QUALITY OF HIGHER EDUCATION IN INDIA: A STUDY OF UNIVERSITIES IN KARNATAKA

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Abstract

Over the years higher education sector has witnessed a tremendous increase in its institutional capacity. After China and United States, India's higher education system is the third largest in the world, comprising of 330 universities and institutions of national importance, 16,000 colleges, 10 million students and 3,50,000 teachers (Narayan Jaiprakash 2005). The number of Universities/institutions has increased 18 times from a meager of 27 in 1950 to 677 in 2013. According to UGC 11th Five year plan the problem of higher education, in India is of low enrolment rate and the regional imbalance. It recognized that the 11 % enrolment rate is too low compared to 23% of world average or 36.5 % for countries in transitions or more than 55% for developed countries. GER is expected to increase from 15% to 2011-12 to 21% by 2016-17 and 30% by 2020. In absolute terms the total enrolment in higher education has been estimated to be 28.56 million with 15.87 million boys and 12.69 million girls. Girls constitute 44.4% of the total enrolment (AISHE 2010-11).

The Karnataka State Higher Education Council was established in the year 2010 with prime objects of policy making on higher education and advising the State Government, universities and institutions of higher education on the matters pertaining to higher education. The GER in higher education in karnataka is 18.1% in 2011-12 as compared to 12.9% (in 2007-08) and 13.6% (2008-09). The GER for men was 19.8% and for women it was 16.3%. For a GER of 35% in 2020, In Karnataka there is 24 universities out of which 13 universities are Non-Technical and 11 are technical.

KEY WORDS: Higher education, GER, Budgetary allocation.

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Introduction:

Higher education plays a key role in creating human capital. It has been observed that countries with similar levels of economic development spend varying amounts on education sector. The size of spending on education also changes within countries over time. It is owing to this fact that the United Nations Development Programme (UNDP) considers education as one of the main components of its Human Development Index (HDI) which measures the status of human choices of the countries in the world. Unsurprisingly, the second Millennium Development Goal (MDG) is on achieving universal primary education. In fact, even in meeting the other goals, education plays the central role. The educational sectors of many counties were opened up in the private sector on a massive scale. It has brought up the issues of rising costs, cost recovery and financing of education on the forefront of any discussion related to the education sectorThe decline in public expenditure on higher education has emerged as a global crisis of higher education sectors which is the most noticeable trend. Public education typically absorbs 2 to 5percent of Gross.

Higher Education in Karnataka an overview presents a matrix of higher education in terms of statistical account of institutions of higher learning, development of university education and college education, and in terms of their types, number and scope. While preparing the document we needed a diagnostic assessment, which could tell us how to proceed further. In karnataka we have already made a beginning in the field of higher education.The National Education Policy-1986 and the Task Force on Higher Education set up by the Government of Karnataka in 2002 recommended that state level planning and co-ordination of Higher Education shall be carried out through the Council for Higher Education.

Review of Literature:

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Objectives of the study:

1. To measures the quality of higher education in India and deferent universities in karnataka state.
2. To analysis the literacy rate in higher education.
3. To analysis the financial allocation system in higher education in karnataka university.
4. To analysis the role of MHRD in higher education.

Data and Methodology:

The methodology is very essential to contrast any research work. The proposed study shall follow the methodology given below.

- **Area of the Study:** This present study is carried out in higher education on universities in karnataka
- **Source of Data:** To conduct research work information to be collected from secondary data. The Secondary data will be collected from published and unpublished data from various sources include MHRD, UGC, RUSA, ASHE, Govt report, Journals and Articles.

Present History of Indian Higher education System and Karnataka state

Over the years higher education sector has witnessed a tremendous increase in its institutional capacity. After China and United States, India's higher education system is the third largest in the world, comprising of 330 universities and institutions of national importance, 16,000

colleges, 10 million students and 3,50,000 teachers (Narayan Jaiprakash 2005). The number of Universities/institutions has increased 18 times from a meager of 27 in 1950 to 677 in 2013. According to UGC 11th Five year plan the problem of higher education, in India is of low enrolment rate and the regional imbalance. It recognized that the 11 % enrolment rate is too low compared to 23% of world average or 36.5 % for countries in transitions or more than 55% for developed countries. Development experience of the developed countries indicates that sustained economic growth requires a minimum of 20% to 25% enrolment in higher education (UGC 2008). GER is expected to increase from 15% to 2011-12 to 21% by 2016-17 and 30% by 2020. In absolute terms the total enrolment in higher education has been estimated to be 28.56 million with 15.87 million boys and 12.69 million girls. Girls constitute 44.4% of the total enrolment (AISHE 2010-11). In India, Seven Universities is exclusively for women, Two in Tamil Nadu and One each in Andhra Pradesh, Haryana, Karnataka, Maharashtra and Rajasthan. The top six States in terms of highest number of colleges in India are Andhra Pradesh, Maharashtra, Uttar Pradesh, Karnataka, Rajasthan and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 885 colleges followed by Hyderabad with 554 colleges. Top 50 districts have about 40% of colleges. Only 1.9% Colleges run Ph.D. and 33.4% Colleges run Post Graduate Level programmes. Level Wise Enrolment under Graduate 19837590, Post Graduate 2704412, Ph.D 72202 only (AISHE 2010-11). At all-India level there are merely 59 female teachers per 100 male teachers.

Over the years, considerable progress has been made in higher education in thecountry. In the XI Plan, India moved from an “elite” system of higher education to a “mass” system when the Gross Enrolment Ratio (GER) crossed the threshold of 15%. However, our GER at 19.4%9 still remains below the world average of 29% (as of 2010). This increase in GER has, naturally, been accompanied by an increase in the number of higher education institutions serving the population. From 26 universities and 695 colleges at the time of independence, we have risen to 700 universities and 35,53912colleges today. This is a 20-fold and 46- fold increase in the number of universities and colleges, respectively. However, as the low GER very aptly indicates, increase in the number of institutions has still remained inadequate to meet the increased demand for higher education.

The higher education system in India today suffers from many shortcomings. Our GrossEnrollment Ratio (GER) is only 19.4%1 this means that only a fraction of the population in

the age group of 18-23 years is enrolled in higher education institutions. In addition to very low access to higher education in general, there are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9% while that for females is only 16.5%. There are also differences in the quality of institutionsand enrolments between rural and urban areas and between developed states and not so-developed ones. Given these myriad challenges, a drastic change is required in the approach that has traditionally been adopted for the development of higher education in the country.

Higher Education in Karnataka:

The National Education Policy-1986 and the Task Force on Higher Education set up by the Government of Karnataka in 2002 recommended that state level planning and co-ordination of higher education shall be carried out through the council for higher education. The Karnataka State Higher Education Council was established in the year 2010 with prime objects of policy making on higher education and advising the State Government, universities and institutions of higher education on the matters pertaining to higher education. The agenda before the country is inclusive growth and prominently education being considered as an important instrument for achieving such inclusive growth. The three important challenges of higher education are expansion, inclusion and excellence along with equity and quality. States and territories cannot attract the productive businesses they need without highly-skilled manpower. Hence, higher education is the key element of any economy‘s growth strategy. Higher education is being aspired by many. Investment in higher education is a long-termsolution for several economic and social problems of the state. Access to or expansion in higher education is measured by the gross enrolment ratio. Currently, for every 100 students who complete schooling, only 12.5 of them pursue higher education. The government aims is to increase gross enrollment ratio to 151 and 212 respectively by the end of the Eleventh and 12 Five Year Plans. At the all-India level, state universities are catering to around 60% of the higher educational requirements. The enrollment ratio of Karnataka in higher education according to National Sample Survey NSS Survey 2004 is 13%, which is lower than that of Kerala (14%), According to Professor Sukhadeo Thorat (former UGC chairman), enrolment in rural areas of Karnataka is 7%, while it is 21% in urban areas. The enrolment ratio for women is 10% and 14% for men. The ratio is less than 1% under the poor category. However, under the income slab the

ratio is 57% in the highest income group in Karnataka. Apart from poverty and gender issues, the other factor that affects enrolment ratio is the fee structure. As per the UGC report 2005–06, the enrollment ratio of women in Karnataka (41.45%) and is marginally higher than the all-India average (40%), but substantially lower than that of the neighbouring state Kerala (60%). The main challenges in providing higher education are enabling inclusive education for all communities, expansion in access to higher education through increased institutional capacity, promotion of quality and relevant education andimplementing academic and governance reforms.

The GER in higher education in karnataka is 18.1% in 2011-12 as compared to 12.9% (in 2007-08) and 13.6% (2008-09). The GER for men was 19.8% and for women it was 16.3%. The GER for SC was 18.4%, with GER for men among the SCs being 22.5% and women 13.9%. The GER for ST was 14.9%, with GER for men among the STs being 18.5% and ST women 11.0%. In actual numbers, the total enrolment in karnataka in 2011-12 was 12, 60,000. For a GER of 35% in 2020, the total enrolment of students in higher education should increase to 22, 58,000. In Karnataka there are 24 universities out of which 13 universities are Non-Technical and 11 are technical. There are twenty-four State Universities. They may be categorised as Affiliating General Universities, Affiliating Professional Universities, Non-Affiliating Professional Universities, and University for Distance Education and Specialised Universities. Among them, at least two universities have a very long history – the University of Mysore, Mysore and Karnatak University, Dharwad. Four universities have been established recently with the special mandate of catering to local needs. They are Tumkur University, Tumkur; Davangere University, Davangere; Rani Channamma University, Belgaum; Vijayanagara Sri Krishnadevaraya University, Ballari.

The Karnataka State Women's University, Vijayapura, a full-fledged multi-faculty affiliating university, caters exclusively to women's education.

The UGC recognizes the difference between quality and excellence. It recognized that excellence may not be enhanced without quality education in the vast institutions of higher learning, namely the universities and colleges. If only 9 universities and 100 colleges are recognized as potential for excellence and only 520 centres /departments have been identified as those with various level of excellence, it is because the universities and colleges suffer from the lack of adequate academic and physical infrastructure.

There are various dimensions of quality in education, including content, mode of delivery, infrastructure and facilities, employability, etc. Ensuring quality in higher education is amongst the foremost challenges being faced in India today, with few institutes having achieved global recognition for excellence.

The study also plans to look in comparative terms between states the differences in quality of higher education, Quality of research, Infrastructure, Students Participation, Knowledge, Employment generation capacity, and GER.

Overview of Education Policies related MHRD to Financing of Education in India:

Kher Committee 1948-49:A fixed percentage of Central (10 per cent) and Provincial (20 per cent) revenues should be earmarked for education and that around 70 per cent of the total expenditure on education should come from the local bodies and provinces

Kothari Commission 1964-66:

- Public expenditure on education should reach the level of 6 per cent of GNP by 1986
- Vocationalization of secondary education
- Strengthening of centres of advanced study and setting up of small number of major universities ofinternational standard.

National Education Policy 1968:

- Investment on education to be gradually increased to reach a level of six per cent of national incomeas early as possible.
- Focus on science & technology and agriculture
- Provision of food and effective education at primary level (on a free and compulsory basis)
- Equality in education for rich and poor: common 10+2+3 education structure throughout India andeventually free schooling till class 10.

Secondary Education Commission 1972:

- To assume certain direct responsibility for reorganization of secondary education and give financialaid for the purpose.
- Encourage private contribution through tax exemptions (income tax, property tax and custom duties)
- Industrial education cess should be levied for furtherance of Technical and vocational education atsecondary stage.

42nd Constitutional Amendment 1976:

- Education transferred from list to concurrent list (School education under jurisdiction of both, the Centreand the State).

National Education Policy 1986 (with revisions in 1992):

- Resource support for implementing programmes of educational transformation, reducing disparities,universalization of elementary education, adult literacy, scientific and technological research, etc.will be provided. For this actual requirements will be computed at regular intervals and outlay on education will be stepped up so that more than six per cent of national income is allocated fromeighth plan onwards.
- While the role and responsibility of the States in regard to education will remain essentiallyunchanged, the Union Government would accept a larger responsibility to reinforce the national andintegrative character of education, to maintain quality and standards (including those of the teachingprofession at all levels) and to study and monitor the educational requirements of the country.
- Additional resources to be raised by mobilizing donations, asking beneficiary communities tomaintain school buildings, raise fees at higher levels of education and effecting savings throughefficient use of resources.

73rd and 74thconstitutional amendment 1992:

- Statutory recognition of local governments, and inclusion of school education in the list of itsresponsibilities. Local bodies to play an important role in financing and implementing educationprogrammes.

Saikia Committee 1996:

- Need for an expenditure of 6 per cent of GNP on education with 50 per cent of it earmarked for primaryeducation. Recommended additional expenditure of Rs. 40000/ crores over next five years on elementaryeducation.

Tapas Majumdar Committee 1999:

- Estimated additional fund requirements for UEE – it was in the range of 137000 crores over the following10 years.

86th Constitutional Amendment 2002:

- Provide free and compulsory education of children between age 6 to 14 years, and provision of earlychildhood care and education for children below six years.

National Common Minimum Programme of present UPA Government 2004:

- Rise public spending in education to at least 6 per cent of the GDP with at least half this amountbeing spent on primary and secondary sectors. This will be done in a phased manner.
- A Cess of two per cent on all central taxes to finance the commitment to universalize access toquality basic education.
- A national cooked nutritious mid-day-meal scheme, funded mainly by the Central Government, willbe introduced in primary and secondary school.
- The Integrated Child Development Services (ICDS) scheme will be universalized to provide afunctional Anganwadi in every settlement and ensure full coverage for all children.
- All northeaster States will be given special assistance to upgrade and expand infrastructure.

Central Advisory Board of Education Committee (CABE) 2006:

- The additional financial requirement for universalising secondary education as per cent of GDPworks out to be around 0.18 per cent in 2003-04 and to 0.86 per cent 2019-20.
- With 6 per cent of GDP earmarked for education, the shares of elementary, secondary and highersecondary (as % of GDP) will be 3, 2 and 1 respectively.

University Finances in Karnataka State:

The State Universities are already provided some funds from the central governmentthrough the University Grants Commission. However, UGC's mandate allows it to fund only a limited number of institutions that are Section 12B and 2(f) (UGC Act) compliant. As of March 2012, this excluded about 33% of the universities and 51% of the colleges in the country. In the field of higher education, universities are entrusted with the responsibility of building human assets by inducting knowledge and skills necessary for active and effective participation of the people in the country's development. Conventional state universities deal with disciplines such as humanities, basic and social sciences and cater to the higher educational requirements of a large population who cannot afford professional education in private colleges. These state universities are mainly dependent on the state government for their financial requirements and possess limited avenues to attract alternate resources. To increase access to higher education, the state government has started new colleges and universities, thus enhancing its financial burden as well as the tax payer's. Finances are absolutely necessary for any improvement, even to maintain the existing system; and inadequate funding affects thequantity as well as quality of education. Apart from plan and non-plan grants, two other important sources of finances for universities are funds from UGC and other central government agencies; and internal sources in the form of affiliation fees, examination fees, and tuition and other fees paid by the students.

Budgetary Allocation:

The Karnataka state government has given due importance to allocation of financial resources to the state universities. In 2005-06, the amount allocated for education, sports, arts and culture is Rs.1012 Crore which is 7.47% of total plan outlay. In 2007-08, the budget allocation was Rs.6540 Crore which is 9.5% of total plan out lay. Further boost to education sector came in 2010-11 with an out lay of Rs.10505 Crore which is 15% of budget expenditure, a substantial increase over the previous years. The Karnataka State Government Non-plan Expenditure to education sector increased from rupees from Rs.3722 Cr to Rs.9045 Cr showing an annual compounded growth rate of 16%. The plan expenditure shows an annual growth rate of 19% with an increase from Rs.1064 Cr to Rs.3018 Cr. Allocation to university and higher education

(non-plan) sector increased from Rs 491 Cr to Rs.1137 Cr with an annual growth rate of 15%; whereas the plan grant increased seventeen times during the period from Rs. 18 Crore to Rs.303 Crore indicating huge capital expenditure incurred by the government. During this period the state government has increased the capital expenditure for establishment of new colleges and universities. On t he overall the allocation to university and higher education sector varies from 9 to 15 percent of general education budget (Figures 1 and 2). Although, the total revenue expenditure of the state is showing growth rate of 12% per year from the level of Rs 22972 Cr to 45438 Cr, Government made conscious efforts to increase education sector allocation from 16% to 20% over the period 2005-2011. The neighbouring state Andhra Pradesh allocation to education and training is 18 % (2006-07) of total revenue budget while Karnataka is more than 19% to education and training (2005-06). However this is less than Maharashtra and Kerala allocation 24% and 22% respectively (2006-07).

Karnataka state government expenditure towards higher education sector (Rs.in Cr)

Karnataka state government expenditure towards higher education sector (Rs.in Cr)							
Non-Plan Expenditure	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
General education	3651	4210	5224	6433	6433	7789	8783
Technical Education	71	69	83	83	110	147	262
Total allocation to education sector	3722	4279	5307	6515	6553	7936	9045
University and higher education	491	517	547	586	611	1143	1137
Revenue expenditure of the state	22972	25583	29062	35234	35234	40209	45438
Allocation to education sector out of total revenue expenditure of the state	16	17	18	18	19	20	20
Plan Expenditure	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
General education	965	1200	1295	1816	1754	2817	2850
Technical Education	99	94	105	105	110	136	169
Total allocation to education sector	1064	1294	1401	1921	1864	2953	3018
University and higher education	18	28	59	110	141	315	303
Revenue expenditure of the state	5069	7853	8313	10530	12303	15980	19596
Allocation to education sector out of total revenue expenditure of the state	0.35	0.36	0.71	1.05	1.15	1.97	1.54
(Source: Finance Department, Government of Karnataka 2011)							

Conclusion:

Over the years higher education sector has witnessed a tremendous increase in its institutional capacity. After China and United States, India's higher education system is the third largest in the world. Higher education plays a key role in creating human capital. It has been observed that countries with similar levels of economic development spend varying amounts on education sector. The size of spending on education also changes within countries over time. It is owing to this fact that the United Nations Development Programme (UNDP) considers education as one of the main components of its Human Development Index (HDI) which measures the status of human choices of the countries in the world. The Karnataka state government has given due importance to allocation of financial resources to the state universities. In this above to measure the quality of higher education in India and different universities in karnataka on through the analysis of literacy rate and finance allocation system in higher education on universities in karnataka and finally to analysis the important role of MHRD in higher education in India.

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