



# Higher Education in Karnataka: An empirical view (Potentials and facts to know)

\* Dr. Ashalatha K  
\*\* Vignesh Gaonkar

## Abstract

Human resource development (HRD) is a critical and one of the important stepping stone for the progress of an individual nation. In developing country like India HRD place a significant role in terms of economies growth. Importance of higher education need not be emphasized as it is the talk of the day. The awareness of the higher education has been drastically grown significantly in the recent decade. Infrastructure, Quality of education, International exposure, and work simulation effect has been adopted in the workforce. According to the survey conducted by Ministry of human resource development which is a body of government of India (MHRD) in the survey on "All India Higher Education" reported that Karnataka is one in the top 6 states in terms of highest number of colleges in India including Uttar Pradesh, Andhra Pradesh, Maharashtra, Rajasthan and Tamil Nadu and Bangalore district tops in terms of number of colleges with 924 colleges followed by Jaipur with 544 colleges. Thus, this proves that Karnataka has the potential to excel in terms of higher education.

This paper emphasizes on higher education vision at Karnataka by 2020. In the history of Indian education system there is not time that higher education system was highlighted as it is been highlighted as now. Before the agenda was taken up the spot light was upon school education and women empowerment, after the successful implementation of school education awareness program and women empowerment the next challenging aspect is to look and achieve higher education. It's not just important to highlight the number of university we have, number of college and its international existence, on the other hand it's very much important to link higher education and a strong future of our democracy.

**Keywords :** *Higher Education, Accreditation, Curricular relevance, Corporate relevance*

## Inroduction

### Higher Education in Karnataka

Karnataka is one of the pioneering state in our country which has already focused on higher education. The vision document of higher education 2020 has concentrated and stressed the state of Karnataka's higher education at 2020.

### Higher education matrix

State sponsored universities	24
Deemed to be universities	16
Central university	01
Undergraduate colleges	3360
Private state universities	02
Total	3403**

\*\*Data subjected to correction

Source: Karnataka state higher education council

\* Professor, JKSHIM, Nitte,

\*\* JKSHIM, Nitte

Karnataka state has almost all segments of institution including State and central university, Deemed and private state universities undergraduate colleges etc as shown in above table.

Let us look at the statistics of different segments of educational board aspects in a macro view.

### Affiliating Universities (Established before 1987)

No	University name	Year of established	No of PG Center	No of affiliated Colleges
1	University of Mysore, Mysore	1916	3	207
2	University of Karnataka, Dharwad	1949	2	254
3	University of Bangalore, Bangalore	1964	1	661
3	University of Mangalore, Mangalore	1980	1	190
4	University of Gulbarga, Gulbarga	1980		277
5	University of Kuvempu, Shimoga	1987	1	82
	Total		8	1671

\*\*Data subjected to correction

Source: Respective universities website



### Newly established Affiliating Universities (Established after 2003)

No	University name	Year of established	No of PG Center	No of affiliated Colleges
1	Karnataka State Women's University, Bijapur	2003	80	
2	University of Tumkur, Tumkur	2004		86
3	University of Davanigere, Davanigere	2008	1	110
4	Rani chennamma University, Belgam	2010	2	335
5	Vijayanagarasrikrishnadevaraya University, Bellari	2010	1	84
Total			4	695

\*\*Data subjected to correction

Source: Respective universities website

### Affiliating Professional Universities

No	University name	Year of established	No of affiliated Colleges
1	Rajiv Gandhi University of Health Sciences, Bangalore	1994	688
2	Visvesvaraya Technological University, Belgaum	1998	186
3	Karnataka State Law University, Hubli	2009	87
Total			961

\*\*Data subjected to correction

Source: Respective universities website

### Non-Affiliating Professional Universities

No	University name	Year of established	No of Constituent Colleges
1	University of Agricultural Sciences, Bangalore	1964	7
2	University of Agricultural Sciences, Dharwad	1986	5
3	Karnataka Veterinary, Animal and Fisheries Sciences University, Bidar	2004	7
4	University of Horticultural Sciences, Bagalkot	2008	10
5	University of Agricultural Sciences, Raichur	1999	4
Total			33

\*\*Data subjected to correction

Source: Respective universities website

### University for Distance Education

No	University name	Year of established	No of PG Center
1	Karnataka State Open University, Mysore	****	N/A

Source: Respective universities website

### Specialized Universities

Sl. No	University Name	Year of established
1	Kannada University, Hampi	1991
2	Karnataka State Dr. Gangubai Hangal Music and Performing Arts University, Mysore	2010
3	Karnataka Sanskrit University, Bangalore	2010
4	Karnataka Janapada Vishvavidyala, Shigoan, Haveri	2011

Source: Respective universities website

In addition to the above mentioned universities there are number of institutions which are set up at Karnataka which are directly sponsored by central government of India. IIT which has

### Institutions in Karnataka Sponsored by the Central Government:

- ✓ Indian Institute of Science, Bengaluru
- ✓ Jawaharlal Nehru Centre for Advanced Scientific Research, Bengaluru
- ✓ Raman Research Institute, Bengaluru
- ✓ Indian Institute of Management, Bengaluru
- ✓ Central Food Technological Research Institute (CFTRI), Mysore
- ✓ National Institute for Mental Health and Neuro Sciences (NIMHANS), Bengaluru
- ✓ Institute of Socio Economic Change, an ICSSR-supported research centre, Bengaluru
- ✓ National Law School of India University, Bengaluru
- ✓ Indian Institute of Horticulture Research, Hesaraghatta, Bengaluru
- ✓ Central Institute of Animal Nutrition, Bengaluru
- ✓ National Bureau of Agriculturally Important Insects, Yalahanka, Bengaluru
- ✓ National Bureau of Soil Science and Land Use Planning, Hebbal, Bengaluru
- ✓ National Institution of Technology, Surathkal (NITK)
- ✓ IIT-Dharwad which has been announced in recent central government press note

\*\*\* Data are subjected to additive.

Karnataka has the potential ability to provide international quality of education at economical standard. Karnataka's population as of 2017 is



almost 6.6 crores with the literacy rate around 75.5%. Further, Let us have a looks at statistic report of Karnataka and India's % of people opting for higher education

Particular	Data
Current percentage of student pursuing higher education at Karnataka- 2017	25
Expected percentage of student who shall pursue higher education at Karnataka-2020	35
Current percentage of student pursuing higher education at India-2017	21

Source: Press release of State government of Karnataka on Higher education statistics

The above table shows that at people of Karnataka opt for higher education above mean average than Indian scenario, where in mean average being 21% Karnataka already is around 25 %. This rate is expected to grow by 40% to contribute a rate of 35% by 2020.

The main drawback in Karnataka is to achieve its goal is north Karnataka, as of now February 2017 the higher education rate in north Karnataka is around 14%. Due to poor per capita income, poor infrastructure, Lack of awareness and lack of government initiative at this region contributes to the poor higher education growth rate at this area. State government of Karnataka under the leadership of R.V Deshpande is ready to face this issue by recruiting 2,200 assistant professors and by improving infrastructure facility at these region, further by allocation 20 Cr INR to upgrade the laboratories, by adopting advance teaching tools.

In couple of decades in Karnataka, the first grade colleges got NAAC (National accreditation assessment council) recognition, the number of colleges which got recognition by NAAC is almost 100+. Which showcases the facility and fundamental growth in the higher education sector at country (Karnataka). Almost all the government managed institutions were supported by smart class and tele- education system in all institutions in Karnataka. This smart class and tele-education system allows students to attend and listen to lecture even faculty member is on leave. (One of the solving tool when guest faculty went on for strikes)

## Key issues with higher education system at Karnataka:

### ● Poor and inadequate policy frameworks for entry of new education institutions:

State government of Gujarat, Haryana, Uttar Pradesh has almost 10 private universities in there state and on the other hand Karnataka just has two. The reason for the gap is poor and inadequate policy frameworks for new educational institution. Of course with the partici pation of private, public and foreign collaboration do matters to initiate a new educational institution. There should be a clear cut policy which shall describe the expectation level from the government. Apart from regulatory gover nance from state and central government of India, policy which covers the scope of ser vices they would be willing to offer, facilities they need to create, policy of enrolment, etc. If this is taken care then the number which I referred in the first sentence shall definitely going to increase.

### ● Lack of uniformity in terms of focus of the education:

It's not just important to give education, all higher educational institutions irrespective of the differences in their location, demography, specialization, core competences, financial strength, localresources and opportunitiesit important to give quality of education. If I ask a question how well prepared our graduates to see a problem from research angle? Are they have stuff enough to look them as an entre preneur? Higher the education higher the expectation from corporates, It's not just important to have a bucket of academic portfolio it's important to possess human value with reality skill. At corporate no one will ever ask you to define Indian economy or they shall never expect you to solve basic problem of economy!!! What to produce!! How to produce!! Whom to Produce!! All which is expected is how really you can relate the concept into real time situation. Are we nurturing the graduates about this? If yes, don't you think it's in single percentage level?.It's very much important to nurture our graduates with the quality of education and all institution shall be in a same page in providing quality of education.



- **Lack of dynamic learning goals & curricular relevance:**

The immediate answer of any degree or post-graduation student for the question "Why did he/she opt for higher education", shall be due to family pressure, friend's decision, get a job etc. If this is the learning goal student don't student feel pressure to clear the exam? This pressure shall not allow student to think beyond boundary. Incubation concept is exactly opposite to our education system. Why all IIM and IIT do not stress upon exam? Rather they stress on continuous assessment? This is a major gap in our education system. Another important drawback is relevance of education curriculum. I would like to quote my own experience. I found that PGDBM and MBA both give same concept of education but PGDBM is preferred at corporates rather than MBA. It is because at PGDBM system is structured in a way that syllabus or what is thought is revolved around the year according to corporate expectation. Which institution at MBA is teaching Behavioral finance or Corporate Finance? Answer shall be only tier I and II B schools! Is this is because of our education system? Or it is because of traditional way of education system?

- **Research v/s higher education:**

Today research is a part of academic life, post graduates shall directly or indirectly involved in research. Research and Corporate are like two faces of a single coin. Do we ever thought our student to do research independently? It's strange that majority of our higher graduates do not know what is hypothesis testing, the reason for sample frame in research. It's very much important that we nurture these qualities in our students. Research is not just a subject it's a feel, its not born quality its enhanced quality. Especially at higher education shall irrespective of core competency each and every student shall possess the ability of knowing basics of research. Today for an example at corporates when there is no boundary for knowledge management expects an employee to do a primary research on competitive analysis, immediate result would be to search relevant data in Google and try to copy the same by

modifying and preparing a report and say that it's a research work!! The thing like this need to be changed, student shall possess research knowledge just not from examination point of view but also from learning point of view. Research is a fixed assets which yield over lifetime free return.

- **Corporate expectation v/s higher education:**

Hiring rate at corporate has been already in decreasing trend at national level. Corporate giants are re thinking to hire a fresher. This is due to economy of scale and high expectation. Example: If average pay on CTC is around 3 lakhs rupees, approximately around 4750 US dollar per resource and the same billable resource shall be outsourced at 4000 US dollar today. Unless a great profile who has some extra portfolio of academic profile it's very much difficult to enter a corporate family with 7 digits CTC. As India is opened up internationally things are easily accessible. Labor efficiency which is has moved from Japan to China and China to Germany and Germany to US and US to now India. To en-cash the same in Indian context one must be competitive internationally. For this higher education plays a important and critical role.

**Conclusion:**

The main aim of education is to serve ethical value to our society and mankind and higher education plays a critical role in emphasizing and facilitating to do so. Karnataka as an individual state has all the potentials available within it to compete internationally with the quality of education.

Bridging gap between school education and higher education by providing a spectaculars frame work for higher education.

It is important to think that higher education not simply in terms of skill building, or building academic portfolios and employability. Equally important is to transcend the framework of citizenship education, that is, higher education as a means for grooming good citizens. The former makes the goals of higher education too narrow and instrumental whereas the latter makes it too broad. Ultimately it's our democracy our society which is going to en-cash the benefit out of it.

**Reference:** 1. <http://kshec.ac.in>