that Sikkim has the highest GER of 37.6% in 2015-16 which has jumped from 13.49% during 2006-07. Though in case of Mizoram GER is fluctuating up to the period 2006-07 to 2010-11 but it may be concluded that there are significant growth of GER in the north eastern states of India. GER varies considerably in different states, although it has generally increased in all the States.

**Table-4: Gender Parity Index (GPI) 18-23 Years age group in Higher Education in North East India**

States	Years									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arunachal Pradesh	0.70	0.75	0.76	0.72	0.58	0.89	1.08	1.04	0.97	0.99
Assam	0.49	0.60	0.53	0.54	1.01	1.01	0.97	0.92	0.93	0.90
Manipur	0.87	0.58	0.77	0.76	0.86	0.98	0.97	0.92	0.93	0.90
Meghalaya	0.90	0.99	1.10	1.09	1.29	1.13	1.06	0.96	1.07	1.04
Mizoram	0.66	0.89	0.90	0.87	0.96	0.93	0.98	0.96	0.98	0.91
Nagaland	0.72	0.88	0.87	0.95	0.65	0.74	0.77	0.82	1.06	1.10
Tripura	0.73	0.80	0.74	0.71	0.69	0.70	0.71	0.72	0.67	0.70
Sikkim	0.84	0.73	0.77	0.86	0.85	0.95	1.23	1.11	1.14	1.05

Source: Statistics of Higher & Technical Education relevant issues and AISHE 2015-16

**Fig.-4 Average Gender Parity Index (GPI) 18-23 Years age group in Higher Education in North East India**

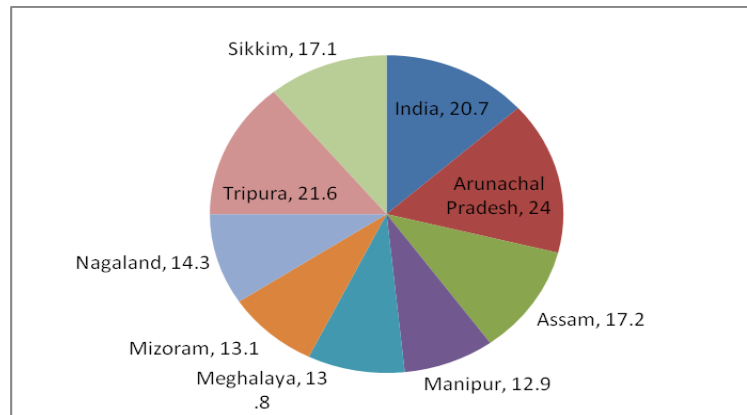
Gender Parity Index (GPI) in enrolment is the ratio of the number of female students enrolled to the male students. A GPI of less than 1 indicates that there are fewer females than males in the formal education system in proportion to the appropriate age population. A GPI of more than 1 means that there are proportionately more girls than boys. A score of 1 reflects equal enrolment rates for boys and girls. Gender parity indexes in higher education of north eastern states have been fluctuating, but in the context of Meghalaya, I have found that over all gender parity indices in higher education has been increasing from 0.90 in 2006-07 to 1.29 in 2010-11. In case of the state of Assam, the GPI in higher education is remarkable as the data for the year 2010-11 reveals that GPI of 1.01 nearly doubled compare to previous years. GPI has also increased marginally across all the States. The reviewed literature does not provide any evidence in support of the fluctuation. However, the actual data shows this trend.

**Table-5: Teacher-Student Ratio (Regular & Distance mode)**

States/ Year	India	Arunachal Pradesh	Assam	Manipur	Meghalaya	Mizoram	Nagaland	Tripura	Sikkim
2006-07	NA	NA	NA	NA	NA	NA	NA	NA	NA
2007-08	20	12	13	7	12	12	8	20	10
2008-09	21	13	15	9	13	12	15	25	38
2009-10	24	10	15	10	10	13	19	25	34
2010-11	26	NA	NA	NA	NA	NA	NA	NA	NA
2011-12	23	40	24	19	20	18	24	27	20
2012-13	23	31	26	20	20	20	20	28	14
2013-14	24	42	29	22	19	19	21	30	17
2014-15	23	49	25	21	20	18	19	31	17
2015-16	23	43	25	21	24	19	17	30	21

Source: AISHE-2015-16 P-235 & Educational Statistics at a Glance 2013.



**Fig.-5 Average Teacher-Student Ratio (Regular & Distance mode)**

Teacher- Students Ratio (TSR) over the years has remained significantly changed during 2009-10 to 2010-11 as shown in the above Table-5 & Fig.-5. State-wise Teacher–student ratio for all Institutions, University & Colleges and University & its Constituent Units for the last 10 years taking the enrolment through both Regular & Distance mode are shown in the above Table.

### **Financing Higher Education in North East India**

Education in India comes under the concurrent list in the constitution of India. Hence, both centre and state governments are responsible to meet educational expenditure. But about 80% of expenditure on education is met by the respective state governments and only 20% (NUEPA 2009 P-22) met by the central government. So far as financing higher education is concerned, there are various sources of finances and pattern of expenditure for education in India, excluding foreign aid, can be classified, as follows:

#### **Government sources:**

- i) Central government
- ii) State government
- iii) UGC
- iv) AICTE,
- v) Other Governmental agencies
- vi) Local bodies

#### **Non-governmental sources:**

- i) Cost recoveries: Tuition fees, Hostel fees, Examination fees, other charges;
- ii) University sources: Project Grants
- iii) Other sources; Donation

So per as expenditure pattern is concern the pattern of expenditure in higher education may includes:

**Recurring Expenditure:**

- i) Direct teaching expenditure,
- ii) Indirect teaching expenditure,
- iii) Student welfare activities

**Non recurring expenditure:**

- i) Building
- ii) Furniture
- iii) Library
- iv) Laboratory
- v) Others

Expenditure on education can be on recurring items such as salary of teachers, administrative staff, etc, or it can be on capital infrastructure such as school building, libraries, equipment, etc.

Expenditure on recurring items comes under the revenue account, whereas that on non-recurring items constitutes the capital account. Revenue expenditure constitutes major part, of total expenditure. On the other hand, the capital account forms negligible portion of total spending.

So far we have looked into the changing pattern of total public expenditure on education and growth rate pre- and post liberalization. However, one of our primary interests is to analyze the devolution of funds for higher education vis-à-vis the other levels of education. To address this issue, we have looked into the public spending on education at a more disaggregated level. In the Indian context, it is important to distinguish between Plan and Non plan expenditure.

Plan expenditure is that part of total budget expenditure, which is meant for financing the schemes and programmes especially framed under the current Five-year plan or the unfinished tasks of the previous Plans. So the Plan expenditure indicates the direction of changes in the education sector.

Non plan expenditure is the expenditure on operating and maintaining existing education infrastructure. So at the end of a five year plan, the recurring parts of Plan expenditure on different programmes or schemes become part of Non plan expenditure. So Non plan expenditure is expected to increase steadily over the years. The scope for decreasing this expenditure is very limited, as it involves maintaining the stock of education infrastructure which has been determined by the policies in the past years and while savings through introduction of efficiency measures are possible that would be a one-time savings. Another distinction to note is between expenditure on Revenue account, and expenditure on Capital account. Expenditure on Revenue accounts constitutes the bulk of the budget expenditure on education and very little is spent on the Capital account. But this does not imply that there is little or no asset creation in education. One of the main reasons for

low expenditure on Capital accounts is that the entire grants-in-aid, including grants for capital works is booked under revenue account and not under capital account. Secondly expenditure on construction activity is often shown under the budget heads of other departments. The government also saves some of the construction expenditure as often village panchayats donate land for construction of buildings and villagers provide voluntary labour and locally available construction material, and also many states have private aided universities/colleges where initial land and buildings are provided by private individuals/organizations and only the recurring costs are covered by government aid.

**Table-6: Growth of Plan and Non Plan Expenditure on Higher Education**

**(Revenue Account) in North East India (Rs in Thousands)**

States	Years									
	2006-07 (Actual)	2007-08 (Actual)	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Actual)	2013-14 (Revised Estimate)	2014-15 (Revised Estimate)	2015-16
Arunachal Pradesh	218185	154058*	210816	368218	314044	294547	439640	468797	715568	NA
Assam	2664065	3903743	4704656	4861992	8169084	8951961	10739197	15051700	17531432	NA
Manipur	631714	610089	596052	705838	773778	1317352	1381249	1451124	1512512	NA
Meghalaya	446575	390835	560915	467442	582666	872293	851222	1102202	1206471	NA
Mizoram	278792	325073	379272	436366	524883	750177	1037860	1102770	941385	NA
Nagaland	216791	232136	249812	355435	447373	523569	657859	913762	947962	NA
Tripura	231420	224494	262560	407027	410308	470579	599049	805335	878235	NA
Sikkim	53151	61255	69140	129879	136313	145032	178422	173963	206542	NA

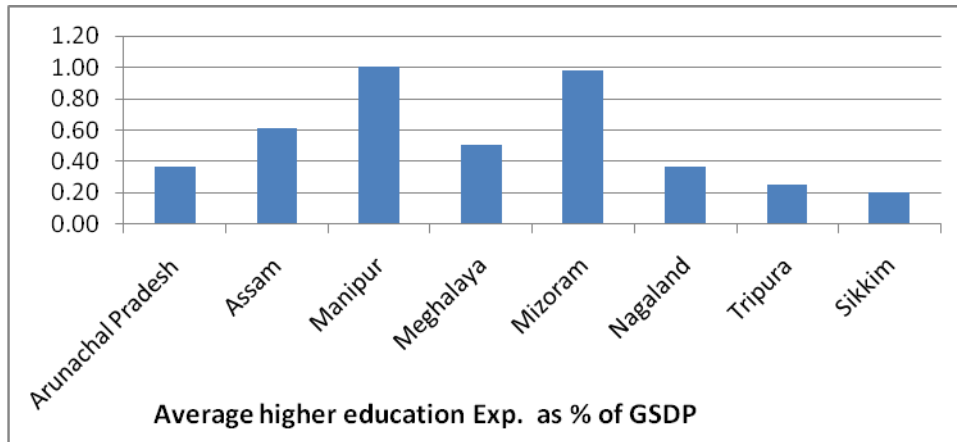
Source: Analysis of Budget expenditure on education, MHRD, Government of India,

Education in India comes under the concurrent list in the constitution of India. Hence, both centre and state governments are responsible to meet educational expenditure. But about 80% of expenditure on education is met by the respective state governments and only a small portion is met by the central government. It is observed from the above table that expenditure spent on higher education both plan and non plan are increasing.

**Table-7: Growth of Plan and Non Plan expenditure on higher education (Revenue) as a % of GSDP (Current price) in North East India**

Year	Exp. on HE as % of GDP/ GSDP(Current Price)									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arunachal Pradesh	0.53	0.32	0.37	0.45	0.38	0.26	0.36	0.32	0.43	0.26
Assam	0.41	0.55	0.58	0.53	0.8	0.71	0.08	0.86	0.88	0.71
Manipur	0.98	1.04	0.81	0.81	0.91	1.27	1.15	0.94	0.84	1.27
Meghalaya	0.63	0.46	0.48	0.37	0.6	0.54	0.47	0.47	0.49	0.54
Mizoram	0.93	0.98	0.83	0.77	0.94	1.07	1.29	1.12	0.81	1.07
Nagaland	0.3	0.29	0.27	NA	0.41	0.43	0.44	0.57	0.51	0.43
Tripura	0.21	0.21	0.2	0.28	0.31	0.24	0.25	0.3	0.3	0.24
Sikkim	0.18	0.27	0.21	0.37	0.22	0.17	0.18	0.14	0.14	0.17

Source: *Higher Education in India at a glance, UGC (2012, 2013) & Based on Analysis of Budget Expenditure various years,( relevant years) GOI, MHRD, New Delhi. and percentage calculated by the Author.*



In having an idea about the expenditure on education and higher education as a percentage (%) of GDP in India we may be faced with a situation which is not supported by the recommendation of different education commission. Starting from the Kothari commission every other such commission had expressed at least 6 % of GDP to be kept aside for education. A look in the table-7 clearly shows that the same has not been achieved in any period.

Furthermore percentage (%) of expenditure on higher education as a percentage of GDP also not still had been up to the mark during the period under study. It may be argued that higher education is supposed to be endowed with a comparatively lesser portion of educational expenditure. While GSDP from 2006-07 to 2015-16 is increasing trend but the actual expenditure in higher education has not followed the same trend. This is also supported in the information about percentage of GSDP for that year. Barring this time of the period one can establish a growing trend in higher education in both absolute and relative term. The exceptional phenomenon in 2010-11 may be explained in term of rising expenditure in other areas of the government and a comparatively proportionate decrease in the expenditure of higher education.

The table-7 and Fig. 7 indicates the State-wise relationship between budgeted plan & non plan expenditure on education for all departments on Revenue Account in terms of the Gross State Domestic Product for the period of 2006-07 to 2010-11, of North Eastern States for the purpose of comparative study. It is observed from the table that the percentage of expenditure on education is below the National GDP in respect of the major states such as Delhi, Haryana, Gujarat, Punjab, West Bengal, Goa, Maharashtra, Andhra Pradesh, Orissa, Jammu & Kashmir, Chhattisgarh, Tamil Nadu, Jharkhand, Rajasthan, Pondicherry and Chandigarh. (*ABE 2008-11, MHRD, GOI, New Delhi P 13*)

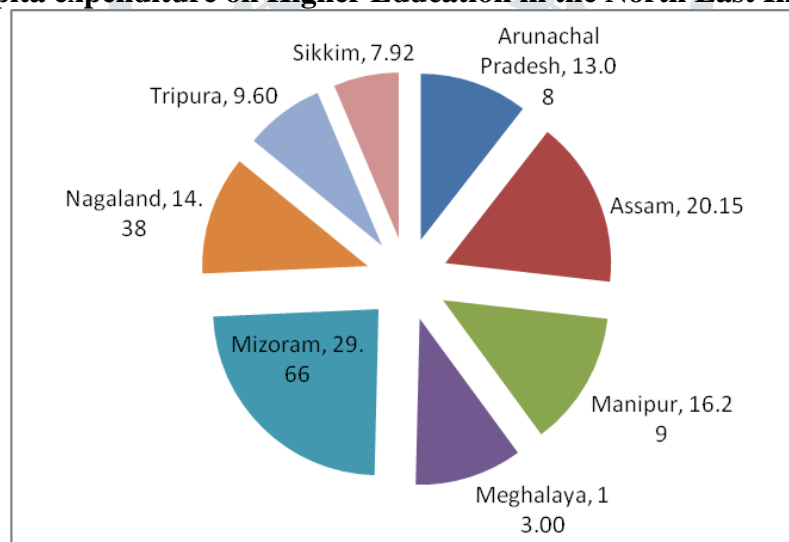
**Table-8: Growth of Per Capita expenditure on Higher Education in the North East India (Revenue Account) (Rs. in Thousands)**

States	Year									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	PCE	PCE	PCE	PCE	PCE	PCE	PCE	PCE	PCE	PCE
Arunachal Pradesh	20.68	10.01	12.27	19.36	6.69	8.30	13.98	10.93	15.52	NA
Assam	12.35	16.22	20.34	20.10	16.23	16.79	21.28	25.99	32.09	NA
Manipur	15.61	24.95	20.22	21.87	6.27	14.65	15.57	13.06	14.39	NA
Meghalaya	11.02	10.55	14.68	11.62	8.93	14.20	12.64	16.38	16.95	NA
Mizoram	20.14	28.88	33.21	35.51	17.83	29.53	35.07	35.94	30.80	NA
Nagaland	7.68	15.26	9.06	10.80	7.93	13.04	17.72	23.63	24.33	NA
Tripura	8.87	8.70	8.01	12.80	6.39	8.45	9.51	11.80	11.86	NA
Sikkim	5.23	5.81	6.74	14.32	7.17	6.37	9.17	7.84	8.60	NA

**Note:** Per capita Expenditure (PCE) = Plan & Non Plan Expenditure (Revenue A/C ÷ Enrolments in Higher Education)

Source: Based on Analysis of Budget Expenditure on Education, MHRD (Department of HE), GOI and Per capita Expenditure calculated by the author on the basis of secondary data.

**Fig.-6 Average Per Capita expenditure on Higher Education in the North East India (Rs. in Thasuands)**



The information provides us with the pattern of expenditure and per capita expenditure in Higher education of North Eastern states. In a general sense such pattern should express in terms of a continuously not rising or declining trend depending upon factors responsible for such expenditure. However, the above information does not provide us a smooth trend both in terms

of total and per capita expenditure. This can be attributed to the rise in the level of total expenditure and a rise in the numbers of students. It might be concluded that the trend of per capita expenditure is not fully explained by either total expenditure or total number of students in a definitive way. Movement in the pattern of total budgetary expenditure of the state seems to be the guiding force behind the trend of total and per capita expenditure in higher education.

## Concluding Remarks and Suggestions

The forgoing analysis reveals the following aspects:

- There has been a significant development in the educational scenario of the North Eastern states of India. But during the period 2006-07 to 2015-16 few states of this region do not maintain the increasing parity.
- During the period 2010-11 in case of Assam and Manipur there are exceptional growth though the information is provisional. But in all other states of North East there is significant growth.
- An analysis of GER of North-Eastern States reveals that Manipur has the highest GER of 35.9% in 2010-11 which has jumped from 14.8% during 2009-10. But in case of Mizoram GER is decreased to 21.6% from 26.5.
- Gender parity indexes (GPI) in higher education of north eastern states have been fluctuating but in the context of Meghalaya I have found that over all gender parity indices in higher education has been increasing from 0.90 in 2006-07 to 1.29 in 2010-11. In case of the state of Assam the GPI in higher education is remarkable as the data for the year 2010-11 reveals that GPI of 1.01 nearly doubled compare to other years. The reviewed literature does not provide any evidence in support of the fluctuation. However, the actual data shows this trend.
- Expenditure spent on higher education both plan and non plan are increasing. The trend of per capita expenditure is not fully explained by either total expenditure or total number of students in a definitive way. Movement in the pattern of total budgetary expenditure of the state seems to be the guiding force behind the trend of total and per capita expenditure in higher education.
- In order to achieve the objectives of inclusive growth of higher education in North East, efforts should be made to increase Gross Enrolment Ratio among the disadvantaged groups and provide additional facilities to the marginalized sections of the society. Efforts are also needed to bridge the gap between the rural and urban areas in terms of growth in higher education.
- North East Region was found to be lagging behind in quality education and lack of constructive higher educational institutions as compared to other regions of India. The region has been witnessing rapid expansion of higher educational institutions, but due to lack of attention in systematic educational planning, it demeaned the value in quality higher education.
- Without establishing the relationship between job and employment higher education cannot create interest and thus cannot attract raw talents of the region. So universities and colleges should focus on extending job oriented programmes.
- There is a need for strong policy implementation regarding abolition of disparities in financial assistance so that balance growth can take places and funding mechanism also requires a re-look.

- The role of central government in funding of higher education is limited and uneven. Therefore the State government is required to provide bulk of the public funding for higher education.
- The strategy for financing higher education in the north eastern states need diversification of sources of finance.
- The public financing of higher education needs to be augmented to 1.5% of GDP as recommended by various Commissions & Committees on higher education.

The region faces educational backwardness especially in higher education. Due to production of excessive quantities of educated youths in the region, majority of them remain unemployed. A sense of deprivation has developed particularly among the educated youths of the region. Paucity of financial allocation and poor administration in higher educational institutes in NER drives the colleges and universities into disappointing condition. Thus due to lack of attention in systematic educational planning, it demanded the value in quality of higher education.

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