

HIGHER EDUCATION SUBSIDIES IN INDIA: A STUDY OF FEE REIMBURSEMENT SCHEME IN ANDHRA PRADESH

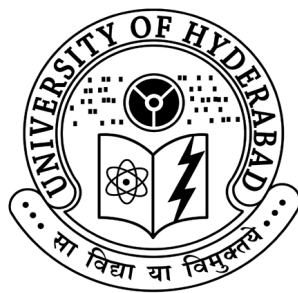
**A THESIS SUBMITTED DURING THE YEAR 2014 TO THE UNIVERSITY OF HYDERABAD FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN THE DEPARTMENT OF POLITICAL SCIENCE**

BY

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CERTIFICATE

This is to certify that the thesis entitled “**Higher Education Subsidies in India: A Study of Fee Reimbursement Scheme in Andhra Pradesh**” submitted by **Chintala Venkatramana** bearing Reg. No. **09SPPH06** in partial fulfillment of the requirements for the award of Doctor of Philosophy in Political Science is a bonafide work carried out by him under my supervision and guidance.

The thesis has not been submitted previously in part or in full to this or any other University or Institution for the award of any degree or diploma.

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DECLARATION

I, **Chintala Venkatramana**, hereby declare that this thesis entitled “**Higher Education Subsidies in India: A Study of Fee Reimbursement Scheme in Andhra Pradesh**” submitted by me under the guidance and supervision of **Prof. I. Ramabrahmam** is a bonafide research work. I also declare that this thesis has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma.

(Chintala Venkatramana)

Regd. No. 09SPPH06

List of Abbreviations

AICTE	:	All India Council for Technical Education
B.A	:	Bachelor of Arts
B.Com	:	Bachelor of Commerce
B.E	:	Bachelor of Engineering
B.Ed.	:	Bachelor of Education
B.Sc.	:	Bachelor of Science
B.Tech	:	Bachelor of Technology
BC	:	Backward Castes
BCI	:	Bar Council of India
BDS	:	Bachelor of Dental Surgery
BITS	:	Birla Institute of Technology and Science
CEO	:	Chief Executive Officer
CIHE	:	Council for Industry and Higher Education
CIHEC	:	Council for Industry and Higher Education Collaboration
CII	:	Confederation of Indian Industry
CSR	:	Corporate Social Responsibility
CU	:	Central University
EBC	:	Economically Backward Classes
FICCI	:	Federation of Indian Chambers of Commerce and Industry
FRS	:	Fee Reimbursement Scheme
GDP	:	Gross Domestic Product

GER	: Gross Enrollment Ratio
IIM	: Indian Institute of Management
IISc	: Indian Institute of Science
IIT	: Indian Institute of Technology
INI	: Institutions of National Importance
IRAHE	: Independent Regulatory Authority for Higher Education
ISB	: Indian School of Business
JNTU	: Jawaharlal Nehru Technological University
LPG	: Liberalization Privatization Globalization
M.A	: Master of Philosophy
M.Com	: Master of Commerce
M.Sc.	: Master of Science
M.Tech	: Master of Technology
MBA	: Master of Business Administration
MBBS	: Bachelor of Medicine, Bachelor of Surgery
MCA	: Master of Computer Applications
MCI	: Medical Council of India
MHRD	: Ministry of Human Resource Development
MoU	: Memorandum of Understanding
MS	: Master of Science
MTF	: Maintained Charges
NASSCOM	: National Association of Software and Services Companies
NGC	: Natural Gas Corporation

NIC	:	National Innovation Council
NIEPA	:	National Institute of Educational Planning and Administration
NIT	:	National Institute of Technology
NKC	:	National Knowledge Commission
NTPC	:	National Thermal Power Corporation
OBC	:	Other Backward Castes
OECD	:	Organization for Co-operation and Development
PG	:	Post-Graduation
PGDBM	:	Post-Graduate Diploma In Business Management
PMS	:	Post Matric Scholarship
PPP	:	Public Private Partnership
RTF	:	Reimbursement of Tuition Fee
SC	:	Scheduled Castes
ST	:	Scheduled Tribes
UGC	:	University Grants Commission
UK	:	United Kingdom
UNICEF	:	United Nations International Children's Emergency Fund
USA	:	United States of America

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Chapter 1

1 – Introduction

There are millions in India who only dream of higher education. India is considered as fourth largest economy in the world. India is a country with multiple identities with incomparable and prosperous cultural heritage. But the country has been facing perpetual problems like poverty and illiteracy and is still being considered as a developing country. One of the main reasons for the underdevelopment is that education has been neglected since independence. Specially, higher education has been terribly neglected since independence. In fact, less than ten percent of the students are coming to higher education.¹

One needs to explain the importance of higher education in the era of globalization as higher education is the key for most of the problems in the society. As it is to be understood, higher education is a weapon for combating all kinds of social, civil and personal ills of an individual. Higher education is a tool that builds confidence, self-respect and dignity in a person. Sen defines education as development.² Education is the heart and soul of any nation in order to achieve prosperity. Higher education plays pivotal role in moulding human behavior, their relation with others, and necessary skills to lead a harmonious life.³ It is an accepted fact that education plays a fundamental role in changing and fine tuning the society.

An educated society is pre-requisite for a country to be forefront of development in all directions; socially, politically and economically. Unfortunately, access to education is not there for all the people in India. Though the government of India provides free and compulsory education to all the children below fourteen years, it spends very little on the higher education. Indeed, having access to higher education is a dream for those who are financially weak.⁴ After globalization, most of the government institutions have been forced to self-finance themselves. As a result, they are getting nominal or almost no funds from the government.⁵ The number of corporate institutions

¹ Altbach, P. G., & In Agarwal, P. (2012). *A half-century of Indian higher education: Essays by Philip G. Altbach*. Pp-25-63.

² Robertson, S. L. (2007). *Globalisation, education and development: Ideas, actors and dynamics*. London: Department for International Development.

³ ‘Abdu’l-Bahá, ., & Gail, M. (1957). *The secret of divine civilization*. Wilmette, Ill: Bahá’í Pub. Trust.

⁴ Deneulin, S., Shahani, L., & International Development Research Centre (Canada). (2009). *An introduction to the human development and capability approach: Freedom and agency*. Sterling, Va: Earthscan.

⁵ Wolf, M. (January 01, 2001). Will the nation-state survive globalization?. *Foreign Affairs*.

have gone up after globalization and they have started charging heavy amount of fee especially in professional courses like Engineering and Medicine. Due to this reason, a large section of students are denied opportunity to make themselves able.⁶

In order to provide equal educational opportunities for all people, irrespective of caste, creed and color, government of Andhra Pradesh has introduced a policy called fee reimbursement policy. The main objective of this policy is to provide financial assistance for the Scheduled Castes/Scheduled Tribes/Backward Class/Economically Backward Classes /Minority and Physically Challenged sections to pursue higher studies. The policy was introduced in 2008. A number of students are getting benefitted and are pursuing higher studies without any financial disturbance because of this policy.⁷ Apparently, it is believed that economic assistance for the economically backward communities is one of the important methods of providing opportunities to enable them to get higher education. Hence, the policy was thought to be a significant one to observe, study, and analyze. Through this study it will be observed whether this RTF is really enhancing the capabilities of the poorer sections by providing equal educational opportunities.

1. 1. Review of Literature

Altbach in his book entitled “A Half-Century of India Higher Education” underlined that higher education did not receive importance during the first decades of independence.⁸ As a result, according to the author, India is lagging behind many countries. None of the universities from India can be found in the global rankings. The author also suggested that the massification of enrollments in higher education is the central reality of the late twentieth and early twenty first century worldwide.⁹ In author’s opinion, higher education, which used to be a tool of elites, has started reaching the masses. The author also observed that India is lagging behind many countries in terms of access to higher education.¹⁰ Further, he also expressed his view that the American higher education system, because of its manifestations from top to bottom and its success in manifestation of enrolments, it has become an influential model worldwide. It is considered as the

⁶ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE. Pp-53-87.

⁷ Government Order, No, 143, (15 July, 2008), *Online Sanction and disbursement of Post Matric Scholarships to Scheduled Castes, Scheduled Tribes, Backward Classes and Disabled students – Sanction, Drawal and Disbursement*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁸ Altbach, P. G., & In Agarwal, P. (2012). *A half-century of Indian higher education: Essays by Philip G. Altbach*. Pp-257-283.

⁹ Ibid. Pp-124-166.

¹⁰ Ibid. Pp-187-209.

best practice when it comes to higher education. The author also suggested few elements that are needed to improve Indian higher education system. Important suggestions of the author include adequate funding required for higher education as higher education continually starved of resources.¹¹ He also emphasized that improving the traditional universities and their affiliated colleges, and better coordination between the central and states are very crucial.¹² He specifically emphasized depoliticization of higher education. He also suggested that there is a huge positive impact of information and communication technologies (ICTs) as they would democratize knowledge and play a key role on massification of enrollments in higher education. However, the author also feels a strong and effective regulatory mechanism is required to control and monitor the private/foreign institutes that invest in Indian higher education.

Tilak in his book “Higher Education in India” examined how an independent India has gradually transformed from welfare state to quasi market principles and finally ended with neo-liberal market philosophy, especially in the last two decades with regard to higher education.¹³ The statistical evidences he collected on higher education shows how higher education suffered in the last couple of decades in India in terms of allocation of resources.¹⁴ According to the author it is higher education that keeps people away from below poverty line and helps them to improve human development indicators like quality of life, human capability and human freedom.¹⁵ In addition to this, as per the author, if a country wants to achieve an economic development and to become a superpower, it is impossible to do so by ignoring higher education.¹⁶ Furthermore, he emphasized that the government initiatives are in fact helping the private sector to strengthen in the name of public private partnership. Besides, the author observed that the objective of the eleventh five year plan, inclusive growth, is not reaching its expectations and still people are struggling to enter into higher education because of financial deprivation.¹⁷ The author also found that higher education in India is eventually becoming a commercial activity which will benefit the privileged few.¹⁸

¹¹ Ibid. Pp-284-344.

¹² Ibid. Pp-583-609.

¹³ Tilak, J. B. G. (2013). Higher education in India: In search of equality, quality and quantity. New Delhi: Orient Blackswan. Pp-137-178.

¹⁴ Ibid. Pp-74-119.

¹⁵ Ibid. Pp-147-163.

¹⁶ Ibid. Pp-219-255.

¹⁷ Ibid. Pp-387-414.

¹⁸ Ibid. Pp-477-498.

Anil Agarwal in his book “Indian Higher Education: Envisioning Future” has said that India has large and comprehensive higher education system that would create efficient man power over a period of time, which eventually put the country in a competitive position in terms of knowledge based economy.¹⁹ However, the author felt that it is very important to build the higher education system that is as diverse as possible to broadest possible chances to the students.²⁰

Panikkar in his article “India’s Education Policy: from National to Commercial” emphasized that Indian higher education system calls for immediate change because its access has not reached desirable levels to meet the needs of society, nor has quality kept pace with the advances in knowledge.²¹ However, he felt that there is an urgent need for the state to reset certain things such as infrastructure resources and syllabus practices in higher education in order to make India survive in the global knowledge economy.²² The author also envisaged that inclusion of higher education will help the country progress socially and economically but stressed that the states’ intention to achieve this through centralization, privatization and permitting foreign educational intuitions may not work because of the lapses in quality and accountability.²³ The author strongly suggested that even if private sector educational institutions are permitted, social justice should be given a first priority as majority of eligible students would be deprived of access to higher education, if the social justice aspect is neglected.²⁴ According to him, higher education has become a powerful weapon particularly in the present conditions in which knowledge has emerged as a crucial factor for emancipating communities.²⁵ The author also suggested that in a country like India, where the majority of the population is deprived of basic needs, the primary priority of the government should be centered on equity and social justice when it comes to higher education.

According to the paper titled “Government subsidies in India” issued by ministry of finance, GOI in May 1997. The paper differentiated between merit goods and non-merit goods as merit goods include primary and secondary education and non-merit goods include higher education.²⁶ In the

¹⁹ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE. Pp-247-304.

²⁰ Ibid. Pp-420-458.

²¹ Panikkar, K. N. (April 23, 2011). India's education policy: From national to commercial. *Economic and Political Weekly*, 46, 17, 38-42.

²² Ibid. Pp-39-40.

²³ Ibid. Pp-40-41.

²⁴ Ibid. Pp-41-42.

²⁵ Ibid. Pp-39-42.

²⁶ Tilak, J. B. G., & National Institute of Educational Planning and Administration (India). (2002). *Public subsidies in education in India*. New Delhi: National Institute of Educational Planning and Administration.

paper it was suggested that subsidies could be reduced to non-merit goods for avoiding the private returns rather than social returns. The World Bank document 'higher education: the lessons of experience 1994' said the idea that developing countries should not invest their scarce resources in higher education and the priority of the poor countries should attach to the achieving universal literacy, because the social rates of returns are more by investing resources in primary and secondary education than in higher education.²⁷ Therefore, the paper argued that the subsidy on higher education would be reduced from the existing ninety percent to twenty five percent over period of five years, to justify the stand it also pointed out that the rich may appropriate subsidies in higher education and the poor population is not actually benefitted by the subsidies.²⁸

In 2004, ministry of finance, GOI reclassified higher education as merit IP good and primary education as merit P good.²⁹ The government of India revised its earlier position in defining higher education as a non-merit good it may be by taking into consideration the revised conception of World Banks version about the nature of higher education and also the criticism met due to earlier stand in the country. Mehta, in his article titled "Higher Education Subsidies in India" argues that due to the withdrawal of subsidies in higher education, the ratio of male and female student enrollment dropped from 8.29:1 in the 1950s to almost 1.5:1 by the late eighties and it was continuing to drop.³⁰ As a result, the parents of children discriminated more the female students by incurring private expenditure for sons than daughters. Besides this, he also argued that the ratio of general to scheduled castes and scheduled tribe students enrollment in professional education also dropped from 12:1 in the 1950s, 8:1 in the eighties.³¹ He also says that the reduction of subsidies in higher education caused the less enrollment of women and SC/STs enrollment in Higher Education in general and professional education in particular.

²⁷ Kapur, D., & Mehta, P. B. (2004). *Indian higher education reform: From half-baked socialism to half-baked capitalism*. Cambridge, Mass: Center for Internat. Development at Harvard Univ. Pp-4-6.

²⁸ Ibid. Pp-20-31.

²⁹ National Institute of Public Finance and Policy (India), & India. (2004). *Central government subsidies in India: A report prepared with the assistance of the National Institute of Public Finance & Policy*. New Delhi: Govt. of India, Ministry of Finance, Dept. of Economic Affairs.

³⁰ Kapur, D., & Mehta, P. B. (2004). *Indian higher education reform: From half-baked socialism to half-baked capitalism*. Cambridge, Mass: Center for Internat. Development at Harvard Univ. Pp-4-6.

³¹ Ibid. Pp-04-21.

³¹ Ibid. Pp-25-31.

World Bank in its report, “Higher education: The lessons of experience” clearly highlighted that higher education is extremely significant for economic and social development.³² The report says that higher education is in crisis throughout the world, both industrial as well as developing countries in which they face shrinking budgets.³³ The report specifically argued that the crisis is most serious in developing countries where fiscal adjustments have been tough and also low enrollment ratios put pressure to expand enrollment percentage. The report also highlighted the diversity of expenditure on each student varies from continent to continent.³⁴

Amartya Sen, in his book, “Development as Freedom” explores the relationship between freedom and development. According to Sen, development is measured by how much a country has freedom. Without freedom choices cannot be made by the people and allow them to help themselves.³⁵ Freedom is defined by Sen as an independent bundle of political freedom and civil rights, economic freedom including opportunities to get credit, social services, transparency guarantees and health care.³⁶ Sen argues that political liberties are very much necessary for sustainable development. However, Sen evaluated the different perspectives the general notion of the inequality, focused mainly on his capability approach.³⁷ According to Sen, the indicator of poverty is not simply low income, but also it is a lack of a choice and lack of opportunity. Furthermore, he argued that inequality should be considered in terms of capability rather than income, because income is an inappropriate indicator of human wellbeing.³⁸ Moreover, he went on describing the development and its objective is to expand capabilities and simplified it to expand people’s choices.³⁹ Finally, he examined that not only would be provided but also it should be taken care of to peruse how the opportunities are being used to pursue their ends.

Bill Gates in his article “Making capitalism more creative” talks about Creative Capitalism, where he tries to find new ways to bring for more people into the system in order to achieve equal opportunities.⁴⁰ Moreover, in his conception he wants to strengthen the capitalism instead of socialism to provide opportunities for large sections of society where socialism can bring limited

³² World Bank. (1994). *Higher education: The lessons of experience*. Washington, D.C: World Bank. Pp-07-22

³³ Ibid. Pp-19-47.

³⁴ Ibid. Pp-63-84.

³⁵ Sen, Amartya, (1999), *Development as Freedom*, New Delhi, Oxford University Press. Pp-01-14.

³⁶ Ibid. Pp-45-79.

³⁷ Ibid. Pp-147-179.

³⁸ Ibid. Pp-151-169.

³⁹ Ibid. Pp-255-297.

⁴⁰ Gates, Bill. (2008). *Making Capitalism More Creative*, New Delhi, Time Magazine.

people into the sphere of opportunities.⁴¹ In addition, he believes that capitalism has provided opportunities and improved the lives of billions of people. Hence, we should make capitalism more creative.⁴² Moreover, Deprivation, poverty and discrimination may exist among all societies all through in different proportions.

Soroj Khaparde, in discussion on “Dr. Amedkar’s Concern for Dalit Education”, says that according to Ambedkar, material negligence and indifference to knowledge were the reasons behind the backwardness of the Indian people particularly of the lower strata of the society. B. R. Amedkar considered the acquisition of knowledge to the ‘Sine qua non’ (an essential condition or requirement) for the success of the democratic experience.⁴³ He said that when three-fourths of the population was drenched in ignorance and did not know its rights and responsibilities there could be no hope for self-government notwithstanding the fact that three-fourths of the population is drenched in ignorance, our representative system will be a shame, and there would be a rule of wealth against poverty, of power against weakness.⁴⁴

Albert Weale, in his book titled “Equality and Social Policy”, talks about the basic difference between Procedural equality and Substantive equality in making any social policy. He advocates substantive equality is rational in distributing the resources in an unequal society rather than procedural equality.⁴⁵ So, according to him, the consideration of substantive equality is very important in making any social policy under which people may be treated differently in order to produce among them greater equality of benefit.⁴⁶

Equal Opportunity Commission Report has recommended that an Equal Opportunity Commission Bill was to be constituted by the government of India to see the problems of the under privileged in public and private sector on certain grounds as such gender, caste disability, language, religion, etc.⁴⁷ Moreover, The Equal Opportunity Commission Bill sought to resolve all kinds of discrimination. Its main objective is to generate an equality and fair practices for the public and

⁴¹ Ibid.

⁴² Ibid.

⁴³ Shashi S.S., (1992), Dr.Ambedkar and Social Justice, New Delhi: Ministry of Information and Broadcasting, Government of India.

⁴⁴ Ibid.

⁴⁵ Weale, Albert,(1978) Equality and Social Policy, London: Routledge & Kegan Paul.

⁴⁶ Ibid. Pp-47-87.

⁴⁷ Equal Opportunity Commission: What, Why and How? (2008), Ministry of Minority affairs, New Delhi, Government of India.

private sectors.⁴⁸ Apart from that, the committee has given straight instructions that the proposed commission would be an independent from political interference, but it could be subject to the judicial review and political scrutiny.⁴⁹ However, the proposed bill must have judicial and legal powers such as civil and investigatory and summoning powers, it would be a recommendatory body which would not have any authority to handout sentences. Unlike other commissions, this commission should have the distinctive features basing its cases only on hard evidence.⁵⁰ Finally, the proposed commission should go into cases relating to all sectors like education, employment and policy making. However, proposed commission has recommended the interests of the deprived can be guarded not only against the state but also against a private employer.⁵¹

Gross Enrolment Ratio in Higher Education in Karnataka, a survey conducted by the Karnataka knowledge commission, finds out an interesting fact that gross enrolment ratio in Karnataka is more vulnerable than the center which is less than 13 percent.⁵² As per the data, only twelve percent of the students in Karnataka are pursuing their higher studies, among them, there is an enormous gender difference in enrollment.⁵³ The report examined, in terms of the gross enrolment ratio, America 82 percent, Australia and Brazil 73 percent, UK 59 percent, China 22 percent and South Africa 15 percent when comparing to India, which is only 13 percent. In addition, the report also revealed that the Eligible enrollment ratio is also facing a serious problem which needs to be corrected.⁵⁴ Furthermore, as per the report, the reasons behind the less enrollment and gender differences are eighty percent is financial deprivation. Apart from that, non-availability of colleges in the locality, lack of guidance on what to study, marriage plans, parent's pressure, health problems and repeated failure in exams are some of the reasons.⁵⁵ In order to discourage enrollment figures, the report gave some of the recommendations that are extending financial support from government, establishing district higher education councils.

⁴⁸ Ibid. Pp-05-17.

⁴⁹ Ibid. Pp-24-42.

⁵⁰ Ibid. Pp-61-74.

⁵¹ Ibid. Pp-77-82.

⁵² Gross Enrolment Ratio in Higher Education in Karnataka, (September 21, 2011), Gross enrolment ratio in higher education is 12.2 p.c. Retrieved on 14 June, 2012. From <http://www.thehindu.com/todays-paper/tp-national/tp-karnataka/gross-enrolment-ratio-in-higher-education-is-122-pc/article2471834.ece>

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Ibid.

James, Woodhead and Frost, in their article titled “Does growth in private schooling contribute to Education for All?”, based on a survey, revealed that in Andhra Pradesh even a low income parents are sending their children to the private English medium schools which means they valued utmost importance to English medium education and quality education and global exposure for their children.⁵⁶ In other words, this situation also shows parent dissatisfaction towards both on government schools as well as regional language which is Telugu.⁵⁷ In fact, this random study discloses that within the span of seven years, sending many children by their parents to the private schools is doubled. In their research finding, two things are appearing interest that the gender discrimination and financial spending.⁵⁸ When the question arises, who should get the costly education, the majority of the parents are giving more preference to their sons by sending them to the private schools whereas their daughters are being sent to public funded schools. This situation is day by day enlarging in poorer families.⁵⁹ Surprisingly, deprived families are ready to sacrifice their small properties and livestock for their children’s quality education. The researchers point out that the reasons behind this is the Indian schooling has developed a market driven approach than ever before.⁶⁰ The study suggested that this is the time to reform both government schools and government policies towards quality education.⁶¹ In addition, there is also an urgent need to regulate private schools towards enhancing access to the underprivileged.

Narayana Murthi suggested in his report entitled “Corporate Sector Participation in Higher Education” that India requires forty thousand crores as an investment in higher education for the next five years.⁶² Corporate sector would contribute half of the investment in higher education.⁶³ In his opinion, Indian higher education is lagging behind when compare to global standards. Therefore, he recommended the government to provide massive incentives to the corporate sector in the form of land and infrastructure in order to establish world class knowledge hubs and make existing institutions to meet global standards across India. Allocate adequate land for about 999

⁵⁶Woodhead, M., Frost, M., & James, Z. (January 01, 2013). Does growth in private schooling contribute to Education for All? Evidence from a longitudinal, two cohort study in Andhra Pradesh, India. *International Journal of Educational Development*, 33, 1, 65-73.

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Ibid.

⁶²Narayana Murthi (2012). *Corporate Participation in Higher Education*. Planning Commission, Govt. of India.

⁶³ Ibid. Pp-19-24

years for free of charge, 300 percent deduction of taxable income to companies; one lakh crore would be set by public sector banks to provide need based financial aid for students.⁶⁴ Thousand crores educational fund from the government for underprivileged, ten years multiple visa entries for foreign scholars are some of them. Furthermore, he advised that complete financial, administrative and academic autonomy should be given to the corporate sector in order to enhance the quality. In other words, there should not be any role of the University Grants commission or other bodies to control these private institutions.⁶⁵ Further, the government should stop financing universities instead; it should encourage to mobilize funds from the students. Finally, he suggested that these initiatives should be incorporated in the twelfth five year plan.⁶⁶

National Policy on Education (1968) has envisaged the importance of education and explored the ways to expand it. Further, it has also foreseen that it is education which promotes socio-economic, cultural identities, and protects dignity and respect of each and every individual.⁶⁷ Therefore, keeping this in mind, and brought a radical restructuring policy which has proposed many drastic changes in the field of education.⁶⁸ Its objective was for the equalization of educational opportunities in order to achieve national integration and socioeconomic development. In other words, the fruits of change should reach all sections of the society irrespective of caste, class, creed, gender and regions. Therefore, the policy has called to implement the constitutional norm which is compulsory education for children below the age 14.⁶⁹ And, it emphasized the quality of education by giving training to the teachers. However, the most remarkable change had been introduced through this policy was common structure of education system i.e.10+2+3.⁷⁰ Almost all the states have been implementing this structure with Mathematics and sciences were incorporated as compulsory subjects. More particularly, in order to reduce the gulf between upper and lower classes, the three language formula has been called to implement. In other words, regional, state students get a chance to learn national and global languages apart from their local language.⁷¹ Through this policy, moral values in education and science and technology have been

⁶⁴ Ibid. Pp-13-19.

⁶⁵ Ibid. Pp-24-31.

⁶⁶ Ibid. Pp-30-32.

⁶⁷ National Policy on Education. (1968), Ministry of Human Resource Development, Government of India. Retrieve on 08 March, 2011. From <http://mhrd.gov.in/documents/term/136>

⁶⁸ Ibid. Pp-04-12.

⁶⁹ Ibid. Pp-09-17.

⁷⁰ Ibid. Pp-13-19.

⁷¹ Ibid. Pp-05-15.

given greater attention. It also emphasized the significance of an ancient Indian language that is Sanskrit, which was considered India's cultural heritage. Most importantly, the policy emphasized to increase the allocation on education up to six percent in India's GDP. Surprisingly, even today, allocation for education in GDP is unable to reach six percent.⁷² Had these allocations been increased then up to six percent, India today, in fact, would have been in a very advanced position and occupied much better place in the human development index.

National Education Policy (1986) is a paradigm shift in Indian education system in general and higher education system in particular. In order to enhance equal educational opportunities, this policy has emphasized the urgent need to remove the disparities for women, schedule caste and schedule tribes.⁷³ Furthermore, this policy has realized the importance of financial capabilities in deprived sections and emphasized to enhance the number of scholarships in order to increase enrollment levels in education.⁷⁴ Apart from that, it has called for increasing adult education and giving utmost importance to historically neglected communities by recruiting them as teachers. More importantly, this policy has identified the ways to enhance the financial capabilities of the poor parents, so that they could send their children to the school without any absentees.⁷⁵ In a wider sense, this policy had given utmost importance to the infrastructure in the form of building new institutions. For the first time, this policy identified the importance of rural India. Based on the philosophy of Mahatma Gandhi, the concept of rural universities has come up in order to promote socio-economic advancement to strengthen grass root level democracy.⁷⁶ At last, this policy has highlighted the very idea of the open University system should be extended to the further stage.

1. 2. Significance of the Study

While national policies on education and particularly higher education emphasized an enhanced, access, the actual enrollments are not supporting translation of policy into tangibles. Data across the country indicates that a large number of aspirants are out of the system of higher education. Policies are mostly rhetorical, underscoring the need for more

⁷² Ibid. Pp-02-14.

⁷³ National Education Policy. (1986), Ministry of Human Resource Development, Government of India. Retrieve on 08 December, 2011. From http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

⁷⁴ Ibid. Pp-02-07.

⁷⁵ Ibid. Pp-10-14.

⁷⁶ Ibid. Pp-40-47.

policy support. It is not that governments are insensitive to the goal of education for all, but, the policy changes that were brought in after the introduction of neoliberal policies pushed higher education into non-merit category disqualifying the sector of much needed government subsidies. The situation reached a stage wherein for prioritization of schemes of study. A chief minister went to the extent of saying that there is no other “Ism” except tourism, implying that post liberalized India needs job oriented courses but not social sciences. Ideas taken from new public management courses are quoted selectively to exclude a few programs of study. Again regime changes brought back higher education as a policy item. In a move widely appreciated by many, former Chief Minister of Andhra Pradesh, the late Y. S. Rajashekar Reddy gave a shape to a policy entitled *Fee Reimbursement Scheme*, officially referred to as reimbursement of tuition fee.⁷⁷ This is the political context in which this policy evolved.

1.3. Focus of the study

The focus of the study is mainly on the impact of fee reimbursement policy on higher education in providing access to higher education for low-income families in Andhra Pradesh in order to enhance the gross enrollment ratio as well as empower the socially and economically backward communities.

1.4. Research Questions

1. Is literacy education enough for decent employment in present highly competitive and globalized society?
2. Does family income really matter in accessing higher education, especially professional education?

⁷⁷ Reimbursement of tuition fee scheme is introduced in 2008, the policy began with an innovative idea of ‘saturation.’ In policy debates, it is referred to an instrumentality by which all those who approached are selected for pursuing higher education subject to certain conditions. These include total fee reimbursement to all initially (2008-12). The targeted beneficiaries include those belonging to scheduled caste, scheduled tribes, and other backward castes (also referred to as backward classes) and also those who are economically backward (subject to income ceiling). As many as 24 Government orders are issued administrating the system in 10600 institutions as of 2012-13. Indeed, it is a massive scheme covers both government and privately funded institutions. The total number of government institutions are 1600, whereas private 9500. It is a sort of a policy according to many which supported privatization.

3. Is government right in paying huge amount of tax payers' money to the private college owners in the name of giving education to students?
4. How far it is justifiable to invite private sector into the field of education especially countries like India?

1.5. Objectives of the study

- To study the basic capabilities and trends in higher education in the era of globalization with reference to social opportunities.
- To understand and analyze the significance of scholarships in segregated societies with reference to post matric scholarship scheme in Andhra Pradesh.
- To find the complexities in implementing post matric scholarship scheme at the ground level.

1.6. Methodology

The present study depends on primary as well as secondary data. The secondary sources include books, articles, journals, reports, published and unpublished thesis, records from various government welfare department offices, higher education council, daily newspapers, gazettes and annual reports of the concerned departments. The study has been conducted in the state of Andhra Pradesh, it is because the only state that has initiated 'fee reimbursement scheme. It is a unique character of this state while supporting higher education in the state. This very uniqueness have attracted to pursue further research.

The primary data was collected from two sources i.e., official records and inquiries from beneficiaries. The first set of primary data, raw data, is regarding beneficiaries of the post matric scholarship scheme and its budget allocations since the beginning and the list of colleges in Andhra Pradesh are collected from the government officials of various departments in the state of Andhra Pradesh include social welfare, tribal welfare, minority welfare, disabled welfare, backward class welfare department and the higher education council. The second set of primary data includes the responses of the beneficiary's collected through personal interviews with structured questionnaires.⁷⁸ The study was conducted using the simple random sampling methods, purposive

⁷⁸ Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Tampa, FL: A. Bhattacharjee.

sampling and stratified sampling. Three different structured questionnaires were used for three different categories of respondents i.e. Government Officials, Students, and college management. However, the questionnaires were designed to (1) know about the beneficiaries, budget allocations and the colleges in the scheme (2) to know the socio-economic background of the beneficiaries (3) to know the perceptions of the beneficiaries about scholarship scheme and the present higher educational system (4) to know the impact of this scheme on their lives as well as their family (5) to know the views about this scheme from college management.

The study has been conducted in four different parts of the state. The rationale behind selecting the area is based on the course categorizations designed into the scheme. The categories are intermediate, degree, post-graduation and professional courses. The study was conducted in three geographic regions and a separate region Hyderabad metro city for different reasons. The region Rayalaseema is selected due its highest frequency in post-graduation colleges run by private management; Coastal Andhra is selected because of its highest frequency in private degree colleges; Telangana is selected because its highest frequency in private intermediate colleges and the Hyderabad Metro city is selected due its highest frequency in professional colleges. The highest frequencies are located in Chittoor district of Rayalaseema, East Godavari district in Coastal Andhra, and Rangareddy district in Telangana regions.

The study was conducted during 2012-13 and all the results are limited to that period. The mandals, on the basis of highest frequency of colleges, were selected are Chandragiri from Chittoor, Rajahmundry from East Godavari, Vikarabad from Telangana and Ibrahimpatnam from Hyderabad Greater Municipality Area. The study was conducted in the colleges of respected mandals with a structured questionnaire on a random sampling basis. The total number of students selected from all the colleges were two hundred. Students lists are collected from every selected college and every third member from the list are considered for the study.

Out of them, one hundred and sixty seven beneficiaries have responded. The remaining 37 respondents could not return their questionnaires. The study has attempted to know about their socio-economic backgrounds and family educational backgrounds. In addition, they were also interviewed about post matric scholarship and how it had an impact on their higher education. An attempt has also been made to know the strategies used by private colleges to attract the beneficiaries and their opinion on government supported reimbursement scheme. However, the

study is intended to know the correlation between higher education and family income with reference to low income families in Andhra Pradesh. Nevertheless, the whole data is analyzed with reference to caste, gender, and stream wise beneficiaries. The cross sectional analysis gives an overview of respondents as well as popular opinions about the scheme. Moreover, the study also gives a clear picture of the kind of beneficiaries and pre and post analysis on the fee reimbursement scheme initiated in Andhra Pradesh.

1.6. Chapterization

In the thesis, there will be six chapters wherein chapter one will be an Introduction dealing with a research problem, review of literature, objectives of the study, methodology for the study as well as chapterization. Chapter two is an attempt to understand the importance of higher education as well as the limitations in literacy education in India in the era of globalization for creating opportunities. However, the key arguments of this chapter are to examine the role of basic capabilities in attaining social opportunities for well-being in the neoliberal market economy in third world countries in general and India in particular. It also deals with literacy education and its limitations in the knowledge economy for getting employment opportunities. In addition, in the neoliberal era, how the service sector plays a vital role in acquiring substantial prospects for individual growth for well-being. The third chapter discusses of the global trends in higher education with reference to the private higher education system in terms of massification of enrollments. It is also to understand the concept of public private partnership in higher education with reference to India. It further envisages a brief idea about the possibilities and limitations of Indian corporate philanthropy in higher education. Indeed, this chapter encompasses the brief note on private and foreign investments in Indian higher education especially after liberalization. Besides, this chapter reviews about various committees' recommendations on private sector participation in Indian higher education. Chapter four explains the educational scenario of Andhra Pradesh with reference to higher education. It includes the detailed analysis of the status of higher education in Andhra Pradesh both in terms of colleges as well as students. It also talks of the post metric scholarship scheme that has been implemented in Andhra Pradesh, further, it also describes the genesis of the scheme, eligibility criteria, background studies, budget allocations and extensive details about the beneficiaries and budget allocations since its inception. Furthermore, this chapter also tries to help us understand the year wise beneficiaries and budget allocations as well as social category wise, gender and course wise beneficiaries and budgetary allocations about the scheme.

Chapter five deals with the quantitative data analysis of the beneficiaries of the low-income families regarding the reimbursement of the tuition fee scheme in selected areas in Andhra Pradesh to pursue higher education which is being implemented for the past five years. It is an attempt to understand the field experiences of the beneficiaries and their views, perceptions, and opinions on higher education subsidies in Andhra Pradesh with reference to reimbursement of the tuition fee scheme. In addition, it also deals with the pros and cons of the scheme at ground level in selected courses in private higher educational institutions. Finally, the sixth chapter summarizes the importance of scholarships in higher education in India and the state subsidies in higher education with reference to post matric scholarship scheme in Andhra Pradesh based on the policy analysis and the empirical findings apart from theoretical understanding. Further, this chapter helps us understand the correlation between gross enrolment ratio in higher education and family income with reference to Andhra Pradesh. Besides, it also incorporates the researchers' personal opinions based on the analysis of the policy and empirical findings apart from his theoretical understanding. Furthermore, the role of the state is critically viewed through policy dimension and politics behind this policy based on the empirical findings.

Chapter 2

2 – Enhancing Capability: Role of Higher Education

This chapter is an attempt to understand the role of higher education in creating career opportunities as well as the limitations in literacy education in India in the era of globalization. It further focusses on the role of basic capabilities in attaining social opportunities in the neoliberal economy in third world countries in general and India in particular. The chapter also deals with literacy education and its limitations in the knowledge economy for getting employment opportunities. In addition, it delves deep on, in the neoliberal era, how the global language plays a vital role in acquiring substantial prospects for individual growth for well-being.

2.1. Introduction

The last chapter briefly discussed the significance of higher education in low income countries with reference to India taking into consideration various views, perspectives and opinions expressed by eminent scholars from different parts of the world in the field of higher education. After four decades of socialism, India embraced economic liberalization twenty years ago. By that time, in India, more than half of its population were either non-literate or semi-literate and the majority of the population possess either no land or less than one acre land. In addition, nearly eighty percent of India living in below poverty line.⁷⁹ It indicates that people did not have certain basic capabilities in getting social opportunities like decent employment and political participation to live better in neoliberal economy. Whereas, economic liberalization supposed to be reducing governmental interference in economic activities by encouraging privatization to increase productivity, efficiency and competitiveness in order to enter the international market. As a result, public sector industries have been sold out to the private owners and the subject of education is left to the market forces for open competition. The main objective of the neoliberal market economy is removing reservations for weaker sections and reducing subsidies for poor people. Subsequently, the state systematically started withdrawing from its basic welfare functions. Consequently, in the competitive world, social opportunities are going for those who acquire basic capabilities like substantial higher education unlike literacy education which is absolutely inadequate for getting social opportunities.

⁷⁹ Nearly 80 pct of India lives on half dollar a day. (2007, Aug 10). *Reuters*. Retrieved from <http://www.reuters.com/article/2007/08/10/idUSDEL218894>

The global population has now reached seven billion people. In fact, in Asia, in 2006, only one percent out of hundred would have had a college education.⁸⁰ Surprisingly, at present, that number has risen to seven. It shows the Asia's rapid advancement in higher education. Indeed, it also indicates that available alternatives other than higher education are being closed for these people.⁸¹ Perhaps, this could be one of the reasons for quick changes in higher education in recent years. If one can glimpse at some of the facts behind these drastic changes in higher education one can realize why it has been given much more preference. The truth is this continent consists of vast population (62 percent⁸²) with limited resources and land unlike in other continents where vast resources and huge amount of land is available with less population. In addition, most of the countries in Asia are developing countries and the majority of the population are still living in below poverty line with very low living standards.

Moreover, this continent (except very few countries) is not so advanced in industrial development which means the majority of the population are still depending on agriculture that too using traditional conventional methods. Except a few countries in Asia, most of them are far from Human Development Index standards for a variety of multiple reasons.⁸³ Apart from this, the majority of them are struggling to achieve the Millennium Development Goals, in fact India is one among them.⁸⁴ Therefore, before Asians in general and Indians in particular is higher education⁸⁵ (not literacy or in other words primary education) as the only available option both for nations and individuals in order to advance in multiple areas as a whole and to achieve the Millennium Development Goals and enhance the living standards of their citizen. Let us have a look how this goals and indexes are difficult to achieve only with primary education alone.

⁸⁰ Fritz J. Erickson, John A. Vonk. (n.d). A global education tool box. Retrieved June 6, 2012, from 100people.org Web site: http://www.100people.org/statistics_100stats.php?section=statistics

⁸¹ Ibid.

⁸² UN Statistics Division, Department of Economic and Social Affairs. "World Population Prospects: The 2011 Revision". Retrieved June 6, 2012 from geohive.com web site: http://www.geohive.com/earth/pop_continent.aspx

⁸³ United Nations Development Programme. (2011). *Human development report 2011: Sustainability and equity: a better future for all*. New York: United Nations.

⁸⁴ Millennium Development Goals., & United Nations. (2011). *The Millennium Development Goals report 2011*. New York: United Nations.

⁸⁵ Higher education is not mealy market oriented courses or degrees for the sake of certificates. Instead, higher education that should provide decent and dignified opportunities and will be able to produce knowledge for better world, ultimately that leads to a quality of life.

Since early 1990s, the notion of development has been changing defining and redefining with relative acceptance by most of the countries and making policies based on Human Development Index.⁸⁶ If one looks at the indicators of this index, in fact education is among three main indicators wherein of course education therefore, stands for ‘primary education’ or ‘literacy education’ alone. In reality, in the era of globalization where everything is being integrated and interrelated in terms of technology, politics, trade, communication, knowledge, animal husbandry and even agriculture, how far a person with primary education alone improves one’s living standards to lead a quality of life? Although, the Human Development Index initiators like Amartya Sen may not emphasise much about higher education as a capability for human development, but it is essential to consider this seriously in the later part of this chapter. Now let us have a brief glimpse on the Millennium Development Goals.⁸⁷

The beginning year of this 21st century, United Nations Organization (UNO) has initiated a momentous endeavor towards a better world trying to make a difference in the lives of less prevailed people. Surprisingly, 193 countries across the globe have left their ideological commitments and unanimously agreed to achieve the Millennium Development Goals by the end of the year 2015.⁸⁸ In fact, the objective behind this endeavor is making an attempt to promote human development by protecting the dignity, accessing relative freedom, achieving relative equality and basic standards of living. Among eight goals the very second goal is to achieve universal primary education. In it, one of the targets is literacy of 15-24 years old female and male that indicates the significance of education in achieving these goals.

When the countries that top the list of the recent Human Development Indexes are carefully observed one thing is very evident that these countries have given equal importance to higher education apart from primary and secondary educations. It is a well-known fact that for any country, which is intended, to achieve development is not possible with primary education alone. Let us take India, where is it in the recent human development report? Sadly, its number is 134;

⁸⁶ The internationally most influential liberal economist Jagdish Bhagwati responding on Human Development Index stated that “[It] is nothing but nonsensical index which reduces, without scientifically plausible weights, several non-commensurate elements like literacy and health measures to a single number. Therefore, it must be dismissed as rubbish”. *The Hindu* online edition, retrieved June 7, 2012 from thehindu.com website <http://www.thehindu.com/arts/magazine/article3261334.ece>

⁸⁷ United Nations Development Programme. (2003). *Human development report 2003: Millennium development goals : a compact among nations to end human poverty*. New York, N.Y: Oxford University Press.

⁸⁸ Ibid.

even Bangladesh, Nepal and Sri Lanka are in a better position in terms of literacy and nutrition.⁸⁹ In fact, had India been given preference to higher education since independence, obviously today it would have been in a much better position in development index. Taking these two (the Human Development Index and the Millennium Development Goals) as indicators of human development, this chapter delineates the difficulties faced by individuals if someone has only primary or secondary education,⁹⁰ in a country like India in the era of globalization, and how one will face difficulties in the course of one's journey towards leading quality of life.⁹¹

2.2. Dignity Mortgaged

The present Indian society is undergoing transformation where every field is in fact being modernized, mechanized, digitalized and globalized. In other words, the society has been changing in such a way where everybody in the future cannot survive without basic capabilities such as improved global language skills and basic knowledge on computer etc. As it was already mentioned above that substantial education is the only available option for a country like India, where there is huge population with scarcity of resources and land. It is a fact that human resources are not actually resources unless they are capable enough. With this basic education alone will never bring sufficient capability to lead a considerable living standard. In this regard, a remarkable futurist Alvin Toffler rightly pointed out in his book entitled *Future Shock* that “The illiterate of the twenty first century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”⁹² In other words, what Alvin Toffler by and large means to opine is, it is hardly difficult to protect your dignity without effective substantial education. Unlike other countries, we don't have the dignity of labor in India⁹³ for so long for so many reasons. Actually, more or less, it is white color job holders irrespective of caste and creed who are at least relatively

⁸⁹ United Nations Development Programme. (2011). *Human development report 2011: Sustainability and equity: a better future for all*. New York: United Nations.

⁹⁰ In India, primary education means from 6 to 14 years which is compulsory and made as a fundamental right, secondary education means 14 to 18 which is of course an optional and higher education means 18-24 and above also an optional.

⁹¹ Quality of education is to be discussed in the following chapters in this dissertation. Now only education alone would be discussed as a whole in general from the stand point of view of quality of life.

⁹² Alvin Toffler. (n.d.). BrainyQuote.com. Retrieved June 13, 2012, from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/a/alvintoffl389092.html>

⁹³ Parthasarthy D. (2004). On reservations in the private sector: a detailed note. News group: IITB discuss, retrieved 8, June 8, 2012. From iitbombay website <http://www.cse.iitb.ac.in/sudeep/reservations.html>

protecting their dignity and respect in society and leading a decent quality of life. Indeed, the reason is simple that they are all most all possessing higher education.

In this regard, more recently, an empirical study on education reveals about the poor learning outcomes in rural India, where the majority of the population is living and most of them belonging to disadvantaged sections, where the largest section of students who are studying class eight are actually only capable on par with that of the class two standard.⁹⁴ In the same report, only less than half of the students were able to perform simple arithmetic division in class eight.⁹⁵ However, one can imagine the rest of the students and their abilities. Imagine, with this insufficient quality and qualification, what would be their future and fate if they come out to the competitive world for survival where only knowledge and skill are being regarded and rewarded. However, the report tried to explore the reasons and better options for solution. In fact, the reasons include bad teachers, lack of infrastructure, lack of training for trainees and alternatives. Apart from political commitment it is also very essential to implement widespread and continues evolution. Moreover, according to the report the objective of the education is to produce all-round development of children, besides, equipping them with life skills. Actually, the quality is now became the biggest challenge before policy makers in spite of the fact that the enrollment of total children by and large are more than 95 percent.⁹⁶

Let us imagine a hypothetical condition, a poor student from a rural area who comes to the city to seek a decent and dignified life with basic education alone⁹⁷ as his/her qualification. Naturally, the one comes to city with lots of expectations all the way from rural villages and tries to find a decent work, but soon one realizes that one's qualification is suitable for either a security guard, or a server in medium size hotels, or casual labor in industries, or workers in supermarkets, or lorry cleaners, or phone boys/girls in university campuses, or tea venders in multinational companies or housekeepers in shopping malls airports etc. Even if one doesn't find work anywhere above areas, he/she will defiantly find it as a construction laborer. Obviously, the wages must be very low, by

⁹⁴ Woodhead, M., Frost, M., & James, Z. (January 01, 2013). Does growth in private schooling contribute to Education for All? Evidence from a longitudinal, two cohort study in Andhra Pradesh, India. *International Journal of Educational Development*, 33, 1, 65-73.

⁹⁵ Ibid.

⁹⁶ Annual status of education report (rural),(2011) retrieved 13 June 2012 from pratham.com website <http://pratham.org/images/Aser-2011-report.pdf>

⁹⁷ Gove, A. and P. Cvelich. (2010). Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Research Triangle Park, NC: Research Triangle Institute.

and large between six thousand to eight thousand per month. Imagine a person who is getting six thousand as his/her monthly salary in metropolitan cities leading a quality of life with dignity. Is this amount a really sufficient for one's basic needs? In a city like Hyderabad, one time moderate meal in a small hotel is about 250 rupees and one day public transport bus pass is one hundred rupees. Will one be able to send any surplus amount to one's dependents for their survival? Can one protect one's self-dignity and self-respect? What exactly would happen to him/her? The answer is quite simple. One will fall in urban poverty which in fact is more vulnerable than rural poverty with multiple deprivations than ever before.

Comparatively, in terms of deprivations and basic needs, when he/she was there in a rural area he had never deprived of certain things such as relatively clean water, air. But now here, apart from certain psychological humiliations in the form of observing so many high profile white color job holders and their lifestyles and standards there are all kinds of issues one has to come across and survive in the urban situation. More importantly, these high profile fellows are staying in a twenty store building at the same time this low educated wage earners live in either small huts mostly before or around the road sides are very near to these buildings without having any bathrooms and toilets. Can anyone imagine an urban life without a bathroom and latrine room for an almost life time? In fact, there are certain things which can't be described in words. This particular situation is highly suitable in the above regard. Even if there are any bathrooms, they must be shared by at least 40 to 60 people per one bathroom. Indeed, these low educated unfortunate fellows are being used as mobile cabs by high profile families. More clearly, husband works at the apartment as a gatekeeper as well as a cab, means if anything the owner wants from outside such as bringing vegetables, dropping and picking their children this unfortunate ones do it. This is one side; the other side is his wife. Actually, she works as a housekeeper, means apart from cleaning the owner's house daily; she also cleans their plates and cloths. In fact, the only distinction between these two families is education, one is the higher education holder and another is the basic education holder. Except this, both of them are more or less same.

In this particular regard, two examples are worth to discuss. In terms of dignity and respect, nearly a decade ago, there was about a Telugu movie titled '*Kubusam*'⁹⁸ which is a critique of globalization. It is in fact the story about Indian village families who are mostly non-literate or

⁹⁸ Srinath, L. (Director). (2002). *Kubusam* [Telugu]. Hyderabad: Sri Viswavani Pictures.

semi-literate skilled independent artisans and how they are losing their traditional occupations and are migrating to cities for survival. In the course of their journey, as per the movie, at each and every stage, they are finding work by losing dignity. In other words, before they migrated to cities, they had a pleasant and peaceful life with dignity and respect in their villages. Implies that with their little incomes they were living modest life, which means before liberalization they did not require any qualification to protect their dignity. After India entered into the globalization in 1990s, everything is interconnected and modernized and replaced by innovative equipment. Therefore, these people lose their noble occupations and could not find any option other than to migrate to cities in order to survive. The movie clearly narrates the hard times they faced in searching shelters. Also shows how their lives have been transformed rapidly from skilled to server, from literate to lorry cleaner, from wonderful story teller to wage labor, so on and so forth. In this movie, at the end, some of these migrated semiliterate characters would end their lives because of their inability to adopt and adjust to the new circumstances. In this particular sense, why the director made the lives of these characters end? It is, perhaps, he might have thought that the life without dignity and respect is a life with no meaning. In this particular sense, German thinker Fridrich Nietzsche rightly observed that “one should die proudly when it is no longer possible to live proudly.”⁹⁹ What he possibly means to reiterate is that one should give more preference to dignity than his/her life. Surprisingly, this movie hits the screens nearly two decades after India liberalized. In other words, the movie tried to observe first face of the brutal side of globalization and its impact on semi educated sections and how it makes them vulnerable.

The neoliberal assault on semi-literate rural youth whose lives, due to circumstances, forced to migrate from rural villages to urban cities seeking work for their survival and their family survival has been documented in the form of commercial movie nearly after two decades of India adopted Liberalization Privatization and Globalization policy (LPG). The Tamil movie titled ‘*Angadi Theru*(market street)’¹⁰⁰ was actually about how the semi educated rural youth are losing their dignity and freedom with hopeless future. The director in this film systematically tried to prove how our progressive public policies are simply being presented to us with more efficient ways of going backward. The person who is a victim of circumstances is a protagonist in the film; due to

⁹⁹ Friedrich Nietzsche. (n.d.). BrainyQuote.com. Retrieved June 16, 2012, from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/f/friedrichn126021.html>

¹⁰⁰ Vasanthalalan, (Director). (2010). *Angadi Theru* [Tamil]. Chennai: S.K Pictures.

his father's (who is the only bread-winner for his family) sudden demise, he forced to stop his schooling and take the responsibility to feed his family. By and large, with similar circumstances, most of the other families' youth, children have migrated to the city center, shopping malls in Chennai (southern Indian city) where the real tragedy begins. Apart from very low wages, sexual molestation is rampant inside the shopping malls, nearly on an average fifty members share one toilet and bathroom. In fact, it is very hard even for an imagination. But as Christopher & Helen have described in their article that this movie is nothing but a real story in two department stores in Chennai city where these shop owners treated their employees more like slave laborers in concentration camps without any dignity.¹⁰¹ In this pathetic condition, these people never know that their lives will never change. Because, trade unions are not allowed here, even if they try to join with unions, immediately they will be removed and would be replaced by the same rural semi educated youth who are ready to work. However, forming a trade union to address their problems faced inside the malls is a mirage because of our public policies, the abundant availability of semi educated workers is increasing day by day due to lose of traditional occupations in rural areas. These youth have no option other than migrate to cities for survival. More particularly, semi educated rural youth are literally being treated with maximum possible disrespect by the dominant sections throwing maximum possible means. Relatively speaking, an eminent scholar Gopal Guru tried to make a distinction between self-respect and self-esteem. According him, "Indian liberalism might have helped neglected communities acquire self-esteem, in terms of some tangible assets, at the cost of self-respect."¹⁰² That is, in fact, generally speaking, our public policies, in many ways, making more people vulnerable in the name of progress. At last, unless, the substantial higher education is provided, the concept of dignity and self-respect remains a day dream.

2.3. Globalization, Growth and Gaps

In the early days of 1990, two remarkable things happened with liberalization, in fact, both are by and large related to politics and more particularly political science. One is of course Francis Fukuyama's substantial work *The End of History* which argues that there is no substitute for western liberal democracy in the future.¹⁰³ However, it can be pointed out in a similar model that

¹⁰¹ Christopher, Michael & Helen Stauffer, (2011). "Urban-Village: Angaditheru and its mofussil department store society in Chennai", in *Many Cinemas*, (bibliography details) 1, 24-37

¹⁰² Gopal Guru. (2012, March 1). *Dalit critique of Liberal Democracy*. Retrieved 16 June 2012, from <http://www.youtube.com/watch?v=U9XTaX9PI0A>

¹⁰³ Fukuyama, Francis (1992). *The End of History and the Last Man*. London. Penguin Books. Pp3

in India's significant political initiative, 'The End of License Raj' that led to the beginning of the free market economy and opening up to global competition, liberalized the access to Indian markets to the global players. Dramatically, after one decade of its initiative, the country had started shining. Surprisingly, a couple of years later, India almost achieved double digit growth rate which became a hot topic in international arena. Meanwhile, predictions have gone to such an extent that there is a probable possibility for India to become one of the top three super powers in the globe in the middle of this century. Unexpectedly, towards the end of the first decade of this century India proudly declared that it could survive in the global meltdown. A little over a couple of years, a media observer declared that India is crossing through the worst economic situation with the Industrial growth grinds to near zero.¹⁰⁴ Recently, an international rating agency has commented that India's economy for the second time in 2012 is downgraded, this time, lower than that of Struggling Spain putting the blame on policy paralysis.¹⁰⁵ More recently, Soutik Biswas in an international media British Broadcasting Corporation (BBC) in an article cautioned India to prepare for the worst situations pertaining to economy. In fact, India's growth story is coming to an end. He further, satirically, suggested remedy as bidding good bye to 2020, and welcoming 1991. Furthermore, this article goes on to advocate that owing to immature political consensus broken policies are brought in, which resulted in broken economy. Before dreaming about significant economic reforms, India requires substantial political reforms, he concludes.¹⁰⁶

What has gone wrong? Why the growth story is surprisingly being ended? Perhaps, one can argue about the reasons behind this growth story. Owing to immature public policies of our dominant political leaders from the very beginning, since the independence, this kind of pathetic situation has arisen. In this regard it would be worth to remember the relevant words by American president Jimmy Carter, who said, "if you are totally illiterate or semi-literate and living on one dollar a day, the benefits of globalization never come to you."¹⁰⁷ And perhaps, growth is completely irrelevant for non-literate or even semi-literate. In other words, due to either lack of long vision or deliberate ignorance of our policy makers both at states and central level, since independence, owing to poor

¹⁰⁴ Sunanda, Sen. (2012, May 3). A standard & poor way of remote control. *The Hindu*, Pp9

¹⁰⁵ Kurien, C.T (2012, June, 26), for a red green alternative. *The Hindu*, Pp.15

¹⁰⁶ Soutik, Biswas. (2012, June 1), "Is the India growth story over?" *BBC.com* retrieved June 27, 2012, from <http://www.bbc.co.uk/news/world-asia-india-18291949>

¹⁰⁷ Jimmy Carter. (n.d.). BrainyQuote.com. Retrieved June 13, 2012, from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/j/jimmycarte130500.html>

allocations for education in general and higher education in particular, still in India we can see the illiteracy and semi literacy which is in fact no use for neglected communities. It is well known that Indian society is in fact extremely hierarchical for centuries. Therefore, the majority of the sections in society were deliberately kept out of the purview of education on both religious and occupational grounds. In other words, Brahmanism did not allow the rest of the communities to become literate. Therefore, unlike many other countries, the Indian literacy percentage was very low, even in the whole twentieth century. During the British period, in 1881 the literacy was only more than three percent, after fifty years in 1931 it was around seven percent. In 1947 it was exactly twelve percent; when India's liberalization began in 1990s, its literacy was forty two percent.¹⁰⁸ After sixty five years of Independence, in 2011 the percentage has gone up to seventy four.¹⁰⁹ In fact, this is the only literacy, which literally means that anyone above age seven who can read and write in any language with an ability to understand was considered a literate. In simple terms, those who can write their names in their own language were considered as literate. Likewise, most of the lower caste unorganized majority of the masses would fall under this category.¹¹⁰ On the other hand, at the time of independence, the enrollment in higher education was by and large less than one lakh where the total population was then around 370 million. The age group between 18, to 24 then was around five percent, which means less than one percent of the population which enrolled in higher education. In other words, few upper castes organized minority elite who come under this category.¹¹¹ When India liberalized and entered into the globalization in early 1990s, its population was around 840 Million with forty two percent of its literacy rate and its higher education enrollment was more or less around six percent almost five millions in terms of number. Dramatically, two decades of economic reforms, enrollment in higher education has gone up to fifteen percent i.e. Fourteen million. In addition, the literacy is around seventy four percent, which means about 770 Million people are literate.¹¹²

¹⁰⁸ Mahendra K. Premi (2003) "Progress of Literacy in India: What The Census 2001 Reveals". New Delhi. *NIEPA*.

¹⁰⁹ censusindia.gov.in/2011-prov-results/prov_data_products_tamilnadu.html

¹¹⁰ Ministry of Human Resource Development, Government of India (2009) *Annual Report*. Retrieved http://mhrd.gov.in/sites/upload_files/mhrd/files/AR2009-10_Part1.pdf

¹¹¹ Suman Sachdeva.(1998), "Education Scenario and Needs in India: Building a Perspective for 2025".retrieved from planning commission website <http://planningcommission.nic.in/reports/sereport/ser/vision2025/edu2025.pdf>

¹¹² India Labor Report. (2012). "Massifying Indian Higher Education: the Access & Employability Case for Community Colleges". *Team lease services & Indian institute of job training*. Retrieved from <http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CEoQFjAC&url=http%3A%2F%2Fwww.teamlease.com>

2.1: Growth of Primary and Higher Education in India since Independence

Year	Total Population in Millions	Primary Education		Higher Education	
		Literates in Millions	Percentage	Enrollment in Lakhs	Percentage
1947	370	60	12	01	0.7
1991	840	350	52	50	6
2012	1221	770	74	140	15

Source: MHRD Annual Reports on Higher Education in India.

If one can carefully observe the above analysis, one notices easily that there are huge gaps between literates and non-literates and of course between education and higher education. Apart from that, these kind of similar gaps is already existed for centuries in India in the form of haves and have-nots, upper castes and lower castes etc. Now let us have a look at the dynamics of literature and agriculture that took place between immediate post-independence and before economic reforms in early 1990s. Unfortunately, since independence, our public policies on education in general and higher education in particular have been ruthlessly neglected and suppressed for various reasons. Consequently, people didn't get a chance to enhance their capabilities to suit the present market economy and global competition. For instance, for any nation, land, capital and labor is its endowment and considered as most traditional feature of the production. In fact, these three things determine the economic factors for both nation and for an individual. The majority of the neglected communities didn't possess the land historically for various reasons. In the same manner, the capital-- this comes only either by land or with your labor. Unfortunately, Indian economy is agrarian economy.

In other words, it is a bullock cart economy. Those who do not have land cannot have capital, in the same manner, those who don not have capital cannot have bullock cart. Furthermore, those who do not have bullock cart are not being considered as part of the bullock cart economy which is of course used to be considered as a symbol of the driving force of that economy. Meanwhile, a small tiny upper class cum upper caste elite who either captured higher education or owning a large amount of land are basically enjoying privileges and occupied key positions in all most all

important institutions. It was in fact this elite class who used to make policies for neglected and less privileged communities sitting in the parliament and state assemblies. In fact, these tiny elite have been exercising all their powers in maximum possible levels especially after independence. Whereas, the rest of the population, most of them are either non-literate or semi-literate with either small amount of land or no land. In terms of number, these neglected sections must be by and large ninety percent. In fact, among them some sections of the artisans, who have been considered as uneducated skilled labors, who are actually experts in their respective traditional occupations. By and large, this unorganized majority is either non-literate or semiliterate without any substantial land and capital for survival. Moreover, the concept of higher education is not belongs to their subject. Only one thing which has been the cause for their sustainability, for so long, is their labor, which means agriculture labor that does not require much about education to perform one's agricultural skills.

With all this difficulty, India opened up its market and at the same time asked unskilled non-literate labors to compete in the global market for their survival. Meanwhile, our tiny organized elite who in other words are also policy makers proudly announced that we have given an enormous freedom for each and everybody cutting across the spheres to come and compete in a globalized market. As a remarkable political thinker Isaiah Berlin rightly said in this regard about freedom that "Freedom for the wolves has often meant death to the sheep" by and large the same episode replicated here in this case in India in terms of liberalization in the form of widening the gaps between rich and poor and both right and left wing extremism and suicides etc. In the meantime, the state started rapidly withdrawing from its primary functions. In other words, this globalization has created a new dilemma in the marginalized sections about their livelihood for well-being. In fact, the reasons are simple, anybody, and anywhere, in order to compete in a global market both for educational, employment, business anything one must have a skill. In other words, he should be a skilled labor and certainly not merely a labor which in fact comes only through education that suits for global completion.

Unfortunately, what the majority of the historically neglected sections possess is labor without skill and without even education. Therefore, growth stories, shining advertisements and double digits achievements and trickle down developments are all out of the purview of these neglected unfortunate communities. Nearly after two decades of reforms, there are few neglected within in

the marginalized who tried to compete in an open market economy with insufficient educational skills. Nevertheless, unfortunately, they could not compete with it except some of the very small percentage who fortunately by chance getting into the benefits. The rest of them are, unfortunately, losing their valuable lives because of miss matching of their aspirations and their actual qualifications and skills. A recent study reveals that suicide is the second major cause of death after accidents in Indian youth. According to study, the reasons behind the suicides are in fact aspirational reality gap.¹¹³ In other words, due to exposure to global media, education does not match up to the realities; therefore they are finding suicide as the best way to overcome the problem. Surprisingly, studies found that more liberalized and globalized advanced southern states have higher suicide rates than backward northern states. In fact, one can easily identify that problem of mismatching the qualification in India is because of either semi illiteracy or hardly low quality higher education which is done mostly in regional languages which in fact is not suited for the competition in the global market. Due to lack of long vision, our policy makers did not make any fair policies that provide equal opportunities cutting across the hierarchies in education particularly higher education and employment opportunities.

Let us see who are the beneficiaries of the liberalization and market economy? It is evident, without a doubt, that the tiny elite section that has been captured the Indian higher education system since the beginning, they are the beneficiaries and have been eating the fruits of the liberations. The rest of them are becoming victims, and helpless simply because they are deprived of substantial higher education which could have been possible. In this regard, Lord Robertson observed that “Globalization will make our societies more creative and prosperous, but also more vulnerable.”¹¹⁴ Perhaps, it would be good if our elites should have thought from the beginning that literacy is not adequate for the masses as they thought and implemented higher education for the masses.

2.4. Inadequate Alternatives

Relatively speaking, in terms of geographical area, Australia is similar size as the United States without Alaska, nearly about 32 times bigger than the United Kingdom, and more than 20 times

¹¹³ Vikram Patel, Chinthanie Ramasundarahettige, Lakshmi Vijayakumar, Thakur J. S, Vendhan Gajalakshmi, Gopalkrishna Guru Raj, Wilson Suraweera, Prabhat Jha, & the Million Death Study Collaborators. (2012). “Suicide Mortality in India: a Nationally Representative Survey”. *The Lancet*, Vol. 379, Issue 9834, Pp. 2343-2351.

¹¹⁴ Lord Robertson. (n.d.). BrainyQuote.com. Retrieved June 13, 2012, from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/l/lordrobert348240.html>

larger than Japan. Australia, in terms of population nearly about 70 times lesser than China and around 60 times smaller than India, in fact Australian population is close to Nagaland.¹¹⁵ In the same manner, comparatively speaking, in terms of geographical area, India is more than five times smaller than Russia, similarly, Canada is roughly three times bigger than India, and Australia is around two times larger than India. On the other side, India in terms of population is equal to approximately 73 countries consists of three continents around the globe.¹¹⁶ It is, however, would be more interesting if we observe the statistics regarding interesting relation between population and land in terms of density.¹¹⁷ The amount of space available for population more particularly humans to survive in any place in this world is called density. In other words, total number of people is living in one square kilometer.¹¹⁸

Actually, in Australia, only two persons are living in one square kilometer. In other words, two humans are sharing approximately 248 acres land. Most particularly, if you distribute the total land to each individual, everyone gets 124 acres land on an average. Similarly, in Canada only three persons are sharing 248 acres land. In fact, it indicates that sharing huge amounts of land means sharing its resources. If we distribute this land to the people those who depends on only agriculture, in fact, only two percent of the total population is in agriculture in these two countries. The rest of them are working either in the industrial sector or in the service sector. Now let us assume if the total amount of land is distributed to the people who are only in agriculture, amazingly, each former gets nearly more than ten thousand acres in Australia alone. Likewise, a Canadian farmer will get nearly eight thousand Acres. These days, the notion of useful land and useless land is being erased because there is no such land on the earth which is useless. Everything is relatively useful for multiple purposes apart from agriculture, animal husbandry, natural resources like mining and experiments for various scientific and defense relative activities etc. These countries possess a

¹¹⁵ Nagaland is one of the smallest states among 28 in India; approximately its population is nearly 20 million. Retrieved on 10 June 2012 from census.gov.in website

http://www.censusindia.gov.in/Census_Data_2011/Census_data_finder/Census_Data_Finder.aspx

¹¹⁶ Three continents include Europe, South America and Oceania. Its total population is around 1200 million. Number of countries in these continents is around seventy three according to United Nations Organization.

Retrieved on 10 June 2012 from worldmeters.info.com website
<http://www.worldmeters.info/world-population/>

¹¹⁷ Darwin Ian W. Sinclair (1999), Is there a Future for Australia's Agricultural Land? *RAPI National Congress* 19 – 23 September, 1999. Retrieved 10, June 10, 2012 from rurallanning.com

<http://www.ruralplanning.com.au/library/papers/rapinat99.pdf>

¹¹⁸ One square kilometer is in fact equal to hundred hectores, further; hundred hectores are equal to roughly 248 acres. More particularly, 18 million square feet (10802880 Sq. Feet)

huge amount of land with very limited population density, which in fact do not required to explore any alternatives for survival of these countries' population unlike India.

India, in other words, a country with multiple identities apart from huge number of population without adequate land of course for survival of its citizens. Let us have a glance into the statistics to generalize further. In fact, nearly 400 citizens in India will have to share 248 acres land; more particularly, every Indian gets less than half acres land. Interestingly, more than seventy percent of the total population are still depending on agriculture and allied sectors. Unlike, many first world nations, India is not fully industrialized country. The only option in India perhaps now is service sector where human resources play a vital role. Human resource generally means Education with skill. But the inconvenient truth is more than half of the population being either non-literates or semi literates, wherein their semi-literate skill will never coexist with neoliberal policy objectives. As a result, their services are neither useful nor desirable in the knowledge economy. Here the problem is clear that semi-literate education is not enough to survive in the globalization era. One must acquire higher education with global language. Then he/she will grab the opportunities across the globe if not in India. In addition, higher education gives multiple capabilities in various areas. One must have a doubt that what if all the citizens in India have acquired higher education? Can India accommodate the decent employment opportunities for everyone as per their qualification? Obviously not, if they acquire certain capabilities, automatically they will get huge demand from across the globe then they will get an opportunity to move towards abroad. Then, there will be no survival, unemployment, and poverty problems in India.

2.5. A great leap backward

Unlike Asian Tigers¹¹⁹ including Thailand and China, India entered in globalization without providing some basic capabilities to its citizens, in other words, people of India at that time were not prepared for globalization and liberalization.¹²⁰ Furthermore, income is such an important means to enhance people's capabilities.¹²¹ But, what exactly happened in this kind of situation?

¹¹⁹ Asian Tigers are Hong Kong, Singapore, South Korea and Taiwan those who are actually maintaining high growth rates and rapid industrialization between 1960s to early 1990s.

¹²⁰ By "basic capabilities" actually Amartya Sen means particularly reducing poverty by land reforms, and increasing health and wealth of people, giving at most importance to the education and malnutrition. Consequently, people would gain some basic capabilities so that anyone can survive and compete even in hard times like globalization and liberalization. Asian Tigers in fact have shown tremendous progress in these areas. As a result, they are in much better position in today's human development reports.

¹²¹ Amartya Sen. (1998). *Development as Freedom*, Oxford University Press. New Delhi. Pp-90

People have lost their incomes by losing their traditional occupations and unable to find out how to get it back. In fact, they are not capable enough to create it. In other words, these skilled labors are mostly non-literate or semi-literate, which means certainly not fit for globalization. As a result, lakhs of lives have been lost in the form of agricultural farmers' suicides and millions of skilled labor have lost their traditional occupations and became literally helpless and voiceless.¹²² Consequently, many societal problems arose as the following; extreme poverty than ever before in independent India, hunger deaths, growing gap between rich and poor and public outrage in different parts of India.

Unfortunately, their semi-literacy did not help them protect their lives from miserable conditions at any point of time especially after India liberalized. Here, let us see the observations from three different outstanding researchers from three different fields who tried to articulate how this country is rapidly going back instead of coming forward due to its discriminating policies. In this regard, a remarkable historian Ramachandra Guha said it plainly about globalization in India and its implications.¹²³ According to him, India will not and must not become a superpower for significant reasons. In fact, since independence, India had been vertically divided between rich and poor apart from multiple divisions. In other words, it is in fact, separated between educated classes and uneducated masses due to discriminating policies, for instance, on primary education in general and higher education in particular in the form of allocations. After India entered into globalization, these divisions in fact became more widen than ever before. Particularly, after market reforms, the already educated sections of India who captured opportunities both local and global are enjoying the fruits of globalization. Guha described it as a benign side of globalization. More particularly, the advantaged sections are by and large educated sections and business communities. In fact, this section is very low in terms of number. There is another side which is brutal side where mostly uneducated and semi-educated, which are majority in terms of number and minority in terms of education and opportunities, are the worst hit stakeholders of Indian globalisation.

¹²² Sainath P. (27, May 2012) In sixteen years, form suicides crosses a quarter million. *The Hindu*. Retrieved from <http://www.thehindu.com/opinion/columns/sainath/article2577635.ece?css=print>

¹²³ add guha's footnote here...

2.6. Injustice to greater Injustice

Most importantly, since independence, our policy makers did not think seriously about education. Therefore, the education system in all stages has been abandoned and surprisingly still it is being neglected for reasons not known. Perhaps, this is part of their conspiracy or lack of vision. Consequently, the majority of children are out of the school. In this regard, the honorable Ambedkar said it plainly: “Political power is the master key by which one can open all the doors of progress.”¹²⁴ In fact, our policies are being made by the dominant class for their own interests. Their standpoint is: not willing to lose privileges and don’t want to leave the feudal mind set, want to dominate, as long as people are not educated, they never question the system, therefore, they want to keep people without education as many years as possible. As Henry Brougham rightly mentioned that “Education makes people easy to lead, but difficult to drive; easy to govern but impossible to enslave.”¹²⁵ These dominant classes are very much aware of the danger of the education and its consequences; therefore, India is still running with nearly more than half of its population as in fact non-literates or semi literates with only less than one tenth of the students being enrolled in higher education.

As Roman philosopher Epictetus emphasized that “only the educated are free.”¹²⁶ More surprisingly, these dominant classes are very much aware of the importance of not only basic education but also higher education with substantial quality. Therefore, they have been sending their children abroad and making them educated after that bringing them back in order to replace their parents as policy makers and again they make policies for their own interests. This is a kind of cyclic process happening since independence rapidly. In fact, this process had been started during British period slowly, after independence; it has been faster than ever before and still going on in multiple fields.¹²⁷ In the name of a center for excellence in the education, for the last sixty

¹²⁴ Vimalo, (27 March, 2000), Optimism is the Master Key. *Ambedkar.org*. Retrieved from http://www.ambedkar.org/research/Optimism_Master_Key.htm

¹²⁵ Henry Brougham. (n.d.). BrainyQuote.com. Retrieved June 11, 2012, from BrainyQuote.com Web site: http://www.brainyquote.com/quotes/authors/h/henry_brougham.html

¹²⁶ Epictetus. (n.d.). BrainyQuote.com. Retrieved June 11, 2012, from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/e/epictetus100808.html>

¹²⁷ Pratap Bhanu Mehta & Devesh Kapur (2004) Indian Higher Education Reform: from half-backed socialism to half-backed capitalism. *Center for International Development working paper at Harvard University*. Pp-9. Retrieved 11 June 2012 from harvard.edu website http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/centers/cid/publications/faculty/wp/108.pdf

years, there are handfuls of schools, colleges and institutions have come up in order to provide quality of education. Some of them in basic education are Kendrya Vidyalayas, Central Board of Secondary Education (CBSC) schools, and National Council of Educational Research and Training (NCERT) schools. In higher education Indian Institute of Technologies (IITs), Indian Institute of Managements (IIMs)¹²⁸ and a few of central universities are contributing meagerly to serve the needs. Roughly, these centers accommodate only less than two percent (2%) of the total population. Rest of them are, in fact, out of the purview of the concept of substantial education.¹²⁹ In other words, through these two percent (2%) institutions those who belong to the dominant class and unable to send their children abroad for education are being accommodated.

2.7. Poor Prospects, Despite Degrees

It has been almost two centuries that English education was introduced in India by British under colonial rule for their administrative convenience. However, the Indian visionary patriots could envisage that learning English would help Indians to understand the philosophical and scientific advancement of the west. Later on, English has become a national link language and made Indians united in their struggle for independence. After independence, English was pushed out from the national life as well as from the Indian educational system because it was a symbol and instrument of colonial exploitation. Consequently, for the last few decades, teaching, learning English is confined to a few elite private schools and not many can offer to send their children to these schools. As a result, less than ten percent (10%) of Indians speak fluent English even after six decades of independence. Interestingly, English became the most important language for international dealings when India embraced economic reforms two decades ago. Subsequently, the tiny elite who got the English education are enjoying employment opportunities whereas the disadvantaged groups are struggling for respectable jobs despite having degrees without English knowledge. However, the objective of this chapter is also to examine the role of English education in India and the importance of intellectual, moral and human development in general and enhancing equal employment opportunities in particular.

¹²⁸ CBSC means Central Board of secondary Education; it's a central government board which maintains twelve thousand schools across the country. NCERT means National Council of Educational Research and training which is under the control of central government. IITs and IIMs means Indian Institute of Technologies and Managements all these are under the control of the central government.

¹²⁹ Substantial education means a real education not paper education or literacy. It is in fact a decent and dignified life for every individual in the country.

If the fundamental purpose of the education is intellectual, moral and human development, then tools play significant role in attaining objectives.¹³⁰ Tool in this particular sense is the medium of instruction which means in which language the education system operates. Based on that one can imagine the amount of intellectual, moral and human development one can acquire. Famous English writer McCrum envisaged that “Whatever the total [users of the language is], English at the end of the 20th century is more widely scattered more widely spoken and written than any other language has ever been. It has become the language of the planet, *the first truly global language*.”¹³¹ Today, if anyone look at the statistics about English language one can see the significance of English. Indeed, more than half of the planet’s scientific and technical periodicals are in English, nearly eighty percent of the information stored in computers is in English, seventy five percent of the world’s mail, telexes and cables are in English.¹³² Most importantly, in a knowledge economy, the English language has become a global language for business transactions and ideological discourses.¹³³

In ancient times, animal wealth had been considered as property, later land replaced it and after the industrial revolution liquid cash and gold has been ruled for all most two centuries, for the last three to four decades, information is being considered as property. In fact, it is an indisputable fact that those who hold property control everything. Like knowledge is power in earlier days, now information is being considered as power. If the world’s information is being stored and being communicated with a language called English, how can one deny that the English language should not be taught to kids in schools? In this regard Indian historian Ramchandra Guha observed that “The decline of West Bengal as a center of science and scholarship is not unconnected to the equally misguided decision to ban English-teaching in the state-run schools of the province.”¹³⁴ Bengal was the economic and intellectual leader of India till early 1970s after banning English

¹³⁰ Bawden, Richard. (2008). *The Educative Purpose of Higher Education for Human and Social Development in the Context of Globalization. (Higher Education in the World 3: New Challenges and Emerging Roles for Human and Social Development.) Palgrave MacMillan.*

¹³¹ McCrum, R., Cran, W., & MacNeil, R. (1986). *The story of English*. New York, N.Y., U.S.A: Viking. Emphasis is author’s.

¹³² Sachidananda Mohanty. (2012, October 13). English Language Learning Must Go Hand in Hand with Multilingualism. *The Hindu*, pp. A9

¹³³ Jeffrey, C., Jeffery, P., & Jeffery, R. (2008). *Degrees without freedom?: Education, Masculinities, and Unemployment in North India*. Stanford, Calif: *Stanford University Press*.

¹³⁴ Guha, R. (August 15, 2009). The Rise and Fall of the Bilingual Intellectual. *Economic and Political Weekly*, 44, 33, 36-42.

teaching in primary schools caused its decline rapidly. When it comes to India, unlike many other countries, does not have actually its own national language. India is a country with hundreds of regional vernaculars. Even after 60 years of Independence English remains the language of higher education in elite institutions, national media, the upper judiciary, bureaucracy and corporate businesses. Indeed, less than ten percent (10%) of the total population can speak substantial English among twelve hundred million population. Hence, this country is truly deprived of linked language for so long for national integration.¹³⁵

Facts and figures are reiterating that those who are proficient in English in their primary level education are getting seats in world class premier institutions, enjoying world class living standards and becoming world class business leaders etc. Those who could not study English medium in their primary levels are struggling lifelong in terms of proficiency of English and confidence in speaking about one's topic in classroom or seminars without any hesitation. Usually, in India, first generation English learners have been facing this kind of typical problems because they think and feel in their maternal language, but need to use English in their professional world which is very difficult in practice despite being spent thousands of rupees for spoken English institutes across the country where the fee is sometimes higher than that of one's professional courses. Ironically, in India, the government has maintained double standards since independence in teaching English in primary levels. Because, India's unofficially official language has been English for its Government Orders and Bureaucracy use only this language for communication. More importantly, our court verdicts are coming in English. National media are completely maintaining English language for journalism. Perhaps this could be the reason why first generation English language learners are struggling to enter into elite institutes like IITs, IIMs, National Institute of Technology (NITs) and Central University (CUs). Even if they enter these institutes their sustainability remains not guaranteed. Keeping aware of this fact, low income, poor families in rural India are sending their children to the expensive English medium private institutes because, there are no state-run government English medium schools in several states even today.¹³⁶ Perhaps,

¹³⁵ Zareer Masani. (November 27, 2012). English or Hinglish - Which will India Choose? Retrieved from *BBC* <http://www.bbc.co.uk/news/magazine-20500312>

¹³⁶ Woodhead, M., Frost, M., & James, Z. (January 01, 2013). Does growth in private schooling contribute to Education for All? Evidence from a longitudinal, two cohort study in Andhra Pradesh, India. *International Journal of Educational Development*, 33, 1, 65-73.

practical experience of these low income rural families might have taught them English medium is required for their children's intellectual, moral and human development.

2.8. Question of Integrity

It is widely observed that our policy makers regularly maintaining their double standards in their decisions for the public and their actions for their personal life. Recently Andhra Pradesh government on the occasion of the world Telugu conference, have issued an order saying that from class one to a higher level, education must be taught in Telugu language only because of the fact that policy makers might have felt that 'original thought, genuine intellectual ideas comes only in their mother tongue'.¹³⁷ Therefore, teaching and learning should be done in their mother tongue. In fact, in their order, they ignore the private schools coincidentally by not mentioning about the compulsory Telugu teaching. It is witnessed that this kind of discriminatory policies are causing low income rural and semi urban families forcefully sending their children to private English medium schools. Indeed, ironically, the same policy makers who argued and initiated this kind of policies are sending their own children to the English medium convent schools. The concept of original thought and value of mother tongue all these things remain a big unresolved question.¹³⁸

For instance, if the aim of the education is moral, intellectual and human development, then let us discuss each one individually in the present context in India. If a person completed one's primary education in one's mother tongue and could not be able to continue higher studies due to several reasons would the same be considered as capable enough in moral education? In fact, primary education in India actually means a person who is capable enough to read sign boards, able to write one's own name in their mother tongue, able to read postal letters that to in one's own mother tongue only and even it is very difficult for him/her to read wedding invitation cards properly because there are some *Sanskrit* words involved in it. However, remaining things such as basic mathematical calculations, simple science, biology and the local political economy are like a dream for the one to understand. If the reality is like this how come people who are handicapped of all these essential qualities can develop moral education? Actually, the concept of moral education is something related to a broader understanding of certain issues in society. Say for instance, B. R.

¹³⁷ Telugu Language in Andhra Pradesh [Editorial]. (2012, November 28). *Andhra Joythi/Telugu Daily*. Retrieved from <http://www.andhrajyothy.com/editorial.asp?qry=dailyupdates/editpagemain>

¹³⁸ Parimala Someswar. G. (2012, June 06,). Medium is not a matter. *Andhra Joythi/Telugu daily*, P. 8.

Ambedkar who was an architect of the Indian Constitution and widely considered as the father of modern India, had he not learned global language called English, he would not have gone abroad and had he not gone abroad, he would not have become a ideal man for millions of neglected communities in India for centuries. In this regard Ramachandra Guha rightly observed that ‘Ambedkar knew his Tukaram, but also his John Stuart Mill.’¹³⁹ Actually, one needs to have a broader understanding to understand the historical, social, political and cultural problems and one must be aware of the solutions for them.

Let us take the second one, intellectual development in a country like India, where the majority of the population is either non-literate or semi-literate but not higher educated. Even if they studied higher education most of them have studied in regional medium vernaculars. But one needs a global language to expand one’s intellectual ability. One can write extensively about many things which are worth reading and discussing but if it was written in regional languages say for instance in Telugu, one’s expansion of audience would be confined only to a particular state or a province. In other words, his/her books and articles would be confined to that particular province/state. So, obviously, his/her sharing and receiving knowledge would be limited. So many local indigenous intellectuals remained unrecognized globally because of the deprivation of global language. For instance, regional Intellectuals like *Sadanand Moor* who hailed from Maharashtra wrote extensively about the politics of western India, but unfortunately his books and columns were written in the local Marathi language. In the words of *Ramachandra Guha* “Had he written in English, he might have been considered the *Partha Chatterjee* of Maharashtra?”¹⁴⁰ There are hundreds and perhaps thousands of *Sadananda Moors* in India who are actually waiting for global recognition simply because they are deprived of global language, which is essential to expand their original thoughts, are remained unrecognized in global platforms. This is perhaps one side of the coin; the other side is organic intellectuals whose backgrounds are semi-urban mostly rural. They mostly come from productive communities, usually, they possess original ideas or thoughts from their own experiences, and they are minimally educated. So, they cannot express these ideas in global platforms never documented these things in global language. Finally, owing to lack of

¹³⁹ Guha, R. (August 15, 2009). The Rise and Fall of the Bilingual Intellectual. *Economic and Political Weekly*, 44, 33, 36-42.

¹⁴⁰ Ibid. Pp. 36-42.

global language, their intellectual contribution is not accessible and, in turn, remained unrecognized in global platforms.

Indeed, it is difficult for one to have an intellectual clarity when one is skeptical about his/her language clarity throughout his life. Therefore, historically neglected and discriminated communities like *Dalitbahujans* (Historically depressed communities) in India asking/demanding/fighting for English Language should be made as a national language and should be taught in all government schools right from primary to higher level of their moral, intellectual and human development.¹⁴¹ In this regard, Dalits have gone to such an extent that in *Uttar Pradesh*, they build a temple for Goddess of English Language and started worshiping it. According to them this Goddess is the symbol of Dalit Renaissance and it is this English language goddess which they believe will help them climb up the social and economic ladder.¹⁴² Therefore, Dalits in India today try to capture intellectual space next to Brahmins only because they have realized that unless they have English education they cannot survive in this highly hierarchical society. Those who ignored this social reality are lagging behind in terms of their socioeconomic and educational development. For instance, OBC's, Muslims and Tribes broadly come under this misfortunate category.¹⁴³ As Ambedkar predicted that social consciousness is the only safeguard of all the rights, fundamental or non-fundamental in order to get the master key in which he meant political power through which one can open all the doors of progress.¹⁴⁴ This consciousness is perhaps possible in the present context in India through Education that too Higher education because we do not teach revolutions, social movements in primary level which in fact is essential for neglected communities for their progress.

Now let us discuss about human development which is most significant in various dimensions. The welfare state is generally meant for people's welfare for their development through its public policies. Ironically, since independence, it was the education sector, both primary and higher, which was neglected more than anything else. Consequently, most of our public policies are not

¹⁴¹ Eash, K. Gangania. (2010, May 9) D is for Dalits and E is for the English Goddess, *Times of India*, Retrieved from <http://articles.timesofindia.indiatimes.com>

¹⁴² Geeta Pandey. (2011, February 15) An English Goddess for India's Down-trodden, *BBC*, Retrieved from <http://www.bbc.co.uk/>

¹⁴³ Kancha Ilaiah. (2010, May 9). Dalits and English. *Deccan Herald*. Retrieved from <http://www.deccanherald.com>

¹⁴⁴ Anand Teltumbde. (April 18, 2012). BSP's Maya and Dalits in UP, Retrieved from <http://www.countercurrents.org/teltumbde180412.htm>

getting succeeded due to lack of social awareness due to lack of substantial education. In other words, since the beginning, huge number of public policies have come and gone, but poor people in India have remained poor. Even after two decades of liberalization, still India a land of large number of poor and non-literates and semi-literates.¹⁴⁵ All though, there is very limited scope in achieving human development through primary education in present context because most of the states in India teach primary education in their maternal language, which in fact is not suited for getting opportunities in a knowledge economy. In fact, our policy makers often forget that official promotion of any language succeeds only when competence in the language concerned leads to job or other opportunities. Therefore, these days in India, English educated Dalit writers emphasizing that unless English speaking Dalits take up the Dalit movement as their profession, a pan-Indian Dalit movement will remain a dream.¹⁴⁶ In other words, at the movement, people from neglected communities are getting realized that only global language can give their children a better life in multiple dimensions. For, instance, if they get English Education obviously they can get decent jobs which protect their dignity, not only for the one but their family and kin as well. Due to discriminating government policies towards quality and substantive education, people from low income families are spending major budget from their incomes to private spoken English coaching centers. In the name of preserving culture and heritage, and protecting the linguistic ecology, governments, both state and central are afraid to set up English medium public schools.

Consequently, most of the students from the neglected communities are being scapegoats between cultures and quality of life.¹⁴⁷ Whereas, paradoxically, it is the minority English educated elite that is going to be the cultural bearers of India globally, that too, because of their English education itself. It is quite clear that in this movement, Indian primary education system have a number of limitations. For instance, those who study vernacular language cannot compete in the age of globalization, one cannot perceive higher studies not only in India but in the world, difficult to explore new cultures and civilizations, very limited job opportunities sometimes no opportunity at all due to lack of global language in a knowledge economy. Further, highly difficult in doing business with multinational corporations, difficult to enter in high bureaucracy, national and international media, most importantly, in the age of the web, in the near future, formal schools

¹⁴⁵ Guha, R. (2012, November 13). The commanding heights of Nehru. *The Hindu*, P. 10.

¹⁴⁶ Sumanyu Satpathy. (2012 September 27). Let Hindered tongues be heard. *The Hindu*, pp. A10

¹⁴⁷ Mukul Priyadarshini. (2012, November 1). Can we stop the language of domination? *The Hindu*, pp., A9

may not survive so long, therefore, In India, if a person cannot continue his formal education for unavoidable reasons one must go through either online or mobile education but all this web education is taking place in English only.¹⁴⁸ It is highly difficult for a regional medium student with his literate background to adapt to this change which is constant and inevitable. As a result, he/she remains a loser in the era of globalization. Hence, unless, people obtain a substantive education (acquire some sort of minimum capabilities) our public policies like Mahatma Gandhi National Rural Employment Guarantee Scheme (NREGS), Right to Information Act and newly introduced Scheme of Cash transfers to the poor people's bank accounts for their well-being will remain unsuccessful.¹⁴⁹ Thus, large population with limited resourced countries like India, the medium of instruction in education determines everything in people's social, political, cultural and psychological life in general and economic life in particular.¹⁵⁰ Global language is essential since from the beginning as capability for their people acquiring power, pride, privilege, prestige, pleasure, world views, confidence, doors to higher education, opportunities for employment, security, comfort, rational identity quality of life ultimately for their well-being.¹⁵¹

2.9. Language, Liberty and learning

The majority of the oppressed, depressed, marginalized, historically discriminated and neglected communities in India strongly feel that English education is a means for their socioeconomic development. Therefore, some depressed communities in north India constructed a temple for English goddess and started worshiping it as pointed out earlier. Since Independence most of these neglected communities were denied English education as they could not afford to send their children to expensive convent schools like upper class elites. Ironically, these upper class ruling elites are sending their children to the corporate English medium schools. At the same time, these upper class elites are restricting lower class masses from getting into the English medium education and imposing vernacular language on these lower caste people in the name of protecting the culture and heritage in India with the result of it these lower caste people lack employment skills in the global market, where English is very essential in getting opportunities in a global

¹⁴⁸ Tom Chatfield. (November 23). Can Schools Survive in the Age of Web? Retrieved from <http://www.bbc.com/future/story/20121123-can-schools-survive-the-web-age?selectorSection=technology>

¹⁴⁹ Narendar Pani (2012, November 29). Cashing in on Schemes for Poor, *The Hindu*, and Pp. 10.

¹⁵⁰ Noparat Tananuraksakul. (n.d.). An Exploration of English as the Medium and the Message in the "Global Village": A Case Study. *International Journal of Communication*, Vol 4 (2010).

¹⁵¹ Atul Sood (2012, November 30). Poverty Amid Prosperity. *The Hindu*, P. 10.

world. In this regard, *Dalit*¹⁵² intellectual and political Scientist *Kancha Ilaiah* observed that even if ten percent of *Dalit* children get English education, there would be a dramatic change in socioeconomic and political spheres in India. Prior to 1990s economic reforms in India there were only public sector industries India.¹⁵³ Hence, the lower class masses in India used to get employment opportunities in the public sector through the reservation (quota) system (it is very similar to affirmative action in America). But, after the economic reforms took place in India, the majority of the public industries had been privatized and the license Raj system had gone, with the result of it, a number of private industries have entered into the Indian market, in which quota system is not applicable. That is why these lower class masses are limited to, public sector reservations. In the private sector they are not able to compete for employment opportunities due to lack of English language and communication skills despite they have university degrees in vernacular languages. In this regard, an empirical research study has been conducted on impact of formal education on *Dalit* young people in North India by *Craig, Roger and Patricia*. The study suggested that “Rural people may rapidly withdraw from investing in formal schooling when educated young man/women fail to obtain secure jobs.”¹⁵⁴ This study supports the main objective of this study and emphasize the significant role of English education in obtaining respectable jobs.

However, there are still millions in India who only dream of education in general and English education in particular. In fact, India is a country with multiple identities and divided communities in terms of caste, class, gender, creed, region, language and religion. Moreover, more than seventy percent population in India is living in rural areas. So, the majority of the individuals have been denied English education since independence in rural India. Consequently, only vernacular languages are confined to lower class masses and English education is for upper class elites. However, among the lower class masses, it is first generation learners who are suffering a lot in terms of learning new language and adopting urban culture in a global market for obtaining respectable jobs. In fact, these first generation learners are usually located in rural India and they are mostly the sons/daughters of non-literate agricultural farmers/labors and artisans. Their

¹⁵² Dalit means ‘broken and oppressed’ in the Marathi language.

¹⁵³ Swati Mathur, Kancha Ilaiah (2013). English Education for Dalits. Retrieved from *The Times of India* website: http://articles.timesofindia.indiatimes.com/2013-02-15/interviews/37100858_1_dalit-leaders-kancha-ilaiah-meira-kumar

¹⁵⁴ Jeffrey, C., Jeffery, P., & Jeffery, R. (2008). Degrees Without Freedom?: Education, Masculinities, and Unemployment in North India. *Stanford, Calif*: Stanford University Press.

children were not provided English education in a state sponsored government school in their locality. Moreover, their financial condition does not allow them to send their children to English medium corporate schools where the fee and donations are high for getting admission in the corporate schools. Consequently, they end up with university degrees in their local vernacular language without minimum knowledge in English language. Though they do not have English excommunication skills, they have to compete in an open global market for respectable jobs.¹⁵⁵ With the result of it, they are not getting decent jobs despite very good command in subject knowledge but unable to express their views in English language during job interviews and group discussions. As a result, they are becoming educated unemployed in the job market. Even if first generation English learners learn a kind of English through informal means like regularly reading local English daily newspapers, watching English TV channels, taking private tuitions for spoken English, but still they have a fear in their mind when they are supposed to speak at public gatherings. Their self-confidence levels are always at low and feeling fear inside that whatever they are speaking and writing in English may be wrong. It is this fear that is stopping them from speaking English. In fact, it is a lifelong struggle for them to speak fluent English due to lack of English education and speaking environment in their primary education level. If they are given a chance they could improve English communication skills and obtain the opportunities in the global market.

Federal Indian institutes are the best platforms for first generation English learners to enhance their communication skills in English. Since independence India established number of federal industries for employment, federal institutes/universities for education, For instance, Indian Institute of Technologies' (IITs) Indian Institute of Managements' (IIMs), National Institute of Technologies (NITs) and Central Universities (CUs). These institutes/universities are playing a vital role in importing English language among the first generation English learners. It can be said that these are the best platforms for the first generation learners. One can doubt that how do these institutes play a vital role? It can be justified by saying that all upper class elite people are coming from different states, different languages and different cultures and staying at one place. There the cultures are exchanged and different language people communicate in English only. Because India

¹⁵⁵ Philip G. Altbach. (2013, August 10). Ill-educated Politics. *The Hindu*. Retrieved from <http://www.thehindu.com/opinion/op-ed/illeducated-politics/article5007535.ece>

is a multilingual and multicultural society English has become best communicating language in the federal institutes.¹⁵⁶

It can be concluded by saying that English should be made compulsory medium of instruction in primary, secondary and higher education in government run schools/colleges/universities along with corporate schools/private universities. In addition, both federal and state governments should take that responsibility in establishing a number of English medium schools/colleges and universities according to population ratio. Then only, at least next generation lower class people will benefit from the fruits of globalization in the getting social opportunities. Henceforth, it can be suggested every district in India should have at least one central university (CU) to enhance knowledge and communication skills among lower class or first generation English learners to compete in the global market. It can also mitigate the problem of unemployment, poverty by providing equal opportunities in all spears of life. Finally, it leads to the integration of the nation by bringing young people at one place from across the identities, cultures, regions, ethnicities and languages.

2.10. Summary

There are still millions in India who only dream of education in general and higher education in particular. In fact, India is a country with multiple identities and divided communities in terms of caste, class, gender, creed, region, linguistic minorities. Therefore, the majority of the identities have been denied education for centuries for various reasons. Hence, since independence, authoritative discriminatory allocations have been taking place in our public policies for education in general and higher education in particular. Consequently, only literacy is confined to adequate for the masses and higher education is for elites. Meanwhile, India embraced liberal market economy where its objective is to reduce and then remove subsidies and scholarships for education. In addition, the subject of education should be left to the market forces for open competition. Consequently, weaker sections are in fact being excluded from basic education and almost alienated from higher education. A literary education is in fact not adequate in attaining social opportunities in the present neoliberal era in India. In this context, American president Jimmy Carter rightly pointed out about the benefits of globalization “If you're totally non-

¹⁵⁶ Shaila Dewan. (2013, July 19). Frayed Prospects, Despite a Degree. *New York Times*. retrieved from http://www.nytimes.com/2013/07/20/business/recent-graduates-lose-out-to-those-with-even-fresher-degrees.html?pagewanted=all&_r=0

literate/semiliterate and living on one dollar a day, the benefits of globalization never come to you. India witnessed the two decades of neoliberalism and its trickle-down theory which in fact, did not work.¹⁵⁷ Consequently, the country has divided into two groups in terms of social opportunities. The small section who is getting social opportunities like employment benefits and active political participation and global opportunities etc. are nothing but people with higher education and English as their medium of instruction. The rest of the major sections are non-literates or semiliterate who lost their traditional occupations and being called as inefficient and incapable or having no soft skills of neoliberal policy makers and migrated to the urban cities for searching daily wage employment which is vulnerable. As a result, recent study¹⁵⁸ reveals that out of 1200 million population, 900 million living under below the poverty line. In simple terms, in the present era, literary education is absolutely inadequate for well-being. In fact, it is higher education which has become basic capability in accomplishing social opportunities. Government had spent three percent (3%) of its GDP on higher education for at least for one decade, India would have succeeded in the trickledown theory and would not have occupied worst position in the human development report. Unless the human capabilities have enhanced through higher education, the double digit growth stories are invalid. However, in the next chapter would be discussing about the higher education scenario in India especially after globalization. Moreover, it also would be discussed about the trends in private sector participation in higher education across the globe with reference to India and its implications on public private partnership in Indian higher education.

Chapter 3

3 - Higher Education in Post Globalized India: Recommendations of Selected Committees

¹⁵⁷ Satya Narayana Sahu. (2012). Trickle Down Theory in Indian Context. Retrieved from <http://www.facenfacts.com/NewsDetails/29351/trickle-down-theory-in-indian-context.htm>

¹⁵⁸ Carl Haub and O.P. Sharma (2010) What is Poverty, Really? The Case of India. Retrieved from <http://www.prb.org/Articles/2010/indiapoverty.aspx>

This chapter is an attempt to understand the global trends in higher education with reference to the private higher education system in terms of massification of enrollments. It is also to understand the concept of public private partnership in higher education in India. It further envisages a brief idea about the possibilities and limitations of Indian corporate philanthropy in higher education. However, this chapter encompasses the brief note on private and foreign investments in Indian higher education especially after liberalization. However, this chapter also reviewed about four major committee's on higher education reforms in post liberalized India.

3.1. Introduction

Last chapter broadly discussed about the limitations of literacy education in the era of globalization with reference to India in terms of creating social opportunities. In addition, it also examined the role of basic human capabilities with reference to attaining employment opportunities. India is a country with multiple identities. It is deeply diverse and highly hierarchical. However, it is the world's largest democracy and one of the poorest nations in terms of poverty. In terms of income inequality, it secured ninety third positions.¹⁵⁹ When it comes to human development, India secured 132 among 165 countries.¹⁶⁰ And of course in terms of corruption, its position is ninety four among one seventy six countries across the globe.¹⁶¹ In other words, India is among world's most corrupt nations. Third largest economy on the globe, In terms of billionaires India got fifth position in the world. Moreover, in terms of cultural diversity, nearly seventy percent people are living in rural areas. More than eighty percent of people are living in below the poverty line with less than one dollar a day.¹⁶² Forty two percent of world's poor live in India.¹⁶³ India introduced economic reforms in early 1990s. Which, encouraged privatization and embraced globalization. As a result, state role has become gradually minimized. Consequently, due to the tremendous increase in GDP, and became third largest economy on the globe. However, the fruits of reforms did not reach to

¹⁵⁹ Kanbur, S. M. R., Venables, A., & Wan, G. H. (2006). *Spatial disparities in human development: Perspectives from Asia*. Tokyo: United Nations University Press.

¹⁶⁰ United Nations Development Programme. (2011). *Human development report 2011: Sustainability and equity: a better future for all*. New York: United Nations.

¹⁶¹ Transparency International. (2010). *Global corruption report*. Berlin: Transparency International. Retrieved on 19 December, 2013. From <http://www.transparency.org/cpi2010/results>

¹⁶² Nearly 80 pct of India lives on half dollar a day. (2007, Aug 10). *Reuters*. Retrieved from <http://www.reuters.com/article/2007/08/10/idUSDEL218894>

¹⁶³ One-third of world's poor in India: Survey. (2008, Aug 27). *Times of India*. Retrieved from <http://timesofindia.indiatimes.com/india/One-third-of-worlds-poor-in-India-Survey/articleshow/3409374.cms>

the needy. Therefore, the poor are becoming poorer and rich are becoming richer. After all, economic reforms are made Indian society more creative and prosperous, also more vulnerable.

With reference to education, it is right to education which provides free and compulsory education of children between the age group of 6 to 14 years which is a fundamental right since 2009.¹⁶⁴ Still, in a country like India, where education is not the primary goal for many rural families. Therefore, more than forty percent people are illiterates, ninety five percent children now attend primary school, just forty percent attend secondary school, and only seventeen percent enrollment in higher education. Indian education system has a number of undergraduate degree colleges and diploma institutions and more than thirty million students enrolled in them.¹⁶⁵ Moreover, India has the highest enrollment of students in colleges after America and China.¹⁶⁶ Yet, higher education in India suffering from quality deficit it is country still deprived of internationally acclaimed universities and a large number of students are remained unemployed.¹⁶⁷ None of the Indian University ranks among the top two hundred of the reputed Times Higher Education survey report which would be evaluated by peer groups.¹⁶⁸ Only one Indian university forms part of the 2012 rankings of the Shanghai Jiao Tong University's top 500 whereas China has 23 institutions in the top 500.¹⁶⁹ When it comes to enrollment ratio India has been far behind than the global average with just 17 percent. USA achieved that percent in early 1940. Currently USA, Gross Enrollment Ratio (GER) is 84 percent, UK 59 percent, Japan 55 percent and China 28 percent. In addition, in terms of allocation of budget for higher education in countries GDP, India remains poor record only with less than one percent, whereas US spends 3.1 percent and South Korea spends 2.4 percent.¹⁷⁰ As emphasized by National knowledge Commission, during 1991-2001, the growth in

¹⁶⁴ Government of India (GoI). 2009. 'Right of Children to Free and Compulsory Education Act, 2009', *Gazette of India*, 27 August. Retrieved from <http://pib.nic.in/newsite/erelease.aspx?relid=68827>

¹⁶⁵ The Right to Education: Fact Sheet. (2010), UNICEF.org, Retrieved from http://www.unicef.org/india/education_6145.htm

¹⁶⁶ Farrugia, C. A., Bhandari, R., Chow, P., & Institute of International Education (New York, N.Y.). (2013). *Open doors 2013: Report on international educational exchange*. New York: Institute of International Education.

¹⁶⁷ Madhumati Narayanan. (2013, September 02). Do they inspire? *The Hindu*. Retrieved from <http://www.thehindu.com/features/education/do-they-inspire/article5079253.ece>

¹⁶⁸ Thomson Reuters. 2012. *World reputation rankings*. [London]: Times Higher Education Supplement. Retrieved from <http://www.timeshighereducation.co.uk/world-university-rankings/2013/reputation-ranking>

¹⁶⁹ Shanghai jiao tong da xue. 2012. *Top 500 world universities: academic ranking of world universities 2012*. Shanghai: Institute of Higher Education, Shanghai Jiao Tong University. <http://www.shanghairanking.com/ARWU2012.html#UhbCJQLXfgA.facebook>

¹⁷⁰ Gross enrolment ratio in higher education. (2011 September, 21). Gross enrolment ratio in higher education is 12.2 p.c. *The hindu*. Retrieved from <http://www.thehindu.com/todays-paper/tp-national/tp-karnataka/gross-enrolment-ratio-in-higher-education-is-122-pc/article2471834.ece>

the number of doctorates has been 20 percent in India as compared to 85 percent in China. In other words, less than one percent of those under graduate degrees currently opt for doctoral studies in India.¹⁷¹

India has around 600 universities and 90 percent universities are having affiliated colleges. Most of the affiliated colleges are run by private un-aided (for profit) colleges which charges higher tuition fee. Public university system is declining, at the same time private universities are growing rapidly. Most of the public universities are facing serious budget cuts. In terms of academic salaries, India stands on par with international standards. When it comes to tuition fee and scholarships, Indian government gives subsidy on the interests of the bank loans. The federal Indian government does not have any special provision for giving scholarships for the poor students to pursue higher studies except little financial assistance for selected institutes. Global experiences emphasizing that world class higher education system are important for any country's development. For India to sustain its economic growth, India requires at least 30 percent Gross Enrolment Ratio in Higher Education. To meet this minimum requirement country needs urgent improvement in quantity and quality of Higher Educational institutions to match the modernized global education system. But, this will require massive investments in higher education sector. Hence, higher education is very important for socioeconomic development in a country like India.

3.2. Importance of Education

In the history of the world those who control the higher education, control the globe. For instance, USA, UK, and Japan. In India, young people who do not have college education since they are not considered as educated, because s/he cannot get a decent and dignified job, she/he cannot lead quality of life, cannot lift her community. India is a country which is not still depending on agriculture and not fully industrialized, huge population and limited resources and land. If cultivable land is equally distributed then every family gets less than two acres which is absolutely not sufficient for a family to lead a quality life. India's only asset is human resources, if they are

¹⁷¹ Narayana Murthi N. R. (2012). *Corporate Sector Participation in Higher Education*. Retrieved from the Planning Commission, Govt. of India.

made capable enough, country would become powerful and prosperous.¹⁷² Hence, any country which intends to become prosperous and healthy needs to enhance the capabilities of its people.

Allen says “Higher Education improves an individual’s quality of life. Compared to high school graduates, college graduates have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency on government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self-confidence, and less criminal activity and incarceration.¹⁷³ In addition, higher education gives greater internet access, greater attendance at live performances, greater participation in leisure and higher voting rates. However, higher education, will also enable individuals to expand their knowledge and skills, express their thoughts clearly in speech and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community.”¹⁷⁴ What Allen basically saying is that without higher education one may be left out. As time goes on, the relationship between higher education and economic growth will become more and more significant in our information driven global economy.¹⁷⁵ Therefore, higher education is extremely important for any country to deal with contemporary problems that they are facing. In other words, higher education may not be the solution to the problem, but it is the mean to solve all socioeconomic, political and cultural problems. Finally, the fundamental purpose of higher education in the present context is intellectual, moral and human development.

3.3. Massification of Enrollments

For the last thirty years, the incredible expansion of enrollment in higher education that has taken place across the globe in which more than thirty percent of global higher education enrollment is in the private sector. In addition, the significance of the growth of this new sector is attracting more attention than it was thirty years ago.¹⁷⁶ It was United Nations Organization which recognized the

¹⁷² Lagemann, E. C., & Lewis, H. R. (2012). *What is college for? The public purpose of higher education*. New York: Teachers College Press.

¹⁷³ Heather Allen. (2007). *Why is Higher Education Important?* Retrieved from <http://www.crosswalk.com/family/homeschool/why-is-higher-education-important-1367463.html>

¹⁷⁴ Ibid.

¹⁷⁵ Global University Network for Innovation. (2008). *Higher education in the world 3: Higher education, new challenges and emerging roles for human and social development*. Basingstoke, Hampshire England: Palgrave Macmillan.

¹⁷⁶ Altbach, P. G., Reisberg, L., & Rumbley, L. (2010). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO Pub.

logic of massification and its need for greater social mobility. However, it was the United States which first achieved mass higher education in the 1960s. Later, almost all countries have increased their participation rates. Western Europe and Japan experienced rapid growth in the 1980s, followed by East Asia and Latin America. China and India's higher education systems have been expanding. Their enrollment percentage is less than twenty which is lower than the global average. However, UNICEF has estimated that these two nations' academic systems are close to half of the world's enrollment growth in near future.¹⁷⁷ Moreover, globalization has become a concrete reality in the twenty first century, which means we cannot escape from it. Day by day the world is witnessing economic integration between the nations, new trends in information and communication technology and the power of international knowledge networks more importantly the role of the English language and other social networks have been determining the world order. For instance, the recent phenomena happening in and around the Arab countries which are fighting for Democracy. These movements and revolutionary changes have begun on Facebook and Twitter which means that in the present global order any kind of social transformation is possible only through educating people that to substantive education.¹⁷⁸ On the other hand, substantive education requires massive enrollment in higher education in any country for its progress. But, despite several policy initiatives in recent years, still some sections of the society still not benefited equally in terms of higher education enrollments due to inequalities in access. A recent comparative study of fifteen countries shows that despite greater inclusion, only the privileged class has been enjoying all the advantages in every nation, due to social inequalities deeply rooted in history, culture and economic structure which determines individual abilities.¹⁷⁹ In addition, geographical conditions, unequal distribution of wealth and resources, the majority of the populations living in remote and rural areas are causes for less enrollment in neglected communities across the globe.

There are few developing countries which have taken significant measures to improve the access in enrollments. For instance, Mexico's education department has put investment in the development of additional educational services in disadvantaged areas with some success. Ninety

¹⁷⁷ Altbach, P. G., & In Agarwal, P. (2012). *A half-century of Indian higher education: Essays by Philip G. Altbach*. New Delhi, Sage Publications.

¹⁷⁸ Jose Antonio Vargas, (February 17, 2012), Spring Awakening: How an Egyptian Revolution Began on Facebook; *New York Times*, Retrieved from http://www.nytimes.com/2012/02/19/books/review/how-an-egyptian-revolution-began-on-facebook.html?pagewanted=all&_r=0

¹⁷⁹ International Bureau of Education., & Unesco. (1980). *Educational goals*. Paris: Unesco.

percent of students enrolled are first members of their family to pursue higher education and forty percent live in economically depressed areas.¹⁸⁰ Several African countries like Ghana, Kenya, and Tanzania have taken steps to increase female enrollment. Brazil has mandated universities to reserve seats for the disabled and Afro-Brazilian students.¹⁸¹ The Indian government too has been providing reservations in universities and allied colleges for historically neglected communities, backward castes, tribes, women and other minority groups in stages since independence both at the federal and state level. But still the enrollment rate of the neglected communities is low due to several reasons which includes the mushrooming of private colleges with high tuition fee. Even where tuition is free, there students have to bear indirect costs like living expenses and other allied necessary expenditure costs. Despite providing scholarships and granting loans in several countries, still there is little progress in enrollment.¹⁸² Likewise, India is also facing similar kind of difficulties in terms of tuition fee and other kind of expenditure to pursue higher education in general and professional education in particular.

3.4. Global Trends in Private Higher Education

Conventionally, higher education is seen as a public good, contributing to society through educating its citizens, improving human capital, and encouraging civic involvement and boosting economic development. For the last few decades, higher education is increasingly being seen as a private good, largely benefiting individuals, with the implication that academic institutions, and their students, should pay a significant part of the cost of higher education. Due to the massification of enrollments, funds shortages have been arisen.¹⁸³ As a result, higher education institutions were asked to generate funding to run the institutions. At the same time, the economic crisis, massification, and widespread acceptance of the private-good argument has led to a growing privatization of higher education worldwide.¹⁸⁴ Moreover, the growth of private higher education worldwide is one of the most remarkable developments in the last several decades. Although, private higher education has been existing in many countries for centuries and has conventionally

¹⁸⁰ Altbach, P. G., Reisberg, L., & Rumbley, L. (2010). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO Pub.

¹⁸¹ Ibid. Pp.70-89.

¹⁸² Altbach, P. G., & In Agarwal, P. (2012). *A half-century of Indian higher education: Essays by Philip G. Altbach*. New Delhi, Sage Publications.

¹⁸³ Altbach, P. G., Reisberg, L., & Rumbley, L. (2010). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO Pub.

¹⁸⁴ Altbach, P. G., (2011), "The Global Academic Revolution: Implications for India," *Journal of Educational Planning and Administration*, XXV, No. 4, (October 2011), pp. 301-313.

been the dominant force in South East Asia countries as Japan, South Korea, Philippines and United States of America, but it was a minor element globally. Currently, more than thirty percent of global higher education enrollment is in the private sector.¹⁸⁵ However, public university generally funded by government, both local and federal level and sometimes local governments as well. These universities are accountable for those respective governments. But whereas private institution entirely operate with private assets, sometimes a partial government funds; they may be for-profit or non-profit; they may be accountable to the host government or operate completely outside the government.¹⁸⁶ However, they may have owners or investors or operate as founders. Moreover, this kind of trend has significantly increased in the past two decades, both in higher education and other allied sectors.

Private sector higher education has a significant impact on the quality, quantity and new learning modes in the twentieth century across the globe particularly in the United States of America. Take for instance a recent survey on world's top 500 universities based on their quality and quantity. It was Harvard University, which occupied top position. However, Harvard is a private university. United States is the only country in the world where private higher education system dominates the top tier. In the two most prominent global rankings of universities sixty three universities make to the top in both rankings, and twenty one of those are private. However, each of those twenty one private, universities are from the United States. In the mid twentieth century United States has achieved fifty percent enrollment, therefore United States private higher education is most important in the world with the largest absolute private enrollment. In terms of knowledge creation, generating revenue and producing great personalities Harvard being a private university has been one of the top universities in the globe for the last several decades.¹⁸⁷ Therefore, Harvard University produced many great people across the globe. It is one of the most racially diverse campuses-52 percent of students are minorities. It's the only university which so far produced 75 noble laureates among them 44 are current faculty members including *Amartya Sen*. Interestingly, these noble laureates teach for undergraduate students. In addition, the present United Nations Secretary General *Ban-ki-moon* and current United States President *Barak Obama* were Harvard Products.

¹⁸⁵ Bjarnason, S. (2009). *A new dynamic: Private higher education*. Paris, France: UNESCO.

¹⁸⁶ Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution: a report prepared for the UNESCO 2009 World Conference on Higher Education*. Paris: UNESCO.

¹⁸⁷ Ibid. Pp. 143-156.

This university, so far produced 31 head of the States (Presidents) across the Globe includes 9 American Presidents and one Indian president *Shankar Dayal Sharma*. Apart from that, 10 Head of the Governments (Prime Ministers) outside America includes former Pakistan Prime Minister *Benazir Butto*. This University also produced most billionaires in the world about 3000 which includes *Bill Gates* and Facebook founder *Mark Zukerburg*. Besides, this university alone produced 46 Pulitzer Prize (in journalism and literature) winners and 21 Supreme Court justices, a number of Cabinet Secretaries, Senators, Governors, Hollywood Academy is winning actors. It is noteworthy that, Harvard alone produced 65 fortune 500 CEOs among them 40 CEOs were produced by Harvard Business School. Therefore, it has been considered most prestigious university in the globe. Cutting across the nations, it is everyone's dream to study at Harvard.

On the other hand, in terms of all academic criteria's, Harvard has always been placed on top in the Times Higher Education top 300 Global rankings every year.¹⁸⁸ Whereas none of the Indian universities are among the world's top 200 universities ranking list.¹⁸⁹ In terms of annual expenditure, Harvard Annual Budget is \$3.7 Billion (21 Thousand Crore rupees) roughly equal to Maldives GDP. Interestingly, Indian budget allocation for Higher Education this year is only around 16 thousand crore rupees. Whereas our Indian universities annual budget is as follows, Mumbai University 300 Crore rupees, Osmania University 300 crore rupees, and Jawaharlal Nehru University 150 Crore rupees, and University of Hyderabad is 200 Crore rupees. This budget includes their affiliated colleges. Interesting fact is that the Indian University Grants Commission got just 43 thousand crores allocation for five years to maintain and develop almost 600 degree granting Universities in India. This budget is just two times that of Harvard annual budget. In other words, Harvard annual budget is ten times higher than that of the Vatican annual Budget. Apart from, in terms of wealth. Harvard gets lots of money from its rich alumni includes 1500 from India (in the form of donations) across the globe. Therefore, Harvard is richest in the world, Billionaires across the globe continue to donate money to Harvard even though it has \$33 billion in cash in the form of endowment (1.88 lakh crores rupees). Interestingly, Harvard endowment is greater than the GDP of many countries. Roughly, ten of the lowest GDP countries put together is equal to Harvard Endowment. Interestingly, Harvard endowment size is roughly more than the GDP of

¹⁸⁸ *World university rankings*. (2007). London: Times Higher Education Supplement.

¹⁸⁹ Rauhvargers, A. (March 01, 2014). Where Are the Global Rankings Leading Us? An Analysis of Recent Methodological Changes and New Developments. *European Journal of Education*, 49, 1, 29-44.

Afghanistan, and Bahrain. However, private sector participation in higher education has been playing a significant role in knowledge creation and enhancing enrollments across the globe in general and the United States in particular.

Furthermore, if one can see the regional dimensions, the largest private sector is concentrated in Asia in general and South Asia in particular. Indonesia, Japan, and South Korea where about seventy percent enrollments are in the private sector. However, Malaysia reaches fifty percent.¹⁹⁰ China, Cambodia and Vietnam remain below fifteen percent, but expanding rapidly. Thailand and New Zealand are just below fifteen percent, Australia around three percent. But, Kazakhstan and Iran are roughly half private. Most importantly India and Pakistan are above thirty percent. However, these countries are rapidly expanding private higher education.¹⁹¹ Unlike many countries, Bhutan, Cuba and North Korea has no private higher education.¹⁹² When it comes to Latin America it has much more widespread history than Asia despite variations by country. For the last twenty years, across the Latin America has flipped from being predominantly public to mostly private. Latin America achieved thirty five percent private enrollment in 1970s.¹⁹³ Currently it is closer to forty five percent. Brazil, Chile, El Salvador, Guatemala, and Peru are the majority enrollments in the private sector. Interestingly, in Columbia, the private sector has lost its share due to sudden growth on the public side. Argentina is the only major country in Latin America, which maintains the majority of the public institutions of higher education. Compared to Asia, Latin America has more stable private higher education shares. Apart from that, in central and eastern Europe, Georgia, Poland, Latvia, and especially Poland have jumped twenty percent enrollment in the short period of five years. Still a few countries in this region are experiencing lower enrollments in private higher education.¹⁹⁴ Despite late entry in the realm of private higher education in sub-Saharan Africa, but it has shown tremendous growth. However, developments began in the 1980s, but, the widespread growth shown only in the 1990s. Kenya, Nigeria, Uganda and others among the countries with important private sector. Although, most countries private

¹⁹⁰ Altbach, P. G., Reisberg, L., & Rumbley, L. (2010). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO Pub. Pp. 79-81.

¹⁹¹ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE Publications.

¹⁹² Ibid. Pp. 422-489.

¹⁹³ Altbach, P. G., Reisberg, L., & Rumbley, L. (2010). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO Pub. Pp. 78-87.

¹⁹⁴ Ibid. Pp. 80-89

shares in higher education remains comparatively small. Kenya is the best example in Africa with one fifth of the private shares in higher education in terms of investments when compare to government share.¹⁹⁵ However, in Africa, higher education in private sector is gaining more attention than ever before, especially this continent has been performing significant progress for the past two decades.

However, the case of western European countries is different with marginal enrollments in private higher education. Portugal has reached thirty percent private share in total enrollment. Spain has significant private higher education institutions, whereas Netherlands is more private and Belgium is moderate private. In these countries private sector has operated mostly with government funds and similar set of rules. In the case of the United Kingdom with the sole private university may be joining in the realm of private institutions in near future.¹⁹⁶ But Germany's trend is different, some states in Germany drop the small fees they had introduced earlier. Whereas in the Middle East and North Africa's case is unique. American and European universities have opened their campus branches in Egypt, Jordan, Lebanon and some other countries in the Middle East and West Africa with the motive of expanding the private higher education in their respective countries for greater enrollment and quality education.¹⁹⁷ However, Israel is the first country in that region to allow the development of the private sector, but, Turkey hosted private institutions until 1970s, but where later closed.¹⁹⁸ Across the globe the role of private sector participation in higher education is rapidly increasing. In other words, this sector is going to play a significant role in the near future across the globe.

3.5. Varieties of Private Higher Education

Despite regional differences, there is a significant growth in private higher education across the globe. In fact, it is not a homogenous sector. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has been classified into four categories such as Elite and Semi-elite, Identity, demand absorbing, and for-profit institutions. Across the globe identity institutions have been religious based with non-profit motive.¹⁹⁹ In Latin America, Europe, and Africa, early

¹⁹⁵ Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution: a report prepared for the UNESCO 2009 World Conference on Higher Education*. Paris: UNESCO.

¹⁹⁶ Ibid. Pp. 67-78.

¹⁹⁷ Ibid. Pp. 71-79.

¹⁹⁸ Ibid, Pp 67-72.

¹⁹⁹ Ibid. Pp. 79-89.

private universities were Catholic and in the United States the early colleges such as Harvard and Columbia were Protestant dominated. Apart from Evangelical foundations, Islamic and Hindu orientations have started in the Asian subcontinent. Aligarh Muslim University and Banaras Hindu University have emerged. When it comes to Elite and Semi-elite institutions United States dominate these elite institutions. The non-US based elite institutions are mostly European universities and few Japanese private universities. However, world class elite private universities outside the United States hardly existed. Semi-elite institutions stand between elite and non-elite and their salient features are good practical teaching mostly job oriented. Hence, these semi-elite institutions are much stranger in the private category. Bangladesh, Pakistan, Poland, Thailand and Turkey are just a few examples of this kind of institutions. The social class of the students of these institutions are quite high and those capable of paying private tuitions. However, these days the importance of semi-elite growth appears to fit all regions.²⁰⁰ Besides, the demand absorbing institutions are like a kind of vocational and technical institutions where students demand for higher education to access has exceeded the supply of seats available at public and private institutions. In every nation, private higher education has become the major sector, it is this demand absorbing sector that has been numerically important. Moreover, this sector is mostly the border between for-profit and non-profit. This private sector is mainly for job oriented and in terms of academic quality, seriousness, effort and transparency are still doubtful and empirical studies of non-elite institutions are required.²⁰¹ However, the United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasized that these uncertain demand absorbing institutions incline to enroll comparatively disadvantaged students.

Moreover, the fastest growing sector in the United States is for-profit institutions which incorporated eight to ten percent total enrollment, or more than one third of total private enrollment. It broadly comes under non-elite category and it is common in Africa. However, it is overlapping demand-absorbing subsectors.²⁰² However, this for-profit sector is not academically elite institutions, although some may have semi-elite characteristics. Nonetheless, most of the for-profit sector is exploitative and deliver poor-quality education. Furthermore, the growth of the for-profit sector is tremendously expanding across borders. For instance, 'Laureate' is the largest

²⁰⁰ Ibid. Pp 80-83.

²⁰¹ Ibid. Pp 74-79.

²⁰² Ibid, Pp 87-96

international company that operates in the Latin America, which has dominant shares in existing universities.²⁰³ In the United States Whitney international group and Apollo group are the notable groups which operate in the United States and abroad as well. There are other types which include large private universities, small number of for-profit family owned institutions which operate mostly in the United States, United Kingdom, and Australia. Interestingly, these type of institutes operate as a public universities in their home country and operate as private enterprises in abroad. However, this for-profit sector reflects many characteristics of commercial industry. It charges fee for service and hardly gets public support.²⁰⁴ It is mostly operated by a family or business model with power and authority concentrated in boards and chief executives. However, here, the faculty holds little authority or influence, and students are seen as consumers.

Worldwide privatization has become necessary in many institutions and systems because of budgetary problems created by massification with simultaneous reduction in public investment. Moreover, the private-good argument has been legitimized in higher education. However, the United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes that privatization seems to be an important force in most part of the world.²⁰⁵ It is necessary for institutions and systems to earn income in order to pay for their operations such as higher tuition fees and other charges to student. It also means earning funds from licensing, consulting, selling the intellectual property of various kinds university and industry collaboration that produces income, renting university property and many other sources of income. However, countries such as China and Australia are asking universities to earn more of their own operating expenses by generating their own revenue.²⁰⁶ Other countries like India have more indirectly made privatization necessary by inadequately funding the post-secondary sector and forcing institutions to seek alternatives. But, critics argue that forcing a greater emphasis on revenue-generating activity creates general problems for the traditional role of higher education, with a negative impact on both research and teaching. Moreover, growth will take place in the developing world as well as the developed world. Non-elite and functionally for-profit institutions are the fastest growing; semi-elite types are also expanding in number but on a smaller scale.²⁰⁷ However, across the globe

²⁰³ Ibid, Pp 89-95

²⁰⁴ Ibid, Pp 86-87.

²⁰⁵ Ibid, Pp 67-74

²⁰⁶ Ibid, Pp 77-84.

²⁰⁷ Ibid, Pp 88-89.

private higher education is not the same today as it was twenty five years ago. Moreover, this is entirely a new paradigm in higher education, especially in the Asian subcontinent for the past two and half decades.

3.6. Indian Higher Education after Liberalization

There has been a long tradition of private education in India, before independence it was primarily philanthropic. After independence there was demand for educational opportunities, therefore, the public education system was expanded to meet this demand. When this demand took over the supply, private institutions emerged on the scene.²⁰⁸ Meanwhile, India embraced economic liberalism in early 1990s. However, several interesting developments took place in the post-1980 phase. There was huge demand for quality higher education that related to the business and industry. The growing middle class, could afford higher fees, made non-subsidized education possible.²⁰⁹ Moreover, a huge number of private institutions at the elementary and secondary education came up across the nation. Due to financial difficulties the government found it difficult to set up new universities and colleges. However, these things lead to the withdrawal of the government from taking over the additional responsibility for higher education. Therefore, this period saw the emergence of new providers. Private institutions proliferated, distance education expanded, public universities and colleges started self-financing programs. Consequently, the entire higher education scenery got transformed in the past thirty years.²¹⁰ These new breed of private institutions are primarily *de-facto* for-profit and the majority of them offer programs in professional areas that can meet market demand such as engineering, and technology, medicine, teacher education at the undergraduate level, computer applications and management at the post-graduate level. Private institutions now contribute as much as eighty percent enrollment in professional programs. Till the late 1990s, the main growth of private institutions lied in establishing colleges affiliated to the existing universities. Therefore, the private promoters were getting uneasy of the state regulatory controls. They felt that affiliating university and the state governments were holding back their growth. So, they explored the possibilities to turn out of their control.²¹¹ Consequently, many universities took the deemed university route to get degree granting

²⁰⁸ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE.

²⁰⁹ Ibid. Pp. 234-385.

²¹⁰ Tilak, J. B. G. (2013). *Higher education in India: In search of equality, quality and quantity*. New Delhi: Orient Blackswan.

²¹¹ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE Publications.

powers, a handful of private organizers were able to persuade the state governments to enact separate law to set up private universities.

The proposal for the permission for the establishment of private universities first introduced in 1995 in Parliament as the Private Universities Establishment and Regulation Bill. However, the bill includes specific provisions to maintain academic standards and prevent the commercialization and mismanagement. Teachers' and students' organizations, academics and some political parties had opposed the bill despite safeguards, such universities could have compromised academic standards and could lead to gross commercialization. However, the private sector in contrast, found the proposed legislation too restrictive.²¹² However, an attempt to build a consensus through consultation, state governments added further confusion. As a result, a national legislation on private universities is still pending in the parliament.

3.7. Private Universities in India

Meanwhile, the state governments began to realize that as per the constitutional arrangement (education, including higher education, being on the concurrent list), they were able to establish private universities through state legislation. However, Sikkim Manipal University of Health, Medical and Technological Sciences was established in Sikkim in 1995.²¹³ This could be considered as the first private university in the country. But, financially independent private universities in the state sector came in the post-2000 period. Simultaneously, several state governments went ahead and set up private universities on their own. Such as Uttaranchal, Gujarat, Himachal Pradesh and Uttar Pradesh enacted a legislation on a separate case to case basis, whereas Chhattisgarh went into an override and through an enactment of umbrella legislation created crisis by hundreds of substandard universities came up all over the country. However, this state had passed the omnibus act that enabled it to set up any number of private universities by executive orders. Surprisingly, the state government received 134 applications and 97 were approved. As a result, many of them set up off-campus centers and study centers outside the state without any operations in Chhattisgarh and pampered all kinds of malpractices and created chaotic situation. Subsequently, in 2003 University Grants Commission (UGC) was forced to respond and set up the regulations for private universities governing their establishments and standards. A private

²¹² Ibid, Pp 66-81.

²¹³ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE Publications.

university can be set up only by a separate act, not like an omnibus bill as in Chhattisgarh and restricted their operations to within the state enacted such legislation. Consequently, many private universities opposed the UGC regulations and claimed that as they received no funding from UGC, they were not subject to UGC oversight and argued that the regulations were discriminatory, imposing regulations on private universities and not on the public ones.²¹⁴ However the parliamentary committee concluded that although these universities had been established under state rather national laws, they were nevertheless obliged to comply with the guidelines laid down by the union regulatory bodies, including the UGC.

3.8. Private Colleges

Private higher education in India is large and diverse, while most of them are colleges, some are deemed universities, and a few are private universities established by the state legislature. Even after independence, most of the expansion in higher education occurred through private initiatives. Till about 1980, the government could easily take over the responsibility of providing regular grants to the private institutions once they were in place.²¹⁵ After that, providing finance for private institutions has become difficult for the government as it felt the additional burden. At the same time, most of the private colleges had come up and running the colleges without government support. Meanwhile, the country started getting economic prosperity by embracing economic reforms in early 1990s. As a result, most of the people could offer higher fees.²¹⁶ This led to the emergence of private unaided colleges, and many of them started offering professional degrees in the early 1980s. The Karnataka has witnessed the first few colleges for professional education and it is liberalized a policy for setting up of private professional colleges.²¹⁷ Followed by, Tamil Nadu, Andhra Pradesh and Maharashtra states respectively followed it. In 1993 the Supreme Court has granted the legitimacy to self-financing institutions. Consequently, many started encouraging self-financing institutions. The northern states were slow in allowing self-financing institutions. They did so only after they realized that many of their students were going to other states for professional education, often after paying higher fees at the time of admissions.²¹⁸ The states like Kerala and West Bengal were initially hesitated to allow private institutions to come up. But, soon they

²¹⁴ Ibid. Pp. 66-81.

²¹⁵ Ibid. Pp. 66-81.

²¹⁶ Ibid, Pp. 66-81.

²¹⁷ Ibid. Pp. 66-81.

²¹⁸ Ibid. Pp. 66-81.

understood that a number of seats available in their few government colleges and that the fund-starved governments were no longer capable of providing quality educational facilities on their own.²¹⁹ Hence, they needed support from the private sector. Later, even these states allowed private institutions, despite the tremendous growth across the country still notable regional imbalances.

At the same time, these private interests are largely confined to subject areas that are market friendly. Therefore, large number of private colleges has been established in management, engineering computer sciences, pharmacy, hotel management, medicine, computer applications and other professional disciplines.²²⁰ In order to facilitate such professional private colleges, many states established new affiliating universities exclusively for technical and medical disciplines. For instance, in Andhra Pradesh Jawaharlal Nehru Technological Universities (JNTUs) was established in three regions in order to accommodate the affiliated university facility for nearly 700 private engineering colleges across the state.²²¹ However, in most of the states, private colleges are confined only to professional education, especially in Tamil Nadu, Andhra Pradesh, Maharashtra and Karnataka are the best examples of privatization of higher education. But, similar trends are also seen in other states like West Bengal. In the meantime, the government noticed that people were becoming unhappy with the lack of quality institutions, therefore, bright students were leaving for Delhi and Mumbai for quality education.²²² At the same time, students were showing disinterest towards government colleges where proper infrastructure was not available. All private colleges were affiliated to universities that were directly under the control of government. In most cases, institutions under the state governments were able to regulate fees and admissions in such institutions.²²³ Subsequently, till the late 1990s, the expansion of higher education largely took place through this route. As the private sector expanded, they strongly felt that the regulatory control of affiliating university and state governments were preventing their expansion as they felt they could not fully exploit market potential. In order to escape from the control of state governments, they sought autonomy of their institutions was nothing but a university status.²²⁴ Therefore, several private universities and private deemed universities were established. However,

²¹⁹ Ibid, Pp. 67-71.

²²⁰ Ibid. Pp. 66-81.

²²¹ Ibid. Pp. 66-81.

²²² Ibid. Pp. 66-81.

²²³ Ibid. Pp. 66-81.

²²⁴ University Grants Commission, (February, 2012), *Higher Education in India at Glance*, New Delhi, retrieved from http://www.ugc.ac.in/ugcpdf/208844_HEglance2012.pdf

in the early 2011, the number of private universities had reached 100 in the share of 16 percent of total higher educational institutions across the country.

3.9. Deemed Universities

In India, a university can only be established by act of Parliament or State legislature. However, the central government, on the recommendation of the UGC can grant status ‘deemed to be universities’ to higher education institutions by an executive order. The Indian Institute of Science at Bangalore and Indian Agricultural Research Institute in Delhi were the first two institutes declared as deemed-to-be universities in 1958 for education and research at an advanced level in the field of basic sciences and agriculture.²²⁵ However, the number increased to 29 in 1990-91 and rose 38 in 1998. In the initial years, this privilege was restricted to the government and government-aided institutions. The Manipal Academy of Higher Education (MAHE), a pioneer in private higher education became the first financially independent deemed university in 1976. In order to boost educational opportunities in emerging areas, the provision to grant deemed university status to new institutions was introduced in 1998.²²⁶ Over the past few years, many private institutions are running programs in professional courses like engineering, medicine and management disciplines in order to get the status of deemed university. As a result, there has been a sudden growth in private deemed universities in recent years. By early 2011, there were as many as 129 deemed universities with 20 percent share in the total Indian higher educational institutions both government and private arena. However, a large proportion of deemed universities are located in Tamil Nadu and Maharashtra. These two states also have the highest proportion of private colleges. Though deemed universities have no affiliating powers, yet many of them have several campuses spread throughout the country.²²⁷ Mostly, these deemed universities run under graduate programs in the professional disciplines and have very little research activity. But, they enjoy freedom in matters of fees and admissions, on the other hand, high tuition fees, large non-refundable deposits are norms for getting admission into these institutions.

Interestingly, these private deemed universities are mostly family run-institutions. They are either families that play important role in politics themselves or earn political support. It is not surprising

²²⁵ Ibid.

²²⁶ Ibid. Pp. 72-81.

²²⁷ University Grants Commission, (February, 2012), *Higher Education in India at Glance*, New Delhi, retrieved from http://www.ugc.ac.in/ugcpdf/208844_HEglance2012.pdf

that they do influence in the shaping of the policy on private higher education. Recently, many deemed universities have got many concessions from the UGC and the central government. Such universities now granted the term ‘university’ in their title. They can initiate teaching programs at undergraduate as well as post graduate levels in disciplines of their choice. According to the experts who have watched them evolve closely over the years, such institutions have mastered the art of window dressing as regards the facilities. They undertake great public relations exercise to always remain in the limelight. However, the management of these universities is always retained by the family members and many of them appoint vice-chancellors from among the members of the family. While they are innovative, entrepreneurial, and highly visible and exercise largest influence over policy, not all of them are of high quality.²²⁸ In many private deemed universities, quality is the first casualty. Moreover, they make several compromises in infrastructure and in the employment of teachers. Therefore, private deemed universities are nothing but private universities through an indirect route.

3.10. Foreign Universities in India

Foreign universities operated in India for many years now. At the beginning, they used to recruit students to their home campuses from outside India, but gradually they started offering programs in India itself. Their programs had been mostly offered with Indian partners and operating outside the national regulatory system.²²⁹ There are different modes of delivery of higher education by foreign providers branch campuses which defined as a foreign institution establishes a subsidiary, either on its own or jointly with local providers, and delivery is entirely by the foreign university, leading to a degree from the latter. Another type of delivery is double/joint degrees where students pursue a program jointly offered by institutions in two countries.²³⁰ The qualification could be either a degree that is jointly awarded or two separate degrees awarded by each partner institution. Another important mode of delivery is twinning where students pursue part of the program at the domestic institution and part in the partner foreign institution. The degree is awarded by the foreign institution. Other significant delivery is franchised program where learning programs designed by the foreign provider and delivery in the domestic institution.²³¹ However, here the student receives

²²⁸ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE Publications.

²²⁹ Ibid. Pp. 81-86.

²³⁰ Ibid. Pp. 81-86.

²³¹ Ibid. Pp. 81-86.

the qualification of the franchiser institution. Here variation ranges from full to part franchise. Another validated program is interesting here the program established in a local higher education institution that has been approved by a foreign institutional as equivalent to its own, leading to the award of a qualification from the latter.²³² Distance/open learning is another type of delivery, which is also can be called as e-learning, here the course is through distance learning whether traditional or online and could be with a local partner or entirely foreign.²³³ Moreover, open learning also signifies that the program does not have the normal academic entry requirements. While double degrees or joint degree, twinning and franchise arrangements and validated programs necessarily require local partners, whereas branch campus and distance/open learning could be handled entirely by the foreign provider.

The National Institute of Educational Planning and Administration (NIEPA), study identified 131 foreign educational institutions enrollment of several thousand students in India. However, the study did not record any branch campuses and only two franchise operations of foreign providers; most of these partnerships had been with United States universities (66 partnerships) and United Kingdom universities (59 partnerships), the study further noted that out of the total sample of 131 institutions in India, 107 we're providing professional programs, 19 technical programs, and only five general education programs. Business management and hotel management constituted approximately eighty percent of the total.²³⁴ Interestingly geographical distribution of these institutions were uneven: Maharashtra had most programs in hotel management, whereas Delhi had the most in business management. However, the study found that almost full foreign providers were recognized Indian higher education institutions, but their Indian partners were largely private commercial intuitions. However, the United Kingdom is most active in the Indian market, followed by Australia, the United States and Canada.²³⁵ Recently US-based Georgia Institute of Technology has decided to open its campus near to Hyderabad and it has signed a memorandum of understanding with the Andhra Pradesh Government to set up its international campus in the state, initially on a twenty acre land near Hyderabad, it will later shift to seventy acre land near Vizag.

²³² Ibid. Pp. 81-86.

²³³ Bhushan, S. (2006), *Foreign Education Providers in India: Mapping the Extant and Regulation*. Report submitted to the Observatory on Border less Higher Education (OBHE). Retrieved from http://www.obhe.ac.uk/documents/view_details?id=29

²³⁴ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE Publications.

²³⁵ Power, K. B. and V. Bhalla, (2006), *Foreign Providers of Higher Education in India: Realities, Implications, and Options*, Pune, Dr. D. Y. Patil University and Edupro Foundation.

The land is being given by the state government. It plans to produce twenty percent of PhD's in technology. Georgia Tech has been scouting for a campus from 2004. First academic courses will begin in 2009. In initial years, Georgia tech faculty would take care of the teaching requirements; later eighty percent faculty will be from India.²³⁶ Moreover, it will focus on systems engineering and research.²³⁷ Till date, there are no other firm plans for any of the super league universities to set up their campus in South Asia. But, Harvard University and Oxford University have both set up their research centers in India with a view to provide students enrolled in their home campuses exposure to the developments in India.

It is estimated that only about ten to fifteen thousand students are enrolled in programs offered by foreign providers, either by themselves or in partnership with Indian universities, mostly private institutes. Independent campuses of foreign universities are rare, but partnerships are common. However, the prestigious universities are cautious about setting up their research centers in India, but second-tier foreign universities that are trying aggressively to tap the huge potential here. Though, most of the foreign partners are public universities, they function abroad like private entities. Although, there is a trend of increasing presence of foreign institutions, foreign education providers will continue to be small.²³⁸ However, when it compare to the enrollment in higher education, this is insignificant. Despite its small size, the necessity to regulate foreign providers due to serious concerns about its different quality have attracted public attention for over a decade now.

3.11. Growth of Professional Education

Most private universities and colleges in India, like elsewhere in the world, initially teach professional education. Therefore, professional education expanded along with the growth of the private education sector. At the time of independence, the number of engineering and polytechnic colleges were merely 38 and 53 with an intake capacity of 2940 and 3960 respectively.²³⁹ This growth has increased after independence, but it was in the 1980s, when private colleges affiliated to public universities were allowed on self-financing basis, that there was an accelerated growth

²³⁶ On Foreign Universities in India, (06 June, 2007). Georgia Tech campus to come up in Andhra, *Business Standard*, Hyderabad. Retrieved from http://www.business-standard.com/article/economy-policy/georgia-tech-campus-to-come-up-in-andhra-107060601103_1.html

²³⁷ Ibid.

²³⁸ Agarwal, P. (2009). *Indian higher education: Envisioning the future*. New Delhi: SAGE Publications.

²³⁹ Ibid. Pp. 86-90.

of professional education.²⁴⁰ Before 1980, the expansion of higher education had been mainly confined to undergraduate programs in science, commerce and arts. In this area, private institutions can be set up with small investment and they fit in with India's tradition of liberal education, based on the view that learning would take place without reference to the economic or other external factors. Institutions were set up and run for a few years on self-financing basis.²⁴¹ Then they were brought under the government grant system. However, the changing structure of the Indian economy had seen a need for the development of more professional programs which led to the rise of financially independent private professional colleges to answer this unmet demands.²⁴² However, the rise of professional higher education in India follows trends seen elsewhere in the world with a shift from liberal education towards professional programs. However, people were willing to pay for professional education provided in the private institutions.²⁴³ Therefore, financially independent private professional institutions became viable. Realizing this, some of the state governments, especially the government of Maharashtra, Karnataka, Tamil Nadu and Andhra Pradesh had taken a bold decision to allow private registered societies and trusts to establish and run professional institutions on a self-financing basis. Consequently, a large number of private unaided colleges came up in early 1980s. Initially they offered degree programs in engineering.²⁴⁴ Programs in, pharmacy, dentistry, hotel management, architecture, medicine, management, nursing, and physiotherapy, teacher education and computer applications, followed this trend. This spread other states over time.²⁴⁵ While it is seen that states with the highest concentration of professional institutions are also the ones that have a larger number of private institutions. There are large regional imbalances, since the growth of private initiatives did not occur in a uniform manner across all states and regions of the country.

3.1 Professional Higher Educational Institutions: Growth and Private Share

<i>Name of the course</i>	<i>1999-00</i>	<i>2006-07</i>	<i>% increase</i>	<i>Private %</i>
Engineering	669	1617	142	91
Pharmacy	204	736	261	95
Hotel Management	41	80	95	94

²⁴⁰ Ibid. Pp. 86-90.

²⁴¹ Ibid. Pp. 86-90.

²⁴² Ibid. Pp. 86-90.

²⁴³ Ibid. Pp. 86-90.

²⁴⁴ Ibid. Pp. 86-90.

²⁴⁵ Ibid, Pp 86-90.

Architecture	78	116	49	67
Computer Applications (MCA)	780	999	28	62
Management (MBA/PGDBM)	682	1150	69	64
Teacher Education (B.Ed.)	1050	5190	395	68
Medicine (MBBS)	174	233	32	50
Dentistry (BDS)	45	189	420	59
Physiotherapy	52	205	294	92
Total	3775	10515	178	80

Source: AICTE and other professional council data regarding their annual reports of 2011-12

Table 3.1 shows that professional education has grown rapidly over the past seven years across a range of disciplines. In case of engineering, pharmacy, dentistry and psychotherapy, growth has been high and private share is as much as 90 percent in most of the institutions. Few programs like management, teacher education and computer applications had grown in the public as well as in the private sector. In the public sector, they were started as self-financing programs. In disciplines like architecture and hotel management, growth has been moderate. In medicine and dentistry, where entry barriers are high in terms of large investment requirements and the need for an attached hospital, growth has been rather slow and private share is 50-60 percent.²⁴⁶ However, the growth of professional programs in public universities and colleges on self-financing basis can be seen as the privatization of public institutions expanded primarily through self-financing programs. In many cases, fee levels were often the same as private institutions.

While growth has been across a range of disciplines, it has been the fastest in engineering, that too in IT and related disciplines. While private engineering colleges continue to grow, in some states which saw an early expansion, saturation seems to be setting in. Several thousands of seats remain unfilled in private engineering colleges in many of the southern states. While some colleges did not get adequate students, there were others that were able to charge premium for admissions.²⁴⁷ Due to a large number of seats remaining vacant, viability of several engineering colleges is at stake.²⁴⁸ Many of them are on sale and are being acquired by more reputed and established institutions. Severe competition has set in many disciplines and private colleges realize that in order to survive, they need to be provided better infrastructure, guarantee that the quality of

²⁴⁶ Ibid. Pp 89-90.

²⁴⁷ Ibid. Pp 89-90.

²⁴⁸ Ibid. Pp 89-90.

education is good, and charge reasonable fee.²⁴⁹ Owing to the multiplying of the engineering colleges there is a sharp decrease in the number of students seeking admission to polytechnic, which are facing survival problems. But, some polytechnics are now converting into engineering colleges. Overall, private professional education is the most dynamic segment of Indian higher education with many interesting developments.²⁵⁰ Interestingly, private higher education in the country is now offered by a complex array of organizations and individuals: from corporate companies and religious organizations to politicians, hoteliers, retailers and liquor barons. However, as noted by *Saumen Chattopadhyay* the distribution of private institutions across the country is uneven as most of the growth is concentrated in urban areas access for the poor still remains a serious issue.²⁵¹ To cap it all, most of the private institutions, operate according to the logic of education as an industry and are structured primarily to make profits.²⁵² However the new breed of private institutions are mostly *de facto* for-profit. Now in private higher education is seen more as a business. Entrepreneurs, businessman, politicians have set up institutions by floating family trusts or societies. Their earnings come mostly from the tuition fees. They are often costlier than the government institutions.²⁵³ Meanwhile, for the last two decades there have been several significant changes that have been taking place towards reforming Indian higher education in the form of appointing several expert committees on how to reform and expand higher education. There are about four commissions (Ambani Birla Commission, National Knowledge Commission, Yeshpal Commission and Narayamurthi Commission) in the span of fifteen years which have been a significant impact on higher education reforms in post globalized India.

3.12. Ambani Birla Committee

In the beginning year of this millennium, a committee constituted by the Prime minister's council trade and industry headed by business tycoon *Mukesh Ambani* and *Kumara Mangalam Birla* submitted the "Report on Policy Framework for Reforms in Education?" However, their report came to be known as the Ambani-Birla Report, which was widely discussed and reviewed because of its strong inclination towards introducing the user pay principle in higher education and

²⁴⁹ Ibid. Pp 89-90.

²⁵⁰ Ibid. Pp 89-90.

²⁵¹ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

²⁵² Ibid. 41-47.

²⁵³ Ibid. 41-47.

establishing private universities in the country.²⁵⁴ Moreover, the committee has emphasized few important points about India in the age of information and knowledge world. ‘Education carries skills, knowledge, attitudes and values. Education is important for civil society progress. Education has been universally recognized as a vital investment in building human capital. However, education has been becoming more dynamic in the globalized world of information, knowledge has been replacing raw materials and labor as the most critical input for survival and success.’²⁵⁵ More than fifty percent of the GDP in the major Organization for Economic Co-operation and Development (OECD) countries is now knowledge based. About two thirds of the world GDP are expected to come from knowledge based. After all, the committee feels that the current education system in India is highly skewed, and our literacy rates have been not only low but highly lopsided on gender, state wise spread and urban-rural spread. In addition, while the larger world adopts the information age, the world of education in India embraces different worlds that live side by side.²⁵⁶ On one hand, the world includes only a fortunate few with access to modern institutions, computers, internet access and expensive overseas education. On the other hand, the second world wants to maintain the status quo- teachers, administrators- all have reasons to prefer things to remain as they are or change only gradually.²⁵⁷ However, the third world still millions who only dream of education in general and higher education in particular. Indeed, they are struggling with fundamental issues such as no textbooks, teachers desperately in need of training, teachers with poor commitment, rote learning of irrelevant material, classrooms with hundred students, dirty floors and toilets.²⁵⁸ Although, the committee strongly feels that India cannot hope to succeed in the age of information on the back of such three disparate worlds.

On the other hand, the committee noted that as the first world moves to forging an information society founded on education, India could not remain behind as a non-competitive labor oriented society. In fact, India is to create an environment which does not produce industrial workers and labors but one that foster knowledge resources.²⁵⁹ Such resources must cut edge of knowledge, be

²⁵⁴ Ibid. 41-47.

²⁵⁵ Ambani Birla Report, (April 2000), *A Policy Framework for Reforms in Education*, Prime Minister’s Council on Trade and Industry, Government of India, New Delhi.

²⁵⁶ Ibid. Pp. 01-42.

²⁵⁷ Ibid. Pp. 01-42.

²⁵⁸ Ambani Birla Report, (April 2000), *A Policy Framework for Reforms in Education*, Prime Minister’s Council on Trade and Industry, Government of India, New Delhi. URL: <http://indiaimage.nic.in/pmccouncils/reports/education/>

²⁵⁹ Ibid. Pp. 20-36.

innovative and competitive, the development of higher education has a major role to play in shaping knowledge resources and placing India in the vanguard in the information age. For all that, the committee strongly feels that the tradition of cooperation and coexistence in India among diverse communities, religions and languages and regions, has to be sustained.²⁶⁰ Therefore, a vision of education in India has to inspire creation knowledge based society. In order to realize this vision, the committee has set an objective cum recommendations such as the strong recommendation for providing quality primary education facilities to every citizen of India preferably within a distance of one kilometer from his residence.²⁶¹ Apart from that, the committee strongly recommended to provide the support to the private sector in the establishment of high quality, secondary education facilities at every *Taluka*. However, one of the important point the committee has emphasized is government encouragement of the establishment of world class higher education facilities at every district headquarters.²⁶² In addition to this, the committee also emphasized about the requirement of human resource development in education process includes continuously upgrading education content in multiple media and creating institutional linkages to other sectors of social development like rural development and health. Apart from that, motivating non-resident Indians participate in India's education programs on a voluntary or a sabbatical basis and to provide a market for in India as a destination for affordable, high quality education.²⁶³ However. The committee proposed some significant steps for underprivileged communities from the primary level, such as advising the government for its strong support for providing universal, compulsory and free primary education and in secondary and higher level there must be a healthy mix of state supported education with private initiatives.

Moreover, the committees another significant recommendation is to introduce as a user pay principle in higher education for establishing private universities in the country. However, the report says "user pays principle to be enforced strictly for higher education supported by loan schemes as well as financial grants for economically and socially backward sections of society. Therefore, the cost of education must be affordable to the underprivileged sections of society and quality of education must be continuously monitored and upgraded."²⁶⁴ Another important

²⁶⁰ Ibid. Pp. 43-55.

²⁶¹ Ibid. Pp. 43-55.

²⁶² Ibid. Pp. 71-84.

²⁶³ Ibid, Pp 01-07.

²⁶⁴ Ibid. Pp. 71-84.

recommendation is to legislate a Private Universities Bill to encourage establishment of new private universities in the field of management, financial area and science and technology that enable the political parties come together to understand that they would keep away from educational institutions and universities.²⁶⁵ To ban any form of political activity on university campuses and colleges. Another recommendation emphasized the role of the government is to be confined to primary education alone and ensure that funding and bringing about hundred percent literacy. However, the government should focus on primary and secondary education and make them compulsory and leave higher and professional education to the private sector.²⁶⁶ Therefore, the government should look after providing financial support for student loans, ensuring uniformity in content and quality, and education development and planning and reduce funding for universities and make them adopt the route of self-sufficiency to achieve.

The committee noted that the achievement of these targets would depend on the reformation of existing system and also felt that India currently faces two major challenges in her path of progress-income poverty and information poverty.²⁶⁷ Due to poor skills, low access to material, knowledge resources exploitation by intermediaries and environmental degradation income poverty is raised. Majority of Indians are facing income poverty. Moreover, illiteracy and poverty go together. India has to envisage education, along with economic growth and development, as a way of liberating the poor from poverty and deprivation.²⁶⁸ Almost all emerging technologies- biotechnology, communications, and automation, advanced materials are information intensive. The delivery of these technologies as well as services is also information intensive. The committee strongly warned that if India would not bring about an information revolution, she would face a new dimension of information based poverty.²⁶⁹ However, the information age would create a new class of knowledge poor. Therefore, this is not the only time for just reforms, it is also time for a revolution –an information revolution, a revolution in education that adapts information and communications technologies, fosters freedom and innovation and encourages a market oriented competitive environment is important for progress and prosperity in the information age.²⁷⁰ Since

²⁶⁵ Ibid. Pp. 98-113.

²⁶⁶ Ibid, Pp 114-138.

²⁶⁷ Ibid. Pp. 114-138.

²⁶⁸ Ibid. Pp. 114-138.

²⁶⁹ Ibid. Pp. 114-138.

²⁷⁰ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

the committee submitted its report more than a decade ago, India's higher education system has undergone a sequence of shifts including a number of factors that have come together over these years and the country has witnessed tremendous growth in the role of private higher education institutions.

3.13. National Knowledge Commission

In this national scenario, in 2005, the government of India has constituted a commission headed by *Sam Pitroda* with the objective of transforming India into a knowledge society. The commission submitted its report in 2007 with around 300 recommendations on 27 focus areas.²⁷¹ It is neither based on any ideology, nor any vested interests. It takes into account the ground realities relating to economic and social forces operating in the country. However, the implementation of the national knowledge commission's recommendations is currently underway at the central and state levels. The report emphasized towards the de-politicization of higher education and advocated the expansion of the gross enrollment ratio of at least 15 per cent by 2015.²⁷² In addition, the significant recommendation of the report is to increase government support for higher education to at least 1.5 percent of the GDP.²⁷³ The commission recommended the expansion of the number of universities to 1500 in the country in order to increase enrollments. Similarly, the commission recommended the establishments of 50 national universities by government or by private sponsoring bodies that set up a society or a charitable trust. However, ten among fifty will have to be set in the next three years. There was a similar recommendation by the education commission in 1966 referring to set up some major universities, where first-class postgraduate work and research would be possible and whose standards would be comparable to the best institutions in any part of the world.²⁷⁴ The national level universities were to have the best of students selected from all over the country by following a needs-blind admission policy; they were to have the best teachers by providing for an appropriate system of appointments and incentive.²⁷⁵ Moreover, these

²⁷¹ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India.

²⁷² Ibid. Pp. 07-34.

²⁷³ Ibid. Pp.112-114.

²⁷⁴ Tilak, J. B. G. (January 01, 2007). Commentary - Knowledge Commission and Higher Education. *Economic and Political Weekly*, 42, 8, 630.

²⁷⁵ Thomas Joseph, (December 15, 2007), Commission versus Commission in Higher Education. *Economic and Political Weekly*, Vol - XLII No. 50.

universities will not be burdened with affiliated colleges and will have a proper atmosphere for experimenting with the latest teaching-learning models.

Another major recommendation that the knowledge commission made was the establishment of an Independent Regulatory Authority for Higher Education (IRAHE) which holds all powers and responsibilities, and a re-defined, reduced role of the UGC, the Medical Council of India (MCI), the Bar Council of India (BCI), and the All India Council for Technical Education (AICTE) and other such bodies seems to be reduced their powers and over a period of time they will be abolished.²⁷⁶ However, this proposed IRAHE is similar to that of UGC in terms of setting up by an act of Parliament, the appointment of the chairman and members and their tenures is more or less similar. In fact, such bodies like UGC and others are all set up with noble ideas, but they are not been permitted to function independently; they have limited funding; they are subjected to all kinds of avoidable interventions and distortions and now proposing the replacement of such body.²⁷⁷ However, eminent educationist *Tilak* opposed this idea and suggested that “instead of establishing a new independent body, why don’t you think of strengthening the existing bodies and to ensure its autonomy in all levels and types of higher education.”²⁷⁸ Moreover, the regulatory bodies are established in some states as part of the University Grants Commission's objective to grant some kind of autonomy to the state universities as they are act as regulatory body just like Andhra Pradesh State Council For Higher Education (APSCHE) which is looking after the quality and other aspects of issues in state universities and their affiliated colleges.

Another significant recommendation is that the student fee be met by at least twenty percent of the total expenditure of universities. There is a general agreement that in most cases, the real tuition fee per student had been declining in government institutions. The Central Advisory Board of Education (CABE) committee assessed that the total fee formed about fifteen percent of recurring cost of universities and colleges in the late 1980s.²⁷⁹ Internationally, fee constitutes fifteen percent of recurring costs in many developing and developed countries, including public universities in

²⁷⁶ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India. Pp-163-170.

²⁷⁷ Ibid. Pp. 163-170.

²⁷⁸ Tilak, J. B. G. (January 01, 2007). Commentary - Knowledge Commission and Higher Education. *Economic and Political Weekly*, 42, 8, 630.

²⁷⁹ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India. Pp-21-39.

the United States. The fee can be raised for better off students, while offering scholarships to the needy.²⁸⁰ In courses, where the market rate of returns has been perceived to be high, needy students could get loans. In practice, given the size of India's informal economy, assessing the financial status of the student's family is likely to be difficult.²⁸¹ Moreover, the banks has been continue to be very conservative in granting financial assistance to the students, insisting upon guarantees. However, the present experience in this respect is not encouraging, although reforms in the system could make the loan system a more effective tool.²⁸² Further, one needs to be considered the merits of realization of fee revenue over a system of progressive taxes used to finance education, as is the case for a large number of countries where fee realization continues to be very low.

The committee suggested that the philanthropic contributions and from other sources such as mobilizing alumni contributions to be encouraged. It suggests that the public universities should not be penalized for raising additional resources.²⁸³ The commission recommended that public finance is an integral part of universities across the globe, and also recommends financial support from the government, including substantial allocation of public land, in excess of its spatial requirements even to private universities. However, the commission fails to note that many private universities in Western Europe, North America and East Asia do not depend upon state support, but huge funds on their own without substantially relying on student fees.²⁸⁴ Moreover, the government providing the land and the private sector the finances. This indirect method of subsidizing of private universities in terms of autonomy in setting fee levels, admission criteria and all other functions.

By recognizing the importance of private initiatives in higher education, the report suggested the use of public land as a source of finance may mean either sale or renting out land to the private sector for commercial purposes.²⁸⁵ This means that land received either free or at a highly subsidized price from the government would be used for commercial purposes, essentially for the

²⁸⁰ Ibid. Pp. 21-39.

²⁸¹ Ibid. Pp. 21-39.

²⁸² Srivastava, R. (March 10, 2007). Meeting Social Goals or Neoliberal Reform?. *Economic and Political Weekly*, 42, 10, 812-815.

²⁸³ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India. Pp-21-39.

²⁸⁴ Tilak, J. B. G. (January 01, 2007). Commentary - Knowledge Commission and Higher Education. *Economic and Political Weekly*, 42, 8, 630.

²⁸⁵ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India. Pp-16-39.

benefit of the private sector. The committee also emphasized that the level playing field must be ensured and all rules that apply to domestic institutions should also be applicable to foreign institutions.²⁸⁶ On fee and financing, it suggests the principle that those who can, must pay, and those who cannot, must not be denied admissions but provide scholarships. The commission points out that many elements of higher education have simple solutions but require the courage of conviction to translate them into action.²⁸⁷ Another important recommendation made by the commission is the system of affiliated colleges for undergraduate education that has been the bane of the Indian higher education. The commission suggested to grant autonomy for the academic self-governance of individual colleges as community colleges within a geographical area and remodeling some of the colleges as community colleges are all visionary.²⁸⁸ Moreover, the committee has given high priority in the reforms in undergraduate education. Therefore, the committee proposed to set up state boards for undergraduate education for setting up curriculum, maintaining quality benchmark and conducting exams.²⁸⁹ The rationale behind this idea is to reduce the burden for universities with their affiliated colleges.

The overall approach adopted by the commission is largely pro-private gain. However, in the words of *Tilak* “it is anti-public, it gives broad direction for reforms in higher education.”²⁹⁰ Moreover, noting that college education in engineering, medicine and management is de facto privatized. The commission favors similar privatization of university education, setting up private universities and enabling public-private partnerships.²⁹¹ The commission also feels that “it is essential to stimulate private investment in higher education as a means of extending educational opportunities.”²⁹² The commission also recommended the entry of foreign universities into India, promotion of Indian institutions outside India and formulation of appropriate policies to promote competition in higher education. However, *Tilak* strongly criticized the committee’s approach and says that the underlying assumption that increases in the number of private institutions will

²⁸⁶ Ibid. Pp. 41-96.

²⁸⁷ Ibid. Pp. 07-36.

²⁸⁸ Agarwal, P. (February 17, 2007). From Kothari Commission to Pitroda Commission. *Economic and Political Weekly*, 42, 7, 554-557.

²⁸⁹ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India. Pp-41-114.

²⁹⁰ Jandhyala, B. G. Tilak. (2012). Higher Education Policy in India in transition. *Economic and political weekly*, 47, 36-40.

²⁹¹ India. & Pitroda, S. (2007). *Report to the nation, 2006*. New Delhi: National Knowledge Commission, Govt. of India. Pp-07-37.

²⁹² Ibid. Pp. 07-37.

increase substantially, if not proportionally, the educational opportunities in higher education is not based on any empirical evidence.²⁹³ For instance, while private universities account for seventy five percent of all universities in the United States, they account for only thirty five percent of the student enrollment; in Uruguay private universities account for eighty nine percent, but only twelve percent of the student enrollment; in Mexico the respective figures are seventy three and forty two percent. Even in countries like Thailand, where nearly half of all universities are private only seventeen percent of the students are enrolled in them.²⁹⁴ In all, the report provides a good analysis of the deep crisis in higher education in India and suggested possible recommendations for a better future for Indian higher education.

3.14. Yashpal Committee Report (2009)

In 2008, the then minister of human resource development of India, Mr. Arjun Singh appointed a committee headed by prof. Yashpal (former University Grants Commission Chairperson), the committee was named as “The committee to Advise on Renovation and Rejuvenation of Higher Education.”²⁹⁵ Its main objective was to review the functioning of the University Grants Commission (UGC), the All India Commission for Technical Education (AICTE) and several other bodies serving as a regulatory structures for higher education in India.²⁹⁶ The committee consisted twenty four members, Prof. Yashpal as chairman included amongst others the chairpersons of UGC, AICTE, NAAC vice-chancellors of publicly funded universities, directors of IIM-Bangalore, IIT-Madras and NCERT, bureaucrats from the planning commission, the finance, education and other ministries and eminent economists. Dr. Ramdas Pai, chancellor of Manipal University represented the sole member in the committee from private university. Outside education sector members were Kiran Karnin (former precedent of NAASCOM), and legal expert N.R.Madava Meenan.²⁹⁷

²⁹³ Jandhyala, B. G. Tilak. (2012). Higher Education Policy in India in transition. *Economic and political weekly*, 47, 36-40.

²⁹⁴ Tilak, J. B. G. (January 01, 2007). Commentary - Knowledge Commission and Higher Education. *Economic and Political Weekly*, 42, 8, 630.

²⁹⁵ Ministry of Human Resource Development (MHRD) (2009): *The Committee to Advice on Renovation and Rejuvenation of Higher Education*. (Yashpal Committee Report), New Delhi, India, Retrieved from http://www.mhrd.gov.in/sites/upload_files/mhrd/files/YPC-Report_0.pdf

²⁹⁶ Ibid. Pp. 01-20.

²⁹⁷ Ibid. Pp. 01-20.

Yashpal committee looked at higher education from various perspectives. It emphasized that higher education is one of the means to overcome caste and class hierarchy, cultural prejudices, patriarchy and also a source of a skills and new knowledge. And creative innovations. Therefore, higher education has continued to be considered one of the national responsibility.²⁹⁸ Henceforth, the state is bounded to make necessary provisions to realize its impotence. It recommended that while state cannot be away from its responsibility of financing higher education imaginative ways would be devised to find sources of funds. For that, changes are required in regulatory systems to encourage philanthropy from society.²⁹⁹ The committee also recommended professional fund raisers and professional investors should be attracted from non-government sources by universities and other academic institutions. However, the committee's key recommendations were

(1). Establishment of Regulatory Body for all Higher Education: It would be called the National Commission for Higher Education and Research (NCHER).³⁰⁰ And it would replace existing regulatory bodies including the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE) and Distance Education Council (DEC). The proposed functions of new regulator (NCHER) would be recommended to strategize and steer the expansion of higher education, to be responsible for comprehensive, holistic evolution of higher education sector ensuring the autonomy of universities and protecting them from interference by external agencies and encourage interdisciplinary programs among institutions of higher education.³⁰¹ In addition, the NCHER would be an autonomous body and created by passing amendments to constitution of India making it accountable only to the Indian Parliament.³⁰² The budgetary resources would be drawn from the ministry of finance.

(2). Opening Doors to the Foreign Universities: the committee recommended that Indian education sector should open the doors to foreign universities and schools to facilitate the exchange of ideas across borders.³⁰³ However, it suggested that the best foreign universities should be invited to open their campuses in India. It also stated that "if the best of universities, say amongst top

²⁹⁸ Ibid. Pp. 08-43.

²⁹⁹ Ibid. Pp. 08-43.

³⁰⁰ Ibid. Pp. 52-62.

³⁰¹ Ibid. Pp. 52-62.

³⁰² Ibid. Pp. 52-62.

³⁰³ Ibid. Pp. 28-42.

twenty in the world, want to come here and work, they should be welcomed.”³⁰⁴ It also recommended that such foreign universities should give an Indian degree and should be subjected to all rules and regulations which were require to apply to an Indian University.³⁰⁵ It shall facilitate a strict regulatory network to keep the Indian Universities on par with the foreign Universities.

(3). Encouragement of Interdisciplinary Approaches: The committee recommended and emphasized repeatedly the need for interdisciplinary experiences, and it advocated against the “cubicalization” which refers to a lack of exchanges of ideas within various disciplines.³⁰⁶ Within a single campus, disciplines are being developed in complete ignorance of each other. Henceforth, the students would be exposed to multiple subjects under one University. The concept of Interdisciplinary approach main aim is to cultivate an approach which considers knowledge in a holistic manner and generates prospects for different kinds of interfaces between various disciplines. According to Prof. Yashpal “connection with the outside world should be maintained at every cost. What we have currently is a steel box of a system within which there are smaller boxes with no integration with the outside or with each other.”³⁰⁷ It also recommended summer jobs and internships should be made compulsory part of exposure for all students, irrespective of the discipline. It also recommended that there is a need for IITs and IIMs to shed their isolation and expand their scope to other subjects like humanities and social sciences.³⁰⁸ These institutes should introduced interdisciplinary approach to come out for isolation.

(4). Promotion of Research along with Teaching and need of Vocational Education: the committee specially emphasized that for doctors as well as for teachers to keep up to date in one’s field is necessary.³⁰⁹ It also recommended that main responsibility of the institutions of higher education should be the teacher education and every teacher should undergo professional training regularly. It also suggested that there should be an increased emphasis on research because teaching and research would go hand in hand.³¹⁰ The report stated “it should be necessary for all

³⁰⁴ Ibid. Pp. 28-42.

³⁰⁵ Ibid. Pp. 28-42.

³⁰⁶ Ibid. Pp. 10-26.

³⁰⁷ Ibid. Pp. 10-26.

³⁰⁸ Ibid. Pp. 10-26.

³⁰⁹ Ibid. Pp. 83-84.

³¹⁰ Ibid. Pp. 24-25.

research bodies to connect with universities in their vicinity and create opportunities for their researchers and for all universities to be teaching and research universities.”³¹¹

The report also identified that vocational courses were neglected in India because vocational studies are considered in society like India who are poor at studies, who have failed to get admission in regular colleges. This led to an unfavorable image of the sector, left it underdeveloped and unpopular.³¹² Henceforth, the committee recommended the establishment of skill development council at central level and it should be brought out from the alienation to the preview of universities and these courses should be given necessary accreditation.³¹³ These are the above mentioned main recommendations for the development of higher education in India which are suited to the present global market scenario in the country.³¹⁴ These recommendation are made by considering all aspects of society to provide skill based education along with equal opportunities the people of India. So, it also highlighted the importance of uniform education in India as well as uniform regulatory body of higher education institutions.

3.15. Engaging Corporate Sector

Moreover, a number of factors have come together over these years and the country has witnessed tremendous growth in the role of private higher educational institutions. During 2006-11, the number of private universities has gone up from 73 to 191.³¹⁵ As a result, the Indian higher education system has gone from a predominantly public to a mixed public, private system, with private institutions now accounting for 58.5 percent of enrollment in the country.³¹⁶ As the role of private higher educational institutions increases in importance, so does the role of business enterprise in research and development related investments. During the post reform period the total share of the R&D investments by business enterprises in India has significantly increased to thirty percent when compare to fourteen percent in 1991.³¹⁷ However, the increasing role of the private sector in Indian higher education is not a surprising development and in the near future the corporate sector would also become an integral part of the Indian higher education system, if the

³¹¹ Ibid. Pp. 83-84.

³¹² Ibid. Pp. 83-84.

³¹³ Ibid. Pp. 20-29.

³¹⁴ Ibid. Pp. 20-29.

³¹⁵ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

³¹⁶ Ibid. Pp. 41-47.

³¹⁷ Ibid. Pp. 41-47.

proposed policy changes by the planning commission are anything to go by.³¹⁸ The proposals for higher education in the draft of the twelfth five-year plan placed before the national development council. However, the draft document recommends a re-examination of the existing laws to allow entry of for-profit higher education institutions in select areas under necessary regulatory arrangements.³¹⁹ However, it also proposes to tax for-profit institutions and channelling revenue from this into large-scale scholarship programs as practiced in countries like Brazil, China; to allow private institutions to raise funds through public offerings of bonds or shares; to allow new institutions to be established under section 25 of the companies act, 1956; to provide an option for existing trusts and societies to convert the legal status of their institution to institutions under this act, and also to extend priority recognition to the sector which provides it infrastructure status with similar financial and tax treatment.

In this favorable national scenario, the role of the corporate sector and the partnerships between the government and the corporate sector and the partnerships between the government and private sector seems to have increased in the coming years.³²⁰ This is mainly because most of the changes in Indian higher education have been occurring simultaneously with the emergence of the private sector as a predominant organizational form since liberalization of Indian economy in 1990s.³²¹ However, in this context the recommendations of *the Narayana Murthi committee* constituted by planning commission have been generating significant discussion among observers of the Indian higher education system. In fact, most of the recommendations are about the role of corporate sector participation in Indian higher education. Meanwhile, the government of India has passed the companies bill 2012 in Lok Sabha which will replace the existing Companies Act 1956.³²² The new bill made corporate social responsibility (CSR) mandatory for private industries. However, the new bill says that “every company having net worth of Rs 500 crore or more, or turnover of Rs. 100 crore or more or a net profit of five crore or more during any financial year to constitute a corporate social responsibility committee of the board consisting of three or more directors, out of which at least one director shall be an independent director. The board shall ensure that the

³¹⁸ Ibid. Pp. 41-47.

³¹⁹ Ibid. Pp. 41-47.

³²⁰ Ibid. Pp. 41-47.

³²¹ Ibid. Pp. 41-47.

³²² The Hindu, (19 December, 2012), *New Companies Bill mandates CSR Spending*, Retrieved from <http://www.thehindu.com/business/companies/new-companies-bill-mandates-csr-spending/article4217872.ece>

company spends, in every year, at least two percent of average net profits of the company made during the three immediately preceding financial years, in pursuance of its corporate social responsibility policy.”³²³ However, the committee envisaged that corporate social responsibility is successfully being implemented in western countries and advised similar and significant suggestions in order to enhance quality enrollments in higher education.

3.16. Narayana Murthi Committee Report (2012)

However, the planning commission of India has constituted the Narayana Murthi Committee on corporate sector participation in higher education which this actually constituted in January 2012 to look after the corporate participation in Indian higher education under the chairmanship of *N. R. Narayana Murthi*, founder of Infosys Technologies, to study and recommend possibilities and modalities for the corporate sector participation in the expansion of higher education and research in India.³²⁴ However, the committee comprised 21 individuals from a wide range of organizations. However, planning commission, government departments, National Association of Software and Services Companies (NASSCOM), Indian Institute of Science (IISc), National Innovation Council (NIC), Indian Institute of Technology (IIT), Indian Institute of Management (IIM), Oil and Natural Gas Corporation (ONGC), National Thermal Power Corporation (NTPC), Tata Sons, Azim Premji foundation, etc.³²⁵ However, the mandate of the committee is to review the international and national experiences if corporate involvement in supporting higher education and research, assess the key constraints and hurdles faced by corporate in investing in Indian higher education, work out new guidelines for the development of education hubs and clusters, identify potential public and private sector corporate partners and propose a road map for implementing the recommendations. Anyhow, after five months of fruitful work, the committee submitted its final report in January, 2012 in which the committee identified world class higher education is essential for sustaining the growth of this country and to increase competitiveness in the future.³²⁶ After all, the committee also noted that this would require huge financial investment and greater focus on faculty and research advancement.

³²³ Government of India, (2012), *the Companies Bill, 2012*, Ministry of Law and Justice, New Delhi. Retrieved from <http://www.mca.gov.in/Ministry/pdf/CompaniesAct2013.pdf>

³²⁴ Narayana Murthi N. R. (2012). *Corporate Sector Participation in Higher Education*. Retrieved from the Planning Commission, Govt. of India. Retrieved from <http://ficci-nkfh.com/htm/Report.pdf>

³²⁵ Ibid. Pp. 01-05.

³²⁶ Ibid. Pp. 01-20.

The recommendations of the Narayana Murthi committee report are focused on three core areas which (1), an enabling environment to attract investments, (2) corporate support for research and faculty development, and (3) corporate investment in existing institutions and the creation of new institutions and knowledge clusters.³²⁷ However, the first steps have already been taken by the planning commission for the implementation of the report.³²⁸ A task force was constituted under the chairmanship of *Narendra Jadav*, Member, and Planning Commission was constituted to work out a road map for possible institutional arrangements, in consultation with the related ministries and departments, for enhancing the role of the corporate sector in the higher education sector.³²⁹ In addition, an empowered inter-ministerial group would also be set up shortly under the purview of planning commission to implement the recommendations and this group is supposed to provide guidance to the nodal agency which will be set up to coordinate between the corporate sector and academia.

The origin of the Narayana Murthi Committee report lies in the consolidated working group report of the department of higher education, ministry of human resource development for the twelfth five year-plan.³³⁰ The working group has estimated the expenditure of 413367.65 crore to implement the various higher education initiatives recommended in the twelfth five-year plan.³³¹ Based on this government estimation the report chairman Murthi noted in his report that “the government cannot meet such large higher education demand with the limited public resources, and the government must find innovative and newer avenues for funding, promoting research and upgrading quality.”³³² However, the report argues that many of the problems faced by the Indian higher education system from its inability to address key issues like faculty shortage, deficient physical infrastructure, unaccredited institutions, poor academic standards, employability, quantity mismatch, funding gaps, etc. In spite of government has been focusing on expansion, inclusion

³²⁷ Ibid. Pp. 01-20.

³²⁸ Ibid. Pp. 01-20.

³²⁹ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

³³⁰ Government of India, (2011), *Consolidated Working Group Report Of The Department Of Higher Education For Twelfth Five Year Plan On Higher Education, Technical Education & Private Sector Participation Including PPP In Higher Education*, New Delhi, Planning Commission. Retrieved from http://planningcommission.nic.in/aboutus/committee/wrkgrp12/hrd/wg_ppphigh.pdf

³³¹ Government of India, (2012), *Twelfth Five-Year Plan 2012-2017 (Draft)*, New Delhi, Planning Commission. Retrieved from <http://planningcommission.gov.in/plans/planrel/12thplan/welcome.html>

³³² Narayana Murthi N. R. (2012). *Corporate Participation in Higher Education*. the Planning Commission, Govt. of India. Retrieved from <http://ficci-nkfh.com/htm/Report.pdf>

and excellence in higher education during the past few years, many serious challenges still remain unsolved in the sector.³³³ However, these issues from the context of engaging the corporate sector to invest in higher education through direct ownership, collaborations through research, faculty development, infrastructure creation, student scholarship and governance.

The Indian higher education system has gone through a tremendous change for the last decade, which created the enabling environment for the corporate sector to show its interest to enter into the higher education arena.³³⁴ However, the planning commission's twelfth five-year plan document noted that in 2011-12, the country spent about 1.22 percent of its GDP on higher education. But, the interesting observation is in recent years, household spending and investments by the private sector have grown more rapidly than government spending on higher education, interestingly, during the eleventh five-year plan period, enrollment in higher education, grew by 9.3 million from 16.6 million (in 2006-07) to 25.9 million in 2011-12.³³⁵ The government's target for the twelfth plan is to increase enrollment capacity by another ten million. As the demand for higher education is estimated to increase at a compound rate of 11-12 percent till 2022.³³⁶ An additional capacity of about 26 million seats over the next decade would be required.³³⁷ Moreover, this would require more institutions to meet the enrollment demand and at the same time, the enhancement of the quality of higher education that would increase the employability of students are also utmost important.

3.17. Public Private Partnership

The committee has identified a few areas in which the corporate sector can collaborate with the academia to meet the future growth aspirations of Indian higher education. However, the first task is the up gradation of seventy five top-of-the-class universities and higher education institutions with a typical investment of between Rs. 175 and Rs. 200 crore per institution.³³⁸ This would include institutions of national importance (INI), central, state and deemed universities as well as

³³³ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

³³⁴ Narayana Murthi N. R. (2012). *Corporate Sector Participation in Higher Education*. Retrieved from the Planning Commission, Govt. of India.Pp-01-20. Retrieved from <http://ficci-nkfh.com/htm/Report.pdf>

³³⁵ Ibid. Pp. 01-20.

³³⁶ Ibid. Pp. 01-20.

³³⁷ Ibid, Pp 44-47.

³³⁸ Ibid. Pp. 01-20.

those established by private entities.³³⁹ In addition, the committee has recommended the creation of twenty new world-class universities and similar higher education institutions through private or public-private investments with a typical investment of Rs 500 crore per institution.³⁴⁰ The third targeted outcome is the creation of 20 new national knowledge clusters through the public private partnership (PPP) model in identified cities and educational hubs of the country.³⁴¹ Moreover, the investment for each of these clusters/hubs would be supported by central and state governments along with the contributions from the corporate sector.

The committee recommends that central and state governments allot land free of charge for 999 years for setting up new institutions.³⁴² Another initiative that has been envisaged is the creation of new knowledge clusters in cities where existing higher education institutions, research organizations and corporate could work together to promote innovative knowledge partnerships.³⁴³ It also suggests that existing industrial clusters in cities like Pune, Chennai, Hyderabad, Mumbai and Bangalore that focus on specific domains like automobile industry, pharmaceuticals, information technology, etc., be encouraged to create thematic knowledge clusters. The committee noted that the achievement of these targets would primarily depend on the efforts to muster resources for a potential investment of Rs 40000 crore during the current five-year plan (2012-17) period through government corporate sector partnership.³⁴⁴ The contributions from the center could primarily be ensured from plan funds and resources from other relevant sectors like urban development, science and technology, innovation and so on. The state governments could support this initiative by giving land grants and institutional investments for upgrading existing institutions and creation of educational clusters.³⁴⁵ On the other hand, these grants could be complimented by the corporate sector through financial contributions and the report favors suitable fiscal incentives

³³⁹ Ibid. Pp. 01-20.

³⁴⁰ Ibid. Pp. 01-20.

³⁴¹ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

³⁴² Narayana Murthi N. R. (2012). *Corporate Sector Participation in Higher Education*. Retrieved from the Planning Commission, Govt. of India.Pp-01-20. Retrieved from <http://ficci-nkfh.com/htm/Report.pdf>

³⁴³ Ibid. Pp. 01-32.

³⁴⁴ Ibid. Pp. 01-32.

³⁴⁵ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, Pp 42-43.

to encourage greater private investment in order to strengthen Indian higher education robust in the world and also encourage student enrollments in higher education.

3.2 Table about the Financial Recommendations and Sources of the Committee

<i>Source of Funds</i>	<i>Investments</i>
Government of India <i>Contribution from a mix of higher education sector plan funds and convergence of other sector resource (e.g. Urban development, science & technology innovation)</i>	Rs. 15000 crores
State Government <i>Contributions in the form of land grants and institutional investments, especially in upgrading institutions and getting up of education clusters and knowledge hubs.</i>	Rs. 5000 crores
Corporate Sector Contributions incentivized through suitable fiscal incentives	Rs. 20000 crores

Source: Narayana Murthi Committee Report-2012

However, a significant recommendation of the committee is the creation of the Council for Industry and Higher Education Collaboration (CIHEC) as a nodal agency for facilitating collaboration between industry and higher education. In fact, the new agency, similar to the Council for Industry and Higher Education (CIHE) in the UK, will function as an independent not-for-profit organization founded through industry and government contributions.³⁴⁶ The Committee envisages a central role for the CIHEC which includes major tasks such as framework development, capacity creation, research, training and certification etc. in higher education and research. An important recommendation of this connection is the proposal for in-company up Skilling of employees and collaborative sandwich degree programs.³⁴⁷ Another significant recommendation is the promotion of entrepreneurial outlook in students and staff at the university level with industry support. To achieve these objectives in real terms, the committee also proposed the creation of clusters and consortia and networking events. Institutionalizing prestigious internship opportunities in corporate houses and industries with diverse research interests is also a major agenda.³⁴⁸ The committee proposed some indefinite steps to achieve the intended

³⁴⁶ Ibid. Pp 28-31.

³⁴⁷ Ibid, Pp 28-32.

³⁴⁸ Ibid, Pp 28-32.

outcomes.³⁴⁹ Moreover, the committees the first proposal is to form an inter-ministerial group to coordinate ministry specific policy changes that would gear and support the environment of corporate sector participation in higher education. Adequate representation to state governments and autonomous bodies would be guaranteed in this process.³⁵⁰ However, extensive consultations with experts from public and private industries and chief members of the states to ensure effective implementation of the recommendations.

3.18. Culture of Corporate Philanthropy

There is no doubt about it that the above recommendations would certainly increase the role of business houses in Indian higher education. But, the concept of philanthropy is still skeptical about the privately owned Indian corporate sector and its genuine social responsibility towards making Indian higher education robust in the world. In this regard well known Dalit thinker *Kancha Ilaiah* expressed about Indian corporate and their true nature about social justice. According to him, top Indian corporate owners of this country are more interested in building world class temples rather than establishing world-class universities.³⁵¹ Similarly, the majority of private institutions in India are profit-making and exploitation were always more important than social justice. In fact, the experience of the Indian Business School (ISB), Hyderabad, is perhaps the best example in this regard. Although it is entirely privately funded and freed itself of all government control, only the rich can afford to study there. A recent survey conducted by venture intelligence service revealed that more than eighty percent of foreign investors are interested in investing in Indian higher education because they felt it is one of the most profitable areas. Due to regulatory hurdles they are unable to put their investments into the education sector. Another significant observation on Indian corporate social responsibility made by *Devesh Kapur* and *Pratap Bhanu Mehta* are very relevant in this context. “Philanthropic commitment to public institutions of higher education has been steadily declining since the middle of the century. Philanthropy is being privatized in two senses. One, donors for higher education are more likely to retain effective control over the resources they donate. Second, philanthropy is being conflated with creating not-for-profit, but

³⁴⁹ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, Pp.42-45

³⁵⁰ Narayana Murthy N. R. (2012). *Corporate Sector Participation in Higher Education*. Retrieved from the Planning Commission, Govt. of India. Pp. 28-32. Retrieved from <http://ficci-nkfh.com/htm/Report.pdf>

³⁵¹ Ilaiah, K. (2009). *Post-Hindu India: A discourse on Dalit-Bahujan, socio-spiritual and scientific revolution*. New Delhi, SAGE Publications.

financially sustainable institutions. In these institutions, financial sustainability does not refer to receiving income from endowments, investments etc. but to charging the beneficiaries for the services being provided to them.”³⁵²

At the time of Independence, the net share of private philanthropy in public institutions in the country was as high as 17 percent in 1950.³⁵³ Surprisingly, the Indian higher education sector has received minimal attention from the large corporate houses in the post-independence period. Although there has been increase in Indian corporate philanthropy in education in recent years, it is still minor. Mainly because of the weak culture of corporate philanthropy existing in India. Another issue is that the bulk of the new corporate entrants is focused on establishing self-financing institutions that charge high tuition fees and do not have seats for socially and economically disadvantaged. Interestingly, in recent years, voluntary contributions by India’s elites to foreign institutions have been increasing. For instance *Ratan Tata’s* \$fifty million gift to the Harvard business school, *Anand Mahindra’s* \$ten million gift to the humanities at Harvard and *Naryana murthi’s* \$5 million gift to the Sanskrit library at Harvard are some of the best examples.³⁵⁴ Tata’s grant was acknowledged as the largest international donation in the university’s hundred year’s history. It also had a debate on why US universities used to get benefit from Indian generosity while Indian universities were suffering from funding.³⁵⁵ However, it shows that the significance that Indian corporate thinking about their contributions to Indian higher education is very low therefore it’s doubtful about Indian corporate donations for India in near future despite huge profits.

The ability of the corporate sector as envisaged in the report to become a major player in the Indian higher education sector. But, in a country like India, where only a few of corporate entities have history in some genuine philanthropy in higher education. In fact, there is a big task before government to attract socially-conscious corporate organizations in this new initiative. Similarly, it is also a big deal for Indian corporate houses to adopt socially sensitive and economically viable

³⁵² Kapur, D., & Mehta, P. B. (2004). *Indian higher education reform: From half-baked socialism to half-baked capitalism*. Cambridge, Mass: Center for Internat. Development at Harvard Univ. retrieved from <http://demo.ncaer.org/downloads/ipf2007/kapur-mehta.pdf>

³⁵³ Ibid. Pp. 01-05.

³⁵⁴ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

³⁵⁵ Ibid, Pp 44-47.

public private partnership model in the country.³⁵⁶ Therefore, a harmonious state-corporate partnership along with a strong monitoring mechanism only can ensure healthy public private partnership model in the country's higher education sector. Such partnership should be able to take the wider social implications into consideration.

3.19. Summary

This chapter summarizes about several critical issues concerning Indian higher education especially after India embraced economic liberalization in early 1990s. In addition, it also discusses about the significance of higher education in India since liberalization and its importance of individuals for their better prospects. Further, for the last two decades of Indian history the concept of higher education is viewed as the most potent tool to address the problem of inequity in society by governments, corporate and academicians. This chapter broadly speaks of the private higher education and its role across the globe. Furthermore, this chapter argues widely about the massification of enrollments in higher education and its importance in present era. This chapter also talks about three important committees on Indian higher education reforms for the last two decades. The Ambani-Burial Committee, which is mainly argued about the entry of private and foreign universities in order to enhance the enrollment in India. Another important committee, which was largely discussed in this chapter is Pitroda Committee, which is the paradigm shift in the history of Indian higher education for its recommendations on massive investments in Indian higher education and establishing new universities. In fact, it is because of this committee report our eleventh five year plan allocation has been tremendously increased than ever before. Meanwhile, Yashpal committee which mainly discusses and recommends the uniformity in higher education in India in terms of regulatory mechanism and multidisciplinary approach. The latest committee, which talks about it in this chapter is a Narayana Murthi committee on corporate participation in Indian higher education. However, this committee emphasizes greater freedom from government regulations in all their activities in order to strengthen Indian higher education robust. In addition, the committee also proposes massive investments from both government and corporate sector in higher education. In sum, this chapter broadly discusses about major changes in higher education for the last two decades, several observations made in private higher education

³⁵⁶ Ibid, Pp 44-47.

across the globe and prospects and possibilities for massive enrollment in the Indian higher education system.

Chapter 4

4 - Post Matric Scholarship Scheme in Andhra Pradesh: An Overview

This chapter is an attempt to understand the educational scenario of Andhra Pradesh with reference to higher education. It includes the detailed analysis of the status of higher education in Andhra Pradesh both in terms of colleges as well as students (achievement/ enrolment/success rate). It also argued about the post matric scholarship scheme that is being implemented in Andhra

Pradesh. Further, it also discussed about the genesis of the scheme, eligibility criteria, background studies, budget allocations and extensive details about the beneficiaries and budget allocations since its inception. Furthermore, this chapter also tries to understand the year wise beneficiaries and budget allocations as well as social category wise, gender and course wise beneficiaries.

4.1. Introduction

The previous chapter was widely discussed about the higher education changes that's been happening since liberalization across the globe in general and last two decades in India in particular. In addition, it also look at the massification of enrollments that has taken place worldwide along with India in higher education. Furthermore, it was severely examined about the significance of scholarships in segregated societies like India in order to enhance the enrollment in higher education in the era of globalization. In other words, it was observed various committees on higher education in India and their recommendations. This chapter would mainly discuss about the higher education scenario in Andhra Pradesh with reference to post-matric scholarships for socio-economic and educationally backward students. Subsequently, this chapter also deals with the new scheme launched by the Andhra Pradesh government nearly half a decade ago (2008) for providing higher education access to the poor students. Further, it explains the objectives and gives detailed analysis about the scheme and its background scenario, gradual changes in scheme that has taken place along with political changes in Andhra Pradesh since its inception. This chapter also attempts to take overall view of the scheme and the politics behind this scheme, and also highlights the salient features of the scheme and its process of implementation in the state of Andhra Pradesh from 2008.

4.2. Methodology

This chapter is mainly based on primary data regarding the post matric scholarship scheme prepared and maintained by the government of Andhra Pradesh. The scheme is implemented for students pursuing higher education in private educational institutions from lower economic backgrounds. However, the study was started after four years of implementation. The scattered information of beneficiaries from different departments was composed into a single format by the researcher. The practical problems occurred during material collection because of the inadequate information regarding the source of information. The quest for beneficiary's information made the researcher to move from department of higher education, higher education council, and different

welfare departments i.e., social welfare, tribal welfare, backward class welfare, minority welfare, and disabled welfare. Finally, the social welfare department officials showed the way to Center for Good Governance (CGG), where the information was available. Though the data was available in CGG, it has legal complications to avail the data. The search was redirected to departments again to get the permission letters to access the information from CGG. Meanwhile, all the welfare departments as well as higher education council published the data in their annual reports. However, the higher education council published about the colleges and post matric student's details. Simultaneously, social welfare, backward class welfare, tribal welfare, minority's welfare and disabled welfare departments published about the beneficiaries and budget allocation details in their annual outcome budget reports. That's how the researcher got most of the data from these annual reports published by various departments in different time period. However, the whole data is analyzed with reference to caste, gender, course, year, and stream wise. In addition, apart from this (cross sectional analysis), it also analyses about the type of colleges that have existed in the state of Andhra Pradesh. Moreover, this chapter also gives a clear picture on the number of beneficiaries that are benefited to and the kind of budget that the government has been allocating every year for this scheme and the type of colleges that are existed in the state of Andhra Pradesh.

4.3. Andhra Pradesh: A Brief

Andhra Pradesh formed in 1956, is one of the 28 states in India located in the southern region of the country, it is divided into three regions Rayalaseema, Telangana and Coastal Andhra. It is one of the highly populated states in India.³⁵⁷ The capital of the state is the vibrant city of Hyderabad which is one of the top five cities in India. The languages spoken in the state are mainly Telugu, Urdu and English. The geographical area is 275,045 sq. Km, is fourth largest states by area and fifth largest state by population, with 84 million inhabitants (male consists of 42.44 million and female consists 42.13 million), with gender ratio in the state (992) is higher than all India ratio (940). 66.5 percent of the total population lives in rural areas while 33.5 percent live in urban areas of the state.³⁵⁸ The growth rate of the population of Andhra Pradesh is about 11 percent, which is below the national average.³⁵⁹ The state has grown in terms of its technological infrastructure and

³⁵⁷ Andhra Pradesh State Portal, (2013), *Official Portal of Andhra Pradesh Government*. Retrieved from <http://www.ap.gov.in/Pages/PortalHome.aspx>

³⁵⁸ Government Andhra Pradesh, (2013), *Official Portal of Andhra Pradesh*. Retrieved from <http://www.aponline.gov.in/apportal/HomePageLinks/FactsFigures.htm>

³⁵⁹ Ibid.

is one among the major states that houses development in sectors like IT and telecom. The state has a population density of 308 which is below the national average.

The state consists of two major rivers Krishna and Godavari and nearly 38 other tiny rivers. In addition, the state enjoys several competitive socioeconomic and demographic advantages.³⁶⁰ The state has the second longest coastline in the country with a length of 974 km. In addition, the state accounts for 7 percent of the country's population. According to the 2011 census literacy rate in Andhra Pradesh has witnessed upward trend and is 67.02 percent in which male consists of 71.16 and females consists of 50.29 percent.³⁶¹ However, the average literacy rate in Andhra Pradesh for urban regions is 80.09 percent, whereas the average literacy rate in rural areas is only 60.45 percent.³⁶²

4.4. Educational Scenario in Andhra Pradesh

Andhra Pradesh is one of the best states in India in terms of education. Enrollment in all types of schools in the state during 2011-12 was 133.910 lakhs out of which 70.84 lakhs were in primary level; 26.06 lakhs were in upper primary level, 32.67 lakhs in high school and 0.23 lakhs in intermediate (+2). However, in percentage terms, enrollment of children was in primary level is about 52.91 percent; 19.46 percent in upper primary; 24.40 percent in high school; 0.17 in intermediate students.³⁶³ About 70.54 lakh children covered under the midday meal scheme during 2012-13.³⁶⁴ There are about 812 government junior colleges and 12 government vocational junior established in Andhra Pradesh. In addition, 205 private aided junior colleges, 12 exclusive government vocational junior colleges and 753 junior colleges (both private and government) are also offering vocational courses in addition to 698 exclusive private vocational colleges.³⁶⁵ Apart from this, in the collegiate education there are 252 government degree colleges with an intake of

³⁶⁰ Census of India, (2011), *Andhra Pradesh Population Census Data*, Ministry of Home Affairs, Government of India, Retrieved from <http://www.census2011.co.in/census/state/andhra+pradesh.html>

³⁶¹ Ibid.

³⁶² Census of India, (2011), *Andhra Pradesh Population Census Data*, Ministry of Home Affairs, Government of India, Retrieved from <http://www.census2011.co.in/census/state/andhra+pradesh.html>

³⁶³ Government Andhra Pradesh, (2013), *Official Portal of Andhra Pradesh*. Retrieved from <http://www.aponline.gov.in/apportal/HomePageLinks/FactsFigures.htm>

³⁶⁴ Ramabrahmam, I and Soumendra Kumar Mohanty, (July-September, 2010), Public Goods vs. Market Failure: Politics of Fee Reimbursement Scheme in Andhra Pradesh, *Indian Journal of Public Administration*, Vol. LVI, No. 3, July-September 2010.

³⁶⁵ Government Andhra Pradesh, (2013), *Official Portal of Andhra Pradesh*. Retrieved from <http://www.aponline.gov.in/apportal/HomePageLinks/FactsFigures.htm>

1.91 lakhs students and 179 aided colleges with 1.44 lakhs students in the state with a total enrollment of 3.35 lakhs. About 76 under graduate restructured courses were started in 78 degree colleges in the last three years. Similarly, 60 structured post graduate courses were started in 59 colleges.³⁶⁶ Whereas in the technical education, professional courses are offered at various levels, the intake in engineering courses is 33.3500 in 707 institutions; 46.795 in 644 institutions in MCA; 86.905 in 926 institutions in MBA. 29.520 in 290 institutions in Pharmacy and 76000 in 263 colleges in polytechnic courses. Craftsman trainings are given in 140 government, industrial training institutes and 658 ITCs under employment and training program. The total intake capacity of government is 24250 and private ITCs 74500 students in 2012-13 academic year.³⁶⁷ However, the detailed analysis about these intermediate, collegiate and technical education would be discussed in further pages.

4.5. Higher Education (Situation) in AP

Much before independence, Andhra Pradesh had been established two prestigious universities in the two regions of the state Osmania University (1918) in Telangana and Andhra University (1926) in Coastal Andhra.³⁶⁸ After the formation of Andhra Pradesh in 1956, several universities have come into existence, including Sri Venkateswara University in 1954, Acharya N. G. Ranga Agricultural University in 1964, Acharya Nagarjuna University in 1976, Kakatiya University in 1976, Sri Krishnadevaraya University in 1981, and NTR University of Health Sciences in 1986, all these universities since their inception, having affiliated traditional degree colleges like B.A, B.Com, B.Sc. degree courses and M.A, M.Com and M.Sc. Post Graduate courses in various districts.³⁶⁹ After India embraced economic liberalism in early 1990s Andhra Pradesh was one of the few states which implemented its reforms radically in industrial and administrative arenas. Therefore, it was widely regarded as one of the most progressive states of the country.³⁷⁰ It has seen a great development on the industrial front, with the IT sector acting as a growth engine. The state has merited visits of world leaders for its impressive achievements. In order to meet the needs

³⁶⁶ Ibid.

³⁶⁷ Census of India, (2011), *Andhra Pradesh Population Census Data*, Ministry of Home Affairs, Government of India, Retrieved from

³⁶⁸ Government Andhra Pradesh, (2013), *Official Portal of Andhra Pradesh*. Retrieved from <http://www.aponline.gov.in/apportal/HomePageLinks/FactsFigures.htm>

³⁶⁹ Ibid.

³⁷⁰ Lakshmana Rao, (29-July-2011), *Use & Abuse of Fee Reimbursement Scheme*, Pratibhaplus, Retrieved from <http://pratibhaplus.com/Articles.aspx?ArticlesID=619>

of the industry, there has been greater demand for human resources in the professional sector like engineering, management, computer science, pharmacy and other allied sectors in higher education.³⁷¹ Hence, in order to enhance the enrollment in higher education in general and professional education in particular, the government has been increased number of educational institutions both in government and the private sector in the form of establishing new universities and granting private deemed universities and new colleges. Therefore, for the last three decades Andhra Pradesh witnessed tremendous growth in higher educational institutions. Currently, the state has 32 government state universities with seven private deemed universities to be located in the state of Andhra Pradesh.³⁷² In addition, Andhra Pradesh has three central universities and 56 autonomous colleges across the state affiliated with their respective universities.

Besides, several hundreds of degree and PG colleges are established both in government and private sector. Further, several hundreds of teacher training colleges in government and the private sector and industrial training institutes are also established mostly in private firms. Meanwhile, in order to coordinate between the University Grants Commission (UGC) and state universities, the Andhra Pradesh State Council of Higher Education (APSCHE), came into existence in 1988 through an act by state government to advise the government in matters relating to higher education in the state and oversee its development with perspective planning and other related matters. In fact, this council is the first of this kind in the country, set up as per the recommendations of the national educational policy 1986.³⁷³ In addition, the council's main functions include planning and coordination, academic functions and advisory functions. However, planning functions such as to promote cooperation and coordination among educational institutions and to formulate guidelines and principles for approval and sanction of new educational institutions. Further, academic functions include facilitating training for teachers of colleges and universities. To make new institutions self-sufficient and viable and other similar kind of functions is performing since its inception. Interestingly, the most significant function of the council is supposed to function is not

³⁷¹ Nayar, B. R., & East-West Center Washington. (2006). *India's globalization: Evaluating the economic consequences*. Washington, D.C: East-West Center Washington. Retrieved from <http://www.eastwestcenter.org/fileadmin/stored/pdfs/PS022.pdf>

³⁷² Ibid. Pp. 01-10.

³⁷³ Ramabrahmam. I, (18-19 November, 2011), *New Forms of State Subsidies in Higher Education: Indian Case Study*, Global Conference on Education, Proceedings, Volume I University Of Riverside, California. Retrieved from <http://www.uofriverside.com/wp-content/uploads/2013/09/2011FallEducationProceedings.pdf>

functioning.³⁷⁴ Say for instance, about the student enrollment in higher education in the state and their educational details are not properly maintained by the council and other important thing is the council is not being done any impact or evolution studies on educational subsidies and scholarship schemes for neglected communities in order to enhance the gross enrollment ratio.³⁷⁵ Due to economic reforms, for the last two decades, state completely encouraged private sector into the higher education sector. For instance, in Andhra Pradesh in 2012, there are approximately eleven thousand colleges established in which nearly 1500 colleges are in the government sector.

4.1 Post Matric Colleges in Andhra Pradesh in 2012 (District Wise)

S.no	District Name	Government Colleges	Private Colleges	Total
1	Adilabad	81	163	244
2	Anantapur	84	291	385
3	Chittoor	118	450	568
4	East-Godavari	68	610	678
5	Guntur	39	659	698
6	Hyderabad	99	539	628
7	Kadapa	71	374	446
8	Karimnagar	90	339	432
9	Kammam	67	335	402
10	Krishna	64	526	580
11	Kurnool	80	326	402
12	Mahaboob Nagar	95	296	391
13	Medak	84	234	318
14	Nalgonda	56	456	512
15	Nellore	56	332	388
16	Nizamabad	63	187	250
17	Prakasham	50	401	451
18	Ranga Reddy	49	979	1028
19	Srikakulam	64	213	277
20	Visakhapatnam	56	467	543
21	Vijayanagaram	37	254	291
22	Warangal	81	445	526
23	West-Godavari	62	437	499
	Total	1614	9313	10937

³⁷⁴ Ibid.

³⁷⁵ Ibid.

Source: Andhra Pradesh State Council of Higher Education Annual Report 2011-12.

Table 4.1 shows district-wise colleges in government and private sector indicates the situation of higher education in Andhra Pradesh. The total government colleges in entire Andhra Pradesh is only 1614 including professional and nonprofessional. However, the percentage of government colleges share is nearly fifteen percent and the private colleges having eighty five percent of the share. Interestingly, out of eleven thousand colleges in Andhra Pradesh, around 1050 colleges are located in Ranga Reddy which is nothing but surrounding greater Hyderabad areas. Only one Ranga Reddy district shares ten percent of colleges among 23 districts; whereas Adilabad consists of only 244 colleges which is less than one percent. However, none of the districts were crossed three digit number in government colleges except chittoor district. Table clearly indicates about the regional imbalances in terms of locations of three regions especially in the case of private colleges. In Telangana region, *Ranga Reddy* district occupies the top position with 1028 colleges followed by Guntur in coastal Andhra having nearly 700 colleges and chittoor in rayalaseema tops in both government 118 and private 450 colleges. Nearly two thousand private colleges are located in and around Hyderabad surrounding areas. Out of eleven thousand colleges, more than half of them are intermediate colleges and four thousand colleges are actually professional colleges and other colleges are like traditional degree colleges.

4.2. District wise Degree colleges in Andhra Pradesh in 2011-12 Academic Year

<i>Sl. No</i>	<i>District</i>	<i>No. of Govt. colleges</i>	<i>No. of Aided Colleges</i>	<i>No. of Unaided Colleges</i>	<i>Total</i>
1	Vishakapatnam	12	8	90	110
2	Vizianagaram	07	5	57	66
3	East Godavari	13	10	106	129
4	West Godavari	15	12	72	99
5	Srikakulam	11	01	70	82
6	Guntur	05	28	86	117

7	Prakasham	08	09	61	77
8	Krishna	08	23	78	109
9	Chittoor	15	05	104	124
10	Kadapa	12	09	49	70
11	Nellore	09	08	52	69
12	Hyderabad	07	36	163	206
13	Ranga Reddy	05	04	97	106
14	Medak	15	00	53	68
15	Nalgonda	08	03	81	92
16	Mahaboobnagar	17	01	60	78
17	Nizamabad	09	02	43	54
18	Khammam	11	02	67	80
19	Warangal	13	04	70	87
20	Adilabad	11	01	49	61
21	Karimnagar	16	00	79	95
22	Kurnool	14	08	39	61
23	Anantapur	13	03	45	61
Grand Total		252	179	1671	2101

Source: Andhra Pradesh State Council of Higher Education Annual Report 2011-12.

Table 4.2 shows the information regarding district wise degree colleges both in public aided and private sector in the academic year 2011-12. However, it indicates that government colleges are occupied with a significant number in traditional degree courses like B.A, B.Com, and BSc. Out of more than two thousand colleges in Andhra Pradesh, nearly four hundred (approximately twenty percent) colleges are located in Ranga Reddy, Hyderabad and Medak districts in which these colleges are coming under Osmania university affiliation. As far as degree colleges are concerned, backward districts like Mahaboobnagar, Srikakulam, Adilabad and Anantapur having double digit government degree colleges. Nearly five lakh students are studying in these colleges. However, these colleges spread across the state with the affiliation of sixteen universities. During Chandrababu Naidu regime (1996-2004) in Andhra Pradesh was at the forefront of privatization of higher education. Therefore, colleges in the private sector has been mushrooming in professional colleges as well as traditional degree colleges. But, even in traditional degree colleges

were encouraged to introduce self-financed courses with higher fee from the students even in government colleges. As a result, new courses have come into existence to the degree colleges. Consequently, private firms showed at most interest in establishing colleges in this field.

4.3. Undergraduate & Professional Colleges in AP 2011-2012 (district wise)

<i>S. no</i>	<i>District</i>	<i>Degree</i>	<i>PG</i>	<i>Engg.</i>	<i>Med</i>	<i>Pharm</i>	<i>MCA</i>	<i>MBA</i>	<i>B.Ed.</i>	<i>Law</i>	<i>Agri</i>	<i>M.Tech</i>	<i>M. Pharm</i>
1	Hyderabad	206	134	29	04	20	67	103	22	11	01	29	15
2	Ranga Reddy	106	22	154	02	46	115	203	46	--	--	95	42
3	Nalgonda	92	28	42	01	19	27	49	47	--	--	21	16
4	Nizamabad	54	14	10	-	03	05	10	11	01	--	04	--
5	M. Nagar	78	15	10	01	07	14	14	37	--	--	04	03
6	Medak	68	11	26	01	11	12	24	20	--	--	15	07
7	Warangal	87	42	28	02	37	28	47	25	02	--	13	30
8	Kammam	80	24	24	01	10	26	40	14	01	01	13	10
9	Karimnagar	95	23	19	02	09	17	34	19	01	01	08	04
10	Adilabad	61	20	02	01	--	--	01	04	--	--	--	--
11	Vizac	110	50	34	01	10	27	34	24	07	--	18	05
12	East Godavari	129	42	35	03	12	25	33	42	04	01	15	12
13	W. Godavari	99	35	32	02	09	31	43	22	01	--	17	08
14	Vizianagaram	66	31	15	01	07	10	12	19	01	--	05	06
15	Srikakulam	82	12	10	01	02	07	11	14	01	01	04	02
16	Guntur	117	46	49	03	24	43	47	40	03	02	20	21
17	Krishna	109	47	38	02	12	34	48	22	02	--	16	11
18	Prakasham	77	23	22	01	10	31	36	45	01	--	10	05
19	Chittoor	124	42	38	02	10	31	54	29	08	01	12	08
20	Kadapa	70	24	25	02	06	17	24	29	02	01	15	05
21	Nellore	69	34	27	01	10	28	33	19	01	--	09	07
22	Anantapur	61	26	20	01	03	16	30	25	02	--	06	04
23	Kurnool	61	24	21	02	06	14	27	34	01	01	14	04
	Tot no of Coll	2101	769	710	37	283	625	958	609	50	10	365	225

Tot no of Seat	48016	6298	30630	480	34762	4453	9323	6501	723	400	2389	9207
	9	2	9	0		0	1	8	2		8	

Source: Andhra Pradesh State Council of Higher Education Annual Report 2011-12.

Table 4.3 presents the district-wise undergraduate and professional colleges in Andhra Pradesh in the current situation. However, as far as professional colleges are concerned, the most backward districts like Adilabad, Nizamabad, Srikakulam and Vijayanagaram occupied very less number of colleges. Whereas, these districts possess an almost similar number of traditional degree colleges along with other districts. The above table clearly indicates that the gap between rural and urban areas in terms of professional colleges. However, Hyderabad is the only metropolitan city in Andhra Pradesh where most of the industrial sector and infrastructure have been developed in the last two decades. Consequently, private educational institutions are located in this area. Therefore, Ranga Reddy district, which is close to Hyderabad having most of the engineering, management, pharmacy and computer science colleges which has a greater demand for these courses in cities like Hyderabad where Information Technology, Pharmacy, and industrial development have been taking place for the last one and half decades along with infrastructure development.

In other words, during Chandrababu Naidu regime from 1996-2004, tried to implement trickledown policies in Andhra Pradesh. Consequently, development of all kinds concentrated in Hyderabad and its surrounding areas. As a result, Hyderabad became a world-class city. At the same time, second grade cities like Vijayawada, Vishakapatnam and Tirupathi were not concentrated. Further, third grade cities like Kurnool, Warangal, Guntur and Anantapur were completely abandoned from all kinds of development. Consequently, investments of all kinds started concentrating in and around Hyderabad. Similarly, educational institutions also established around Hyderabad. As a result, educational and employment opportunities are very much alienated from the rural districts like Adilabad and Srikakulam and second, third grade cities and towns. However, TDP government did not care much about the regional imbalances and rural and urban gap rather they thought that trickle-down policy would ultimately percolate the wealth in all areas. In simple terms, they understood it that wealth very much requires in order to distribute it therefore we are creating wealth. But, this did not happen, rather the opposite occurred.³⁷⁶ Even after a

³⁷⁶ Editorial, (12 September, 2010), *Badyatalanu Gurtuchesina Supreme-Telugu Article*, (Supreme asked about the responsibilities of Government), *Sakshi Newspaper*, Pp-4.

decade of the TDP regime, wealth did not trickle-down to the other areas rather it was concentrated only in cities like Hyderabad where the infrastructure was very much available. Nevertheless, the private investors did not go to second grade towns or rural areas for establishing their institutions/industries despite several incentives from government. As a result, Hyderabad became a destination for everyone in the state, started coming to Hyderabad to seek quality education and decent employment, due to the availability of the opportunities in and around Hyderabad. In 2004 the congress government came to the power with a new approach. But, the imbalances that had occurred in their predecessors in terms of development of Hyderabad and ignoring other areas. Geographically, Hyderabad is located in Telangana region in Andhra Pradesh. Therefore, Telangana people have started demanding Telangana as a separate state with Hyderabad. For the last five years there has been a turmoil in the state for the mistakes their previous governments committed. Had the previous governments been balanced in their policies, this situation would not have happened.

4.6. Rise of Professional/Technical Education in AP

In the early 1970s, Andhra Pradesh had a total of 28 engineering colleges, 17 in the private sector and rest on the government/university sector. During the congress (I) regime led by M Chenna Reddy (the than Chief Minister of Andhra Pradesh) in the late 1970s, private engineering colleges started collecting enormous capitation fees and donations.³⁷⁷ When the Telugu Desam Party captured the power in 1983, the first action was the abolition of capitation fee in these colleges. However, the TDP government had permitted dual fee structure in the engineering colleges. While the annual tuition fee in the university/government run college was Rs.1000, whereas private colleges were allowed to charge Rs.3500 in 1983 when the act abolishing capitation fee came into force.³⁷⁸ As the management quota and capitation fee were abolished, private colleges were allowed to collect Rs.1000 per year extra. Therefore, the tuition fee stood at Rs.10500 by 1992-93. This worked fairly well for seven years during TDP rule. Again, congress (I) government led by N Janardhan Reddy came into power. Under his regime the fee structure was enormously

³⁷⁷ Shatrugna, M. (January 01, 1993). Commercialization of Higher Education in Andhra Pradesh. *Economic and Political Weekly*, 28, 39, 2057. Retrieved from <http://www.epw.in/commentary/commercialisation-higher-education-andhra-pradesh.html>

³⁷⁸ Ibid.

enhanced and permitted private sector in the field of professional education.³⁷⁹ He appointed one man commission with *Gopal Reddy* as a chairman for engineering education. However, they were asked to make the guidelines for starting new colleges and suggest measures for enhancing the tuition fees to make the colleges financially viable. Interestingly, based on the three man committee suggestions, government had permitted 13 medical and seven dental colleges in the private sector and this has become controversial due to the major share of the colleges being managed by chief minister's friends, relatives and liquor contractors. However, the entire issue was struck down by state high court and the scheme was not started. Subsequently, *Janardhana Reddy* withheld the report on engineering colleges due to the public anger.³⁸⁰

As a result, the government has divided the number of seats in the unaided private engineering colleges into free and payment seats on a 50:50 percent basis. Whereas the free seats quota will have the annual fee of Rs.3750 for a seat.³⁸¹ The payment quota seats will have an annual fee of Rs.26250. However, then the government had about 6600 engineering seats in the first year. In the new formula, only 3300 seats are treated as free seats and another 3300 are payment seats.³⁸² Here, the merit quota of seats is automatically reduced by 50 percent. Rich and unmerited candidates can be admitted into the payment quota at the expense of better merited but poor students. However, it is clear that the primary objective of the new policy is the upward revision of the fees whatever the category of students.³⁸³ The managements do not care who is admitted as long as the student pays the enhanced fees. While it has been the policy of the government to reimburse the tuition fees of the weaker sections in the new policy a candidate in the reserved quota pays the same amount as a candidate in the so-called open quota. However, noted intellectual *Satrugna* emphasized that the education policy in Andhra Pradesh is promoted by the World Bank recommendation of withdrawal of subsidy in the social service sector including education.³⁸⁴

³⁷⁹ Venkatramana. A, (24 August, 2010), *Upadhi Choope Chaduve Chukkani*- Telugu Article, (Only Employable Education is Important), *Eenadu Newspaper*, Pp-4.

³⁸⁰ Shatrugna, M. (January 01, 1993). Commercialization of Higher Education in Andhra Pradesh. *Economic and Political Weekly*, 28, 39, 2057. Retrieved from <http://www.epw.in/commentary/commercialisation-higher-education-andhra-pradesh.html>

³⁸¹ Ibid.

³⁸² Ibid.

³⁸³ Lakshmaiah. P, (03 November, 2011), *Vidyarthulapai Bharam Mope Feezula Vidanam*-Telugu Article, (Fee Policy that put burden on Students), *Prajasakshi Newspaper*. Retrieved From www.prajasakti.com/todaysessay/article-287241

³⁸⁴ Shatrugna. M, (25 December, 1993), Commercializing Higher Education. *Economic and Political Weekly*, 29, 12, 2057. Retrieved from http://www.epw.in/system/files/pdf/1993_28/52/Commercialising_Higher_Education.pdf

Afterwards, Andhra Pradesh has witnessed tremendous growth in professional education in general and private unaided colleges in particular, especially in the areas of Engineering, Management, Computer Applications and Pharmacy sector. Interestingly, for the last one and half decade in professional education, there was no college that was established by government. In the academic year 2013-14, there are 700 private engineering colleges in Andhra Pradesh. However, Telangana has 344 engineering colleges, coastal Andhra and Rayalaseema together have 366 but many private engineering colleges have closed because of the low student turnout and quality considerations. Around 150,000 engineering seats will be vacant in 2012 for lack of students. In addition, the AICTE also confirmed that 15 private colleges from the state had applied for closer this year.³⁸⁵ In fact, the state can accommodate 360,000 students into various streams of engineering.³⁸⁶ This situation reflected in other states like Tamil Nadu also started closing many of the engineering colleges mainly located in rural areas due to the lack of students much before Andhra Pradesh has this experience of closing down of their engineering colleges due to the lack of students' admission.³⁸⁷ This kind of situation occurred because of All India Council of Technical Education (AICTE) liberal approach of giving permission for establishing engineering colleges more than required.

4.4. Growth of Professional Colleges in AP- an Analysis of 12 years

S. No	Year of College	Engineering		Pharmacy		MBA		MCA		ME/M.Tech		M. Pharm	
		No	Intake	No	Intake	No	Intake	No	Intake	No	Intake	No	Intake
1	2000-01	106	30716	--	--	110	4680	162	6395	Introduced from the year 2007-08			
2	2001-02	178	46540	--	--	141	7204	234	11250				
3	2002-03	217	62290	--	--	159	8944	263	12795				
4	2003-04	225	65710	--	--	207	11370	271	13525				
5	2004-05	236	78720	--	--	207	11370	271	13525				
6	2005-06	261	92600	--	--	220	13755	296	16220				

³⁸⁵ Andhra Pradesh split will not affect higher education, (18 October, 2013), Retrieved from <http://www.edu-leaders.com/content/andhra-pradesh-split-will-not-affect-higher-education>

³⁸⁶ Annual Report, (2012-2013), *Andhra Pradesh State Council of Higher Education*, Government of Andhra Pradesh, Hyderabad.

³⁸⁷ Fee Reimbursement Scheme, (12, September, 2010), *Engineering Velavela*-Telugu News Item, (Engineering Course is in Crisis), *Andhra Joythi Newspaper*, Pp-9.

7	2006-07	291	98928	103	6080	278	21415	381	17189				
8	2007-08	339	125587	232	13787	393	17674	538	22774	76	5843	19	323
9	2008-09	540	175767	256	15320	498	34701	698	46618	120	7268	37	733
10	2009-10	657	225905	270	16550	894	61150	707	47553	153	9696	64	1350
11	2010-11	698	269175	290	25125	971	78340	713	50148	213	16639	105	4293
12	2011-12	710	305846	290	25125	971	78340	713	50148	213	16639	105	4293

Source: Andhra Pradesh State Council of Higher Education Annual Reports from 2006-12.

Table 4.4 presents the information regarding the growth in professional colleges in Andhra Pradesh for the last twelve years. During these twelve years the political power was shared by both TDP and congress governments. In order to meet the industry demands, central government regulatory boards have started giving permissions for engineering, management, computer science and pharmacy colleges for the last twelve years. As a result, in 2011-12 around five lakh graduates from these streams have been coming-out and seeking opportunities. Interestingly, on one side, countries GDP growth has been started declining due to the global economic recession, whereas, on the other side, the establishments of professional colleges have been increased. It shows clearly that there is a mismatch between countries growth and colleges' growth. However, within the span of twelve years, the engineering colleges' growth has been increased from 100 to 700. Similarly, students' growth also increased tremendously from thirty thousand to 3.5 lakhs. Likewise, computer science colleges are also increased similar to that of engineering. The growth of these colleges is almost double in every year from the year 2000.³⁸⁸ Interestingly, the growth of the management colleges has been much faster than that of the previous two. In fact, the growth of colleges in management field has been increased more than double every year from the year 2000.³⁸⁹ At the same time, students enrollment growth in which courses were is also increased from four thousand to eighty thousand. Finally, the pharmacy is somehow maintaining the little bit balance from growth. However, since its inception in the year 2006-07 with 103 colleges with 6000 students. In the year of 2011-12 the number of colleges increased to 290 with twenty five

³⁸⁸ Lakshmaiah. P, (03 November, 2011), *Vidyarthulapai Bharam Mope Feezula Vidanam*-Telugu Article, (Fee Policy that put burden on Students), *Prajasakshi Newspaper*. Retrieved From www.prajasakti.com/todayssessay/article-287241

³⁸⁹ Ibid.

thousand students' enrollment. The growth in pharmacy colleges is comparatively slower than engineering, management and computer science colleges.

4.5. District wise number of B.Ed. Training colleges for the year, 2011-12

<i>Sl. No.</i>	<i>District</i>	<i>No. of Colleges</i>			<i>No. of Student</i>
		<i>Govt.</i>	<i>Private</i>	<i>Total</i>	
1.	Srikakulam	-	14	14	1,480
2.	Vizianagaram	-	19	19	1,965
3.	Visakhapatnam	1	22	23	2,460
4.	East Godavari	1	41	42	4,490
5.	West Godavari	-	22	22	2,445
6.	Krishna	-	22	22	2,342
7.	Guntur	1	38	39	4,282
8.	Prakasam	-	43	43	4,600
9.	Nellore	1	18	19	2,100
10.	Chittoor	3	28	31	3,105
11.	Kadapa	-	30	30	3,100
12.	Anantapur	1	24	25	2,640
13.	Kurnool	1	35	36	4,040
14.	Mahbubnagar	1	36	37	3,897
15.	Ranga Reddy	-	49	49	5,052
16.	Hyderabad	2	15	17	2,283
17.	Medak	-	14	14	1,400
18.	Nizamabad	-	11	11	1,180
19.	Adilabad	-	3	3	320
20.	Karimnagar	-	18	18	1,840
21.	Warangal	2	24	26	2,820
22.	Khammam	-	13	13	1,320
23.	Nalgonda	1	38	39	4,052
Andhra Pradesh		15	577	592	63,213

Source: APS Council of Higher Education Annual Report 2011-12.

Table 4.5 presents the information regarding district wise teacher training colleges in Andhra Pradesh. However, there are twelve districts which represent no government college at all. Further, there are eight districts which have single government college. Only one district has three government colleges and two districts have two government colleges each. However, again Ranga Reddy placed on the first in terms of number of private colleges are concerned. Even for teacher training course also affected by economic reforms in Andhra Pradesh for the last one and a half decade. Therefore, these colleges are also located in the areas where infrastructure facilities are available. However, government colleges represent less than three percent when compared to private colleges. More than sixty thousand students are coming out of these colleges. During Chandra Babu regime, there was tremendous demand for this course due to the regular teacher recruitment in almost every year. As per the instructions of the World Bank on the education sector, TDP government took it very seriously and started recruiting teachers on permanent basis both in primary and high school level.³⁹⁰ Since then, there has been huge demand for B.Ed. course resulting in setting up of many colleges even in the private sector.

4.6. Course Wise Medical Colleges In Andhra Pradesh, 2011-12

S.no	Course	No. of Colleges			Intake		
		Govt.	Pvt.	Total	Govt.	Pvt.	Total
1	Medical	14	23	37	1900	2,950	4,850
2	Dental	3	18	21	180	1,650	1,830
3	Ayurvedic	4	3	7	40	N.A	40
4	Homeopathy	4	2	6	180	100	280
5	Naturopathy	1	2	3	30	100	130
6	Unani	1	1	2	60	60	120
7	Nursing	6	205	211	322	10,250	10,572
8	Physiotherapy	-	38	38	-	1,640	1,640
9	BSc MLT	10	44	54	200	1,835	2,035
Total		43	336	379	2,972	18,525	21,497

³⁹⁰ Ibid.

Source: Andhra Pradesh State Council of Higher Education Annual Report 2011-12.

Table 4.6 shows the data regarding number of medical and allied colleges both in private and government sector and intake of the students. Medical and allied sector represents nearly ten percent of colleges in the government sector. Whereas pure medical colleges represent nearly forty percent in the government sector. Unlike other professional colleges here the number of colleges are comparatively very less and even lesser than the required as part as medical colleges are concerned. The intake in MBBS both in government and private is less than five thousand in thirty seven colleges. Whereas, in engineering intake is more than three and half lakh in more than seven hundred colleges. Except nursing, none of the colleges are crossed three digits in terms of colleges. However, private firms did not touch upon in this typical area due to the legal and financial hurdles and not treated this sector is as profitable as other professional courses.

4.7. District Wise Engineering Colleges In Andhra Pradesh, 2011-12

<i>S.no.</i>	<i>Districts</i>	<i>No of Colleges</i>			<i>Total No. of Students</i>
		<i>Govt.</i>	<i>Private</i>	<i>Total</i>	
1	Srikakulam	-	10	10	4,740
2	Vizianagaram	1	14	15	6,240
3	Visakhapatnam	2	32	34	14,670
4	East Godavari	1	34	35	15,420
5	West Godavari	-	32	32	14,070
6	Krishna	-	38	38	17,460
7	Guntur	3	46	49	20,544
8	Prakasam	-	22	22	9,810
9	S.P.S.Nellore	-	27	27	11,730
10	Chittoor	3	35	38	15,105
11	Y.S.R.	3	22	25	9,720
12	Anantapur	3	17	20	7,758
13	Kurnool	-	21	21	8,910
14	Mahbubnagar	-	10	10	3,980
15	Rangareddy	1	153	154	71,353
16	Hyderabad	6	23	29	10,850

17	Medak	1	25	26	10,286
18	Nizamabad	1	9	10	3,445
19	Adilabad	-	2	2	630
20	Karimnagar	2	17	19	7,680
21	Warangal	1	27	28	12,570
22	Khammam	1	23	24	10,515
23	Nalgonda	-	42	42	18,360
Andhra Pradesh		29	681	710	3,05,846

Source: APS Council of Higher Education Annual Report 2011-12.

Table 4.7 represents engineering colleges district wise both government and private sector and students intake. However, out of twenty three districts in Andhra Pradesh, there are no government engineering colleges in nine districts. Likewise, six districts having only one government engineering college. Only Hyderabad consists of six engineering colleges in the government sector. This table clearly shows that the regional imbalances are prevailing as per as private colleges are concerned. Out of 681 private colleges in the private sector, only Ranga Reddy district possesses 153 colleges which means only one district that represents twenty five percent of the total colleges in Andhra Pradesh; Whereas, backward and remote districts are having less number of colleges. Most of the colleges are located in urban areas, whereas rural areas remain deprived of colleges. This particular thing indicates that there is much gap between rural and urban imbalance between the districts as well as between the regions of Andhra Pradesh.

4.8. District Wise Pharmacy Colleges In Andhra Pradesh, 2011-12

<i>S.no.</i>	<i>Districts</i>	<i>No of Colleges</i>			<i>Total No. of Students</i>
		<i>Govt.</i>	<i>Private</i>	<i>Total</i>	
1	Srikakulam	-	2	2	300
2	Vizianagaram	-	7	7	580
3	Visakhapatnam	1	9	10	720
4	East Godavari	-	12	12	1,020
5	West Godavari	-	9	9	870
6	Krishna	-	11	11	1,350
7	Guntur	1	23	24	2,020

8	Prakasam	-	10	10	840
9	.Nellore	-	10	10	780
10	Chittoor	1	9	10	850
11	Y.S.R.	-	6	6	720
12	Anantapur	1	2	3	330
13	Kurnool	-	6	6	660
14	Mahbubnagar	1	6	7	570
15	Rangareddy	-	43	43	4,710
16	Hyderabad	-	20	20	2,380
17	Medak	-	11	11	880
18	Nizamabad	-	3	3	180
19	Adilabad	-	-	-	-
20	Karimnagar	1	8	9	960
21	Warangal	1	36	37	3,570
22	Khammam	-	8	8	840
23	Nalgonda	-	16	16	1,860
Andhra Pradesh		7	267	274	26,990

Source: APS Council of Higher Education Annual Report 2011-12.

Table 4.8 articulates about district wise pharmacy colleges in Andhra Pradesh in 2011-12. However, Adilabad is again placed first in terms of the number of colleges both in private and public sector. In fact, none of the colleges are located in Adilabad either in public or in private. Out of twenty three districts, sixteen districts represent zero colleges in the government sector and the rest of the districts represent single college in each district as far as government colleges are concerned. Less than two percent represents government colleges when compare to private colleges, the Government started permitting private colleges in pharmacy sector bit later when compared to other professional colleges. Hence, from 2006-07 onwards they started giving permissions for private colleges in the pharmaceutical sector. However, for the last five years establishment of private colleges are nearly three hundred. However, not even a single government college was sanctioned for the last five years. Whatever the existing colleges in government sector were established long back. Hyderabad has become a hub for pharmaceutical industries in India. Most of the investments related to pharmacy started coming to Andhra Pradesh in general and

Hyderabad in particular. Therefore, highest number of colleges are located in Ranga Reddy district, which represent nearly seven percent of total colleges.

4.9. District wise Polytechnic Colleges in Andhra Pradesh, 2011-12.

S.no.	Districts	No of Colleges			Total no. of Students
		Govt.	Private	Total	
1	Srikakulam	3	6	9	2,160
2	Vizianagaram	2	10	12	4,440
3	Visakhapatnam	6	5	11	3,300
4	East Godavari	3	12	15	4,285
5	West Godavari	2	11	13	5,460
6	Krishna	5	10	15	6,600
7	Guntur	7	8	15	4,260
8	Prakasam	4	10	14	4,450
9	S.P.S.Nellore	6	3	9	2,160
10	Chittoor	7	11	18	4,325
11	Kadapa	9	4	13	3,590
12	Anantapur	9	2	11	1,960
13	Kurnool	6	2	8	1,990
14	Mahbubnagar	3	1	4	1,140
15	Rangareddy	3	8	11	3,080
16	Hyderabad	9	2	11	3,750
17	Medak	8	5	13	2,340
18	Nizamabad	4	2	6	1,240
19	Adilabad	3	1	4	800
20	Karimnagar	4	2	6	1,320
21	Warangal	4	1	5	1,800
22	Khammam	3	5	8	2,580
23	Nalgonda	4	10	14	3,590
Andhra Pradesh		114	131	245	70,620

Source: APS Council of Higher Education Annual Report 2011-12.

Table 4.9 represents district wise polytechnic colleges in Andhra Pradesh both private and public sector along with student intake. Surprisingly, this is the only stream in government sector, which competes almost equal to that of the private sector as far as number of colleges are concerned. However, again Adilabad represents the less number of colleges both in the private and government sector. Further, there is almost maintaining balance in terms of establishment of colleges among the districts both in the private and government sector. Kadapa and Anantapur represent the highest number of colleges' nine colleges each in the government sector. Whereas in private sector, East Godavari represents twelve colleges which are regarded as the highest number among all districts in the private sector. Due to the massive establishments of engineering colleges in Andhra Pradesh for the last one and half decades, polytechnic took back seat in terms of budget allocation and number of colleges. According to All India Council of Technical Education (AICTE), norms, there should be one engineering college for every four polytechnic colleges. However, this did not happen in Andhra Pradesh and exact opposite occurred. Currently, Andhra Pradesh has four engineering colleges for every polytechnic college. This kind of variety situation occurred due to massive permissions for establishing engineering colleges in the state for the last one and a half decade.

4.10. District Wise MBA Colleges In Andhra Pradesh, 2011-12

<i>S.No.</i>	<i>Districts</i>	<i>No of Colleges</i>			<i>Total No. of Students</i>
		<i>Govt.</i>	<i>Private</i>	<i>Total</i>	
1	Srikakulam	1	10	11	820
2	Vizianagaram	1	11	12	1,180
3	Visakhapatnam	1	34	35	3,950
4	East Godavari	3	30	33	3,010
5	West Godavari	1	43	44	3,460
6	Krishna	2	46	48	4,002
7	Guntur	1	47	48	4,020
8	Prakasam	1	35	36	3,120
9	Nellore	2	31	33	2,900
10	Chittoor	3	54	55	5,759
11	Kadapa	1	25	26	2,240
12	Anantapur	2	28	30	2,710

13	Kurnool	1	26	27	2,320
14	Mahbubnagar	1	13	14	1,020
15	Rangareddy	1	208	205	21,300
16	Hyderabad	4	99	103	11,590
17	Medak	1	23	24	1,800
18	Nizamabad	1	9	10	750
19	Adilabad	-	1	1	60
20	Karimnagar	2	32	34	4,020
21	Warangal	4	43	47	5,400
22	Khammam	2	38	40	3,660
23	Nalgonda	1	48	49	4,560
Andhra Pradesh		37	934	971	93,651

Source: APS Council of Higher Education Annual Report 2011-12.

Table 4.10 indicates that professional colleges in Andhra Pradesh in the private sector; management field occupied top position represents nearly one thousand colleges with almost one lakh students' intake. For the last one and half decade, none of the colleges are established in the government sector. Whereas nine hundred and fifty colleges were granted permission in the private sector. Among 970 colleges in Andhra Pradesh 308 colleges are located in two districts which means two districts represents more than thirty percent of total colleges in Andhra Pradesh. Here one can see the clear regional imbalances that has been occurring between rural and urban areas. However, private firms concentrate their investments only in and around Hyderabad where infrastructure facilities are well established. In fact, for the last one decade, there is no college that has been permitted in government sector. Out of thirty seven government colleges in Andhra Pradesh again Adilabad remains zero representation followed by thirteen districts represents only one college each district. Whereas, five districts consist of two colleges each and two districts represents three colleges each.

4.11. District Wise MCA Colleges in Andhra Pradesh, 2011-12

S.No.	Districts	No of Colleges			Total No. of Students
		Govt.	Private	Total	
1	Srikakulam	1	6	7	460

2	Vizianagaram	2	10	12	700
3	Visakhapatnam	1	26	27	2,140
4	East Godavari	3	24	27	1,880
5	West Godavari	1	31	32	2,080
6	Krishna	1	33	34	2,302
7	Guntur	1	43	44	3,080
8	Prakasam	1	31	32	2,130
9	S.P.S.Nellore	1	32	33	2,760
10	Chittoor	4	31	35	3,050
11	Y.S.R.	1	18	19	1,428
12	Anantapur	3	14	17	1,080
13	Kurnool	2	13	15	840
14	Mahbubnagar	1	13	14	990
15	Rangareddy	-	130	130	8,820
16	Hyderabad	7	64	71	5,440
17	Medak	1	11	12	750
18	Nizamabad	1	4	5	270
19	Adilabad	-	-	-	-
20	Karimnagar	2	15	17	1,180
21	Warangal	3	28	31	2,260
22	Khammam	2	26	28	1,760
23	Nalgonda	1	28	29	2,130
ANDHRA PRADESH		40	631	671	47,530

Source: APS Council of Higher Education Annual Report 2011-12.

Table 4.11 present the district wise number of MCA colleges in Andhra Pradesh in the year of 2011-12 along with students' intake. It is clearly indicated that again Ranga Reddy district occupies highest number of colleges in the private sector with nearly twenty percent of total colleges followed by Hyderabad district occupies 71 colleges which is considered as the second highest in the state with nearly ten percent. However, among twenty three districts in Andhra Pradesh, only two districts represent nearly thirty percent of the total colleges. In fact, those colleges are located in and around Hyderabad where infrastructure facilities are well established. Whereas, Ranga Reddy is again deprived of neither government college nor private college so far

and followed by Nizambad and Srikakulam represents a single digit number. Due to the information technology boom in Andhra Pradesh since one and half decade, there has been a tremendous increase in computer courses. Therefore, huge number of private investments were established in computer science colleges. Even students wish to join in these courses due to the assurance of placement guarantee with huge salaries attracted a number of students to join in these courses irrespective of their passion and interest.

4.7. Decline of Professional Education in AP

Professional education in Andhra Pradesh has seen tremendous growth over the past one and half decade, both in the number of students and number of colleges. However, the average quality of the colleges and graduate students has become a big question. It was observed through surveys that only one quarter of professional degree graduates could be employed irrespective of market demand. In addition, only a hand full of the professional colleges in Andhra Pradesh are in a position to be able maintain minimum infrastructure facilities and the quality of teaching.³⁹¹ Moreover, out of more than three thousand professional colleges in Andhra Pradesh, less than a hundred colleges are in the government sector, which means government colleges represents less than three percent of total colleges as far as professional colleges are concerned. Around six lakhs seats are available in three thousand and three hundred professional colleges both in government and the private sector.³⁹²

Every year lakhs of graduates in professional courses are completing their course and searching for a decent job in the labor market. But, due to various reasons, only a few percent are getting jobs. However, due to the various changes that has been occurring across the globe in terms of a global recession and decline of GDP growth in India and the middle and below middle class parents have failed to make a fair decision towards their children's future. They developed a kind of misconception that only a professional degree can give their children a decent job opportunity in the current job market.³⁹³ Consequently, everybody started putting their children in the professional colleges irrespective of their interest and choice. At one point of stage, this kind of variety situation

³⁹¹ Anand Samuel, (09 June, 2013), Engineering a future? *The Hindu*. Retrieved from <http://www.thehindu.com/features/education/engineering-a-future/article4794903.ece>

³⁹² Ibid.

³⁹³ Fee Reimbursement Scheme, (12, September, 2010), *Engineering Velavela*-Telugu News Item, (Engineering Course is in Crisis), *Andhra Joythi Newspaper*, Pp-9.

developed in such a way where parents have started getting respect in and around their peer groups whose children are in professional education. Finally, the government encouraged professional education more than require and could not anticipate the global recession and decline of the country's GDP.³⁹⁴ All these reasons have caused professional graduates in Andhra Pradesh massive unemployment. Therefore, for the last three years, especially in professional courses there has been a massive decline; and students are not showing interest in joining these courses despite the fee reimbursement scheme.

4.12. Intake and enrollment in professional courses for the year 2010-11

No	Course	No. of Colleges	Sanctioned Intake	Enrollment	Vacant
1	Engineering	701	269175	194203	74972
2	Pharmacy	290	25125	11483	13642
3	MBA	971	78340	63315	15025
4	MCA	713	50148	15437	35011
5	M.Tech	213	16279	15514	765
6	M. Pharmacy	105	4245	4245	0
7	B.Ed.	615	65943	65913	30
8	LLM	16	589	516	73
9	3 year LLB	44	6580	9250	0
10	5 Year LLB	30	2670		

Source: Andhra Pradesh State Council of Higher Education Annual Report 2010-11.

Table 4.12 raises the questions of survival of professional colleges in Andhra Pradesh due to massive vacant seats mainly in engineering, management, computer science and pharmacy colleges. However, for the last one and half decade, mushrooming of professional colleges in Andhra Pradesh has started decline due to lack of market demand for professional courses and lack of quality in teaching and infrastructure. Hence, for the last two years, especially in engineering field, seats have been vacant and followed by pharmacy, management and computer science. The sole reason for this dangerous situation is government and its policy of giving permissions for professional colleges more than the requirement. Apart from that, poor quality of some of the

³⁹⁴ Ibid. Pp.9.

colleges, poor results and poor placements caused the setback resulting the discouragement in traditional courses. Meanwhile, the government introduced a fee reimbursement scheme for economically, socially and educationally weaker sections on saturation basis. Consequently, private firms showed enormous interest in establishing colleges. At the same time, labor market became slowdown across the world and India's GDP has become declined including the qualified teaching faculty.³⁹⁵ Everywhere professional graduates are appearing unemployed. All these factors caused vacant seats in professional colleges and in government colleges seats were totally filled, because of less fees.

As stated above, the situation has become worse year by year, many colleges are becoming simply fee collection centers and do not bother about the quality. In addition, the engineering colleges are not preferred by students, parents. As a result, the number of vacancies which was only 40 thousand in 2009-10.³⁹⁶ But next year in 2010-11 it rose to 76 thousand and the current academic year in 2012-13 the vacant seats has crossed one lakh which about forty percent in the total seats in engineering courses in Andhra Pradesh. There are currently 720 engineering colleges in Andhra Pradesh with nearly 3.40 lakhs seats. However, in the year 2012-13 academic year only 2.10 lakh students qualified in the EAMCET exam and 3.40 lakhs seats are available in seven hundred and twenty colleges across the Andhra Pradesh.³⁹⁷ Surprisingly, six colleges had zero admissions while 24 colleges had less than ten admissions and some of these are in big towns.³⁹⁸ However, managements considered that colleges are economically viable if thirty five percent seats were filled and this academic year (2012-13), 253 colleges could not cross that figure. However, only 262 colleges could get more than two hundred admissions.³⁹⁹ In 53 colleges, admissions were five hundred to eight hundred and these are considered to be good colleges. While seats in government colleges were totally filled, 114 private colleges could attract 100 percent admissions. In addition, this kind of situation has not only prevailed in engineering alone. In fact, in MBA and MCA

³⁹⁵ Lakshmaiah. P, (03 November, 2011), *Vidyarthulapai Bharam Mope Feezula Vidanam*-Telugu Article, (Fee Policy that put burden on Students), *Prajasakshi Newspaper*. Retrieved From www.prajasakti.com/todayessay/article-287241

³⁹⁶ Ibid.

³⁹⁷ Ibid.

³⁹⁸ Ibid.

³⁹⁹ Ibid.

courses there are sixty percent vacant seats during the year 2012-13.⁴⁰⁰ However, last year (2011-12), the total number of students joined in both MBA and MCA streams is 63 thousand. But the total available seats in that year was 1.57 lakhs which means there are many seats with less qualifiers.

Experts say that jobs in professional education are not shrinking, there is still a growing demand, but here students are unable to get those jobs because they lack both subject and technical knowledge as well as analytical ability, communication and soft skills.⁴⁰¹ However, the quality has become a big issue here and even bigger concern is the availability of qualified teachers. States motive is to expand higher education therefore they started a large number of institutions, but unfortunately, those institutes does not have technically qualified people teach students not only in engineering but also in management and computer science fields. In simple terms, there is a demand, requirement, but graduate students are not employable. However, the state now needs to prioritize quality and not quantity.⁴⁰² In terms of management and computer science courses are concerned, the lack of skilled faculty, infrastructure facilities and good placement record are the core reasons for not joining students for these courses. Even Pharmacy sector is also facing similar kind of problems in terms of students' intake and admissions apart from facing infrastructure insufficiency, poor placement record, lack of qualified teaching staff and other internal and external issues.⁴⁰³ However, B.Ed. Course is somehow better in terms of seats vacancy is concerned. Compared to other professional courses like engineering, management, computer science and pharmacy, in a teacher training course, students are showing interest to join.

4.8. Genesis of the Scheme

Scholarship schemes represents an important social welfare measure initiated by the central and state governments to enhance the enrollment ratio in higher education and to bring higher education closer to the socially and economically backward students belonging to Scheduled Caste

⁴⁰⁰ Gosavi V.P, (March-May, 2013), Threat of Vacant Seats In Engineering Colleges: Reasons And Remedies, *American International Journal of Research in Humanities, Arts and Social Sciences*, 2(1), pp. 75-80. Retrieved from <http://iasir.net/AIJRHASSpapers/AIJRHASS13-139.pdf>

⁴⁰¹ One Lakh Emceeing Seats Vacant, (11 October, 2013), *The Hindu*. Retrieved from <http://www.thehindu.com/news/national/andhra-pradesh/one-lakh-engineering-seats-vacant/article3900679.ece>

⁴⁰² Uma Sudhir, (19 September, 2013), *No takers for engineering courses: Andhra Pradesh's problem of plenty*, NDTV.com. Retrieved from <http://www.ndtv.com/article/south/no-takers-for-engineering-courses-andhra-pradesh-s-problem-of-plenty-421048>

⁴⁰³ Ibid.

(SC), Scheduled Tribe (ST), Backward Classes (BC), Economically Backward Classes (EBC),⁴⁰⁴ Minority Community⁴⁰⁵ students and Disabled Students⁴⁰⁶ studying in different educational institutions in various courses from post metric to doctoral studies. However, the government of Andhra Pradesh has been implementing this scheme through the departments of social welfare, tribal welfare, backward class welfare, minority welfare and disabled welfare.⁴⁰⁷ However, the benefits of these schemes are provided post-matric students based on the parameters specified by the government from time to time.⁴⁰⁸ Approximately, 25 lakh beneficiaries are covered each year under post-matric scholarship schemes. Nearly ten thousand crores were spent during the four year period 2008-12 on this scheme.

While the scholarship schemes have been existing for several decades on the saturation basis for scheduled caste (SC)⁴⁰⁹ students and scheduled tribe (ST)⁴¹⁰ students and merit-cum-means basis for backward classes (BC)⁴¹¹ students and minority students in various courses ranging from undergraduate to postgraduate and above both public and private institutions in general, professional and vocational courses in Andhra Pradesh.⁴¹² However, in July, 2008, the government

⁴⁰⁴ Government Order, No, 232, (25 September, 2008), *Allocation of budget (2008 – 09) under the Scheme of Post - Matric Scholarships to Economically Backward Classes (EBC) students among various categories in the State of Andhra Pradesh*, Higher Education Department, Government of Andhra Pradesh, Hyderabad.

⁴⁰⁵ Government Order, No, 27, (30 June, 2008), *Enhancement of Income ceiling for BPL Minority families from the existing limit to Rs.1.00 lakh per annum for sanction of Pre and Post Matric scholarships to Minority students*, Minorities welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴⁰⁶ Government Order, No, 21, (03 July, 2008), *Post-Matric Scholarships, Reimbursement of Tuition fees and Special Fees to the eligible differently abled students on par with Scheduled Caste students*, Women Development, Child Welfare and Disabled Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴⁰⁷ Ramabrahmam. I, (18-19 November, 2011), *New Forms of State Subsidies in Higher Education: Indian Case Study*, Global Conference on Education, Proceedings, Volume I University Of Riverside, California. Retrieved from <http://www.uofriverside.com/wp-content/uploads/2013/09/2011FallEducationProceedings.pdf>

⁴⁰⁸ Government Order, No, 50, (26 August, 2008), *Guide lines for sanction of Post-Matric Scholarships & Reimbursement of Tuition Fees and Special fees for eligible Backward Classes Students in the State of Andhra Pradesh – On saturation basis on par with Social Welfare Department*, Backward Class Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴⁰⁹ Government Order, No, 90, (30 July, 2002), *Sanction of Post-Matric Scholarships to the students of Scheduled Castes, Scheduled Tribes and Backward Classes*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴¹⁰ Government Order, No, 56, (06 October, 2003), *Sanction of Post-Matric Scholarship to the students of Scheduled Castes, Scheduled Tribes and Backward Classes*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴¹¹ Government Order, No, 40, (25 July, 2001), *Backward Classes Welfare Department - Guidelines for award of Post-Matric Scholarships for Backward Classes in the State of Andhra Pradesh*, Backward Class welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴¹² Government Order, No, 41, (31 March, 2001), *Centrally Sponsored Scheme of Post-Matric scholarships to Scheduled Caste and Scheduled Tribe students - Central assistance to State Government of Andhra Pradesh towards Scheduled Castes during the financial year 2000-2001 - An amount of Rs.4,23,76,780/- released by Government of India*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

of Andhra Pradesh has decided to implement the schemes on saturation basis.⁴¹³ As a result, this scheme was extended to backward classes, students, minority students⁴¹⁴ and disabled students on the saturation basis from 2008.⁴¹⁵ However, the scheme extended to the economically backward classes (EBC)⁴¹⁶ students from 2009-10 onwards on the saturation basis on par with scheduled caste and scheduled tribe students.⁴¹⁷ Initially, the scheme was only meant for students who are studying professional courses like engineering, Pharmacy, management, computer science and teacher training courses.⁴¹⁸ In fact the scheme promised total reimbursement to students pursuing professional courses if their parent's annual income was less than one lakh rupees. Due to the general elections just six months ahead in 2009, enormous pressures was on ruling party from students and their parents. As a result, the scheme was extended to all other courses in 2009 and that too the extent of saturation basis. However, economically backward classes (EBC)⁴¹⁹ students were also brought under this scheme in 2008-09 with an allocation of thirty crore rupees.⁴²⁰ Later, the upper limit was taken off for the EBC candidates also. Initially, two thousand crore allotted for the scheme and another five hundred crore added in the following year as the EBC candidates were

⁴¹³ Saturation basis implied that all the students who are eligible for sanction of scholarship are sanctioned. In case the student is not sanctioned during the current year, s/he sanctioned scholarship on priority basis in the subsequent year.

⁴¹⁴ Government Order, No, 26, (30 June, 2008), *Guidelines for sanction of Pre and Post Matric Scholarship and Reimbursement of Tuition Fees and special fees for eligible Minority students in the State of A.P. on saturation basis*, Minorities welfare Department, Government of Andhra Pradesh.

⁴¹⁵ Government Order, No, 18, (27 June, 2008), *Guide lines for sanction of post-Matric scholarships & Reimbursement of Tuition Fees and Special Fee for Eligible backward class students in the state of Andhra Pradesh- on Saturation basis*, Backward class welfare department, Government of Andhra Pradesh, Hyderabad.

⁴¹⁶ Government Order, No, 232, (25 September, 2008), *Allocation of budget (2008 – 09) under the Scheme of Post - Matric Scholarships to Economically Backward Classes (EBC) students among various categories in the State of Andhra Pradesh*, Higher Education Department, Government of Andhra Pradesh, Hyderabad.

⁴¹⁷ Government Order, No, 231, (25 September, 2008), *Guidelines for award and disbursement of Post- Matric Scholarship to Economically Backward Classes (EBC) students in the State of Andhra Pradesh*, Higher Education Department, Government of Andhra Pradesh, Hyderabad.

⁴¹⁸ Government Order, No, 159, (07 August, 2008), *Sanction of Scholarships to Scheduled Castes Students - Self Finance Courses - Sanction, Drawal and Disbursement thereof*, Department of Social welfare, Government of Andhra Pradesh, Hyderabad.

⁴¹⁹ Government Order, No, 248, (25 October, 2008), *Guidelines for award and disbursement of Post – Matric Scholarships to the Economically Backward Classes (EBC) students in the State of Andhra Pradesh – Certain revised instructions for the academic year 2008 – 2009*, Higher Education Department, Government of Andhra Pradesh, Hyderabad.

⁴²⁰ Government Order, No, 248, (25 October, 2008), *Guidelines for award and disbursement of Post – Matric Scholarships to the Economically Backward Classes (EBC) students in the State of Andhra Pradesh – Certain revised instructions for the academic year 2008 – 2009*, Higher Education Department, Government of Andhra Pradesh, Hyderabad.

also included. Later, it was raised to three thousand five hundred crore rupees as the number of beneficiaries increased.

4.9. Background studies

There were no significant background studies, particularly on the status of higher education in Andhra Pradesh that has been conducted before the scheme was introduced in 2008. Based on available information taken from higher education council related to colleges and students and their course details and budget and caste/creed wise students' details have taken from the social welfare department, backward class welfare department and minority welfare departments.⁴²¹ Based on this information government officials have formulated the policy and started implementing it since 2008. Another important factor that caused this scheme have come into existence is as political calculations as general elections were just six months ahead when the scheme was introduced. The ruling Congress party was introduced this scheme in order to win the elections. In addition, professional colleges in the private sector in Andhra Pradesh started declining due to lack of students as students were unable to pay the tuition fees due to their poor economic conditions.⁴²² Therefore, a section of the private college owners lobby who were also relatives and friends of the then chief minister Y.S. Rajashekar Reddy managed to convince the Chief Minister to introduce this scheme for the sustainability of their colleges. Besides, many of the public representatives like MLAs, MPs and cabinet Ministers who were also the owners of the professional colleges like engineering and other streams. But, the top level government officials emphasized that they identified poor enrollment of poor people in professional courses like engineering, medicine, management and computer sciences, therefore, in order to increase the poor student enrollment ratio in professional courses, hence, the policy or scheme was formulated and being implemented since 2008. In other words, eighty five percent post-matric colleges in Andhra Pradesh were in private in general and more than ninety percent professional colleges were in the private sector in particular. Naturally, professional colleges charge a high amount of tuition fees

⁴²¹ J.S. Iftekhar, (12 July, 2010), Fee reimbursement boon for minority students, *The Hindu*. Retrieved from <http://www.thehindu.com/todays-paper/tp-national/tp-andhrapradesh/fee-reimbursement-boon-for-minority-students/article511506.ece>

⁴²² Government Order, No, 40, (25 July, 2001), *Backward Classes Welfare Department - Guidelines for award of Post-Matric Scholarships for Backward Classes in the State of Andhra Pradesh*, Backward Class welfare Department, Government of Andhra Pradesh, Hyderabad.

which is almost impossible for the students who hailed from a poor economic background.⁴²³ Therefore, they normally use to join in traditional courses like BA, B. Com, BSc and MA, M.Com and M.Sc where the tuition fee is relatively very low when compared to professional courses. But, then the labor market was booming in favor of professional courses. But poor students were joining in nonprofessional courses where there was no employment guarantee for these courses. Moreover, then the gross enrollment ratio was very low in higher education in Andhra Pradesh when compare to national average it was bit high, but when compare to other southern Indian states it was far behind. All these factors apart from the political benefits motivated government of Andhra Pradesh to introduce this revolutionary scheme in 2008 on saturation basis.

4.10. Post Matric Scholarship (PMS)

A post matric scholarship is the scholarship, which is granted to students by the welfare departments of the Government for enabling eligible students who have passed tenth class (SSC) examination or equivalent to pursue post matric studies such as intermediate, ITI, polytechnic, professional courses, graduate and post graduate courses, Ph.D. etc.⁴²⁴ In the academic year (2012-13), Andhra Pradesh is giving post matric scholarships to 26 lakh students in 1600 unique courses from intermediate to all professional courses including engineering in more than 10 colleges. In fact, nowhere in the country, no state for that matter provides full tuition fee reimbursement for these many students for these many courses and for colleges as Andhra Pradesh. In other words, this is the first state to cover maximum students under the post matric scholarship scheme. In addition, it is also the first state to make the entire post matric scholarship scheme in online process and makes payment for the scheme directly into students' bank accounts after due verification in order to avoid all kinds of duplication, fake claims. However, post matric scholarship has two components namely reimbursement of tuition fee (RTF) to the college and maintenance fee to the student (MTF).

⁴²³ Government Order, No, 41, (31 March, 2001), *Centrally Sponsored Scheme of Post-Matric scholarships to Scheduled Caste and Scheduled Tribe students - Central assistance to State Government of Andhra Pradesh towards Scheduled Castes during the financial year 2000-2001 - An amount of Rs.4,23,76,780/- released by Government of India*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴²⁴ Government Order, No, 143, (15 July, 2008), *Online Sanction and disbursement of Post Matric Scholarships to Scheduled Castes, Scheduled Tribes, Backward Classes and Disabled students – Sanction, Drawal and Disbursement*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

Reimbursement of Tuition Fee (RTF) is paid directly to the bank accounts of the college/principals and Maintenance fee (MTF) is paid to the bank accounts for the wardens (if the student stays in a college/department managed hostel) or a student (if s/he stays in a separate/self-managed hostels). While the rates of MTF are standardized, RTF varies depending on the fee structure of the college concern. Till 2008 all these payments were sanctioned and disbursed manually, but due to the delays encountered in sanction and release of scholarship amount, the government introduced computerized system. In order to capture the eligibility of the beneficiary for post matric scholarship amount through online transaction during the period of 2008-12. Social Benefit Management System (SBMS)⁴²⁵ has been introduced in the year 2008-09 envisaging the advantages to simplify the sanction process, timely sanction and disbursal so that a student can withdraw money on the first of every month and to enhance transparency and accountability in sanction and disbursement by placing the entire information in the public domain. Sooner, this system identified few significant problems related to inadequate internal controls, incomplete data capture, limitations in report generation, generated dummy bank account numbers, generated incorrect budget figures. Apart from that, the excess payment was done in various courses due to technical error in the SBMS. Therefore, again in 2009-10 another online mode of payment system entitled Electronic Payment & Application System of Scholarships (ePASS) has been introduced in order to address the earlier problems encountered with SBMS.⁴²⁶ This ePASS is also encountered with minor problems like inadequate validation controls and incomplete data capture. However, currently, the ePASS system is running successfully in identifying eligible students and colleges and transferring the scholarship amount to their respective bank accounts.

4.11. Maintenance Charges or Mess Charges (MTF)

This is one type of payment under the post matric scholarship scheme. It is paid into the bank accounts of the warden if the student lives in college attached hostel or paid into the student's bank accounts if the student is a day scholar. The maintenance amounts are transferred to the saving bank accounts of the students with a facility for withdrawal of an amount by the students through ATM/biometric smart cards. In the earlier system of payments, once the scholarship was

⁴²⁵ Government Order, No, 143, (15 July, 2008), *Online Sanction and disbursement of Post Matric Scholarships to Scheduled Castes, Scheduled Tribes, Backward Classes and Disabled students – Sanction, Drawal and Disbursement*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴²⁶ Annual Report, (2012-2013), *Andhra Pradesh State Council of Higher Education*, Government of Andhra Pradesh, Hyderabad.

sanctioned it took nearly three months for the amount to reach the account holder. After introduction of web service from ePASS to treasury server in June 2010, the amounts are credited directly into the account of the warden/student. Thus reducing the payment cycle to 10 days from the day of sanction.⁴²⁷ However, maintenance charges or mess charges are sanctioned every month as per the rates mentioned. These maintenance charges includes every month student's expenditure of like food, study material, books and laptops. However, direct payment into student bank accounts, increased accountability and transparency and reduced risk of corruption. Therefore, every year almost twenty lakhs students get benefitted from this scheme studying in various courses ranging from intermediate to post graduate and above, along with professional courses students and vocational courses students are also brought under this scheme.

4.13. Monthly Mess Charges for SC, ST, BC, MW and Disabled Students in 2011-12

Group	Courses	Rate per Month (BC & Disabled)		Rate Per Month (SC & ST)	
		Hostlers	Day Scholars	Hostlers	Day Scholars
1	Engg. Medicine, MBA, MCA, CPL	962	429	1200	550
2	PG, M.Phil., PhD, CA, GNM	682	429	820	530
3	Degree	520	240	570	325
4	Intermediate, Polytechnic, ITI, Vocational, MPHWS	520	182	520	325

Source: Dept. of Social Welfare, GOAP, Outcome Budget Report 2011-12.

Table 4.13 clearly indicates that the monthly maintenance charges seems very low and diverse as per as courses are concerned. When comparing to current market prices, these charges are minimal and inadequate. On the other hand, the student also gets reimbursement of tuition fee directly to the concerned college principal bank accounts, s/he does not require to pay that any amount on their own. Therefore, this maintenance charges are only for a kind of pocket money for their

⁴²⁷ Government Order, No, 66, (08 September, 2010), *Streamlining of Post Matric Scholarships to SC/ST/BC/EBC/Minorities/Physically Challenged - guidelines to be followed for reimbursement of fees to the colleges and payment of scholarships to the students*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

monthly expenditure. In fact, these charges were even at lowest in previous years. Recently the government has revised this maintenance charge and increased up to the above mentioned level. Economically backward classes (EBC) students did not bring in this scheme. Still, these charges are inadequate in terms of monthly expenditure as per situation.⁴²⁸ Generally, students have to spend two to three times higher than that of government's monthly charges due to the high price of almost everything includes food and other educational related materials. However, for economically backward students, this monthly price is not adequate for their minimum necessary expenditure. There is much difference between hostlers and day scholars in terms of monthly charge. These days, even a day scholar has to reach college for classes either by bus or by sharing auto every day. Therefore, the above mentioned price for day scholars are also inadequate. Another significant difference is a huge difference in monthly charges between professional courses and M.Phil., PhD students. Comparatively, research scholars have to spend much more amount for their field work and other research related expenditure. Whereas, professional courses like engineering, management and computer science courses doesn't have rigorous field work as PhD students. Therefore, the monthly amount for four groups should be rationalized as per the current market price.⁴²⁹ In addition, ITI and Polytechnic courses includes lots of expensive study materials as they also come under professional courses. Therefore, these courses should be included in the group one where they can get at least a reasonable amount as they are getting a very low amount comparable to engineering courses.

4.14. Category wise Beneficiaries of Maintenance Charges (MTF)

S.no	Category	2011-2012		2012-13	
		Students	Budget	Students	Budget
		<i>In Lakhs</i>	<i>In Crores</i>	<i>In Lakhs</i>	<i>In Crores</i>
1	SC	5.81	220.20	5.98	320.51
2	ST	1.95	76.62	2.07	242.72
3	BC	14.44	483.06	15.16	785.85
4	Disabled	0.06	0.56	0.05	0.85

⁴²⁸ Outcome Budget Report, (2012-2013), *Social Welfare Department*, Government of Andhra Pradesh, Hyderabad.

⁴²⁹ Government Order, No, 39, (12 July, 2012), *Enhancement of Diet Charges for all boarders in Government SC, ST, BC, Disabled, Women and Child Welfare, Minority Welfare and A.P Residential Educational Institutions Society Hostels, Residential Schools and other Institutions*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

6	Minority	1.73	61.13	1.85	117.05
	Total	24.01	841.58	25.10	1551.13

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports 2011-12, 2012-13.

Table 4.14 represents category wise maintenance charge for the last two academic years. More or less, twenty five percent of the total post matric scholarships have been allocated for this maintenance charges alone. The eligibility for this scholarship are students who belongs to the categories of SC, ST whose annual parental income is Rs.2 lakhs or below and BC, EBC, disabled welfare and minority students whose parental income is Rs.1 lakh or below, and students attendance should be 75 percent at the end of each quarter.⁴³⁰ The maintenance charges are mentioned in the above table. However, economically backward classes (EBC) students are not eligible for the MTF scheme. This maintenance charges have been paid since long back through various above mentioned social welfare departments with the along with financial assistance by central government. But since 2008 onwards the post matric scholarship scheme made on saturation basis. As a result, the number of beneficiaries has increased tremendously. Although, the monthly maintenance charges appears inadequate, it is a kind of boon for economically poor students coming from rural areas with low income families. As per as backward class welfare department is concerned, due to the sudden rise of funds for post metric scholarship scheme since 2008, it is the backward classes, students who get benefited at most, among all social categories both in terms of the number of students and the budget for the last five academic years.⁴³¹ However, this category has been not only on the top, but it represents more than sixty percent of the total beneficiaries every year. In addition, the second most beneficiary section is scheduled caste students followed by scheduled tribes, minority and disabled students. Hence, there is a strong correlation between higher education and scholarships especially in countries like India, where the majority of the population is living under below the poverty line.

⁴³⁰ Government Order, No, 60, (12 March, 2013), *Post Matric Scholarships - Increase of income ceiling and enhancement of Rates of monthly maintenance charges for Scheduled Castes and Scheduled Tribes Students pursuing Post- Matric Courses in the academic year 2011-2012*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴³¹ Ibid.

4.12. Reimbursement of Tuition Fee (RTF)

This is another component of payment method under the post matric scholarship scheme. Reimbursement of Tuition Fee in full for students pursuing post matric courses approved by the University/Board is paid to the colleges. However, this reimbursement of tuition fee will be dependent on the courses you pursue. While most of the courses are eligible for hundred percent of the tuition fee as fixed by the government; self-financed courses are eligible only for a maximum of twenty thousand rupees or the actual fee charged by the college, whichever is less. However, economically backward (EBC) students are not eligible for reimbursement of tuition fee for intermediate courses.⁴³² Post Matric Courses approved by the concerned University/Board is having duration of 1 year and above. Under this component, the whole higher education in Andhra Pradesh has been divided into four groups based on the students' courses. In group one professional courses (Degree and PG courses in medicine, engineering, technology, management, agriculture, veterinary and allied sciences, business finance, business administration and computer applications/ science, commercial pilot license course). In group two, other professional and technical graduate and PG including (M. Phil, PhD and post-doctoral research) level courses not covered in group-I. C.A./I.C.W.A./C.S./etc., courses, all postgraduate, graduate level diploma courses, all certificate level courses. In group three degree courses (not covered in group I & II) and NIFT (national institute of fashion technology) courses and in group four. Intermediate, ITI/ITCs, vocational courses (intermediate level) broadly come under these four groups. However, reimbursement of tuition fee is not awarded for training courses like aircraft maintenance courses, private pilot license courses and courses at pre-examination training centers of all India and state levels.⁴³³ For the last four years, since 2008, there were many courses that are included and excluded for several reasons. The fee structure of these courses varies from university to university and from year to year.⁴³⁴ First time, intermediate courses also brought under this scheme. However, this scheme got tremendous popularity as more than seventy percent students are getting benefited from this scheme for the last five academic years since 2008.

⁴³² Government Order, No, 158, (07 August, 2008), Online Sanction and disbursement of Post- Matric scholarships to Scheduled Castes, Scheduled Tribes, Backward classes and Disabled students, Department of Social Welfare, Government of Andhra Pradesh, Hyderabad.

⁴³³ Ibid.

⁴³⁴ Annual Report, (2012-2013), *Andhra Pradesh State Council of Higher Education*, Government of Andhra Pradesh, Hyderabad.

4.15. Group wise Courses Details come under RTF

<i>Group-1</i> (Professional)	<i>Group-2</i> (PG & PhD)	<i>Group-3</i> (Degree)	<i>Group-4</i> (Inter)
Degree and PG Courses in Medicine, Engineering, Technology, Management, Agriculture, Veterinary and Allied Sciences, Business Finance, Business administration and Computer Applications/ Science, Commercial pilot License course)	Other professional and technical graduate and PG including (M.Phil., PhD and post-doctoral research) level courses not covered in Group-I. C.A./I.C.W.A./C.S./ etc., courses, all postgraduate, graduate level diploma courses, all certificate level courses.	Degree courses (not covered in group I & II) NIFT (National Institute of Fashion Technology) courses	Intermediate ITI/ITCs Vocational courses (Intermediate level)

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports 2011-12.

Table 4.15 represents group wise number of courses that are categorized for the reimbursement of tuition fee by the social welfare department under the post matric scholarship scheme since 2008-09 academic year onwards. There are a number of courses that are added and removed over a period of five academic years since 2008. However, in the year 2011-12, there are more than two thousand courses that are included under this scheme. Among them, six hundred were in group one category that is professional courses and seven hundred and seventeen courses were under group two that is postgraduate, research and other courses. In group three that means degree and other courses.

Here, nearly four hundred courses are included. The last one is group four, which comes under intermediate and ITI/ITC and other vocational courses nearly three hundred and fifty courses were included. Still, there are courses that are not coming under this scheme such as part time courses, online courses. In addition, BC, MW, EBC, and disabled students studying the courses offered by open universities, distance mode, category B seats in MBBS and BDS are not eligible for post matric scholarship.⁴³⁵ In addition, economically backward classes (EBC) students are eligible for intermediate or equivalent courses are not eligible for this scheme. Further, more than

⁴³⁵ Outcome Budget Report, (2012-2013), *Social Welfare Department*, Government of Andhra Pradesh, Hyderabad.

ninety percent of the courses that are covered under this scheme for the last five academic years since 2008. In fact, this scheme covered a maximum number of courses that are included and a small percentage of students are being excluded under this scheme since its inception on saturation basis.⁴³⁶ Likewise, under this scheme, most of the engineering, management, pharmacy, computer science students benefited in terms of reimbursement of tuition fee which means mostly group one category students got utilized this scheme.

4.16. Category Wise Beneficiaries under RTF in Lakhs

<i>S. no</i>	<i>Category</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-2011</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
1	SC	4.23	5.67	5.76	05.80	5.98	27.44
2	ST	1.89	1.87	1.87	01.94	2.07	09.64
3	BC	10.33	12.84	13.91	14.43	15.16	66.67
4	EBC	2.03	2.36	2.87	03.03	3.37	13.66
5	Minority	1.21	1.06	1.32	1.32	1.85	06.76
6	Disabled	0.022	0.032	0.045	0.051	0.048	00.18
Grand Total		19.71	23.82	25.76	26.59	28.47	124.35

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports from 2008 to 13.

Table 4.16 represents social category wise beneficiaries for the last four academic years since 2008. All the years, backward classes, students got utmost benefit in all sections. Since economically backward classes are not eligible for reimbursement scheme for intermediate courses the number of beneficiaries are comparatively less. Otherwise, this category would have been increased in terms of beneficiaries. The second highest beneficiary is scheduled caste category, where nearly six lakh students get benefitted every year. Economically backward classes, students occupied third position in terms of beneficiaries, followed by Scheduled tribe, minority and disabled students. Since the scheme was started on saturation basis in 2008

onwards the number of beneficiaries increased tremendously and reached nearly twenty lakhs. From next year onwards the number has gone to twenty three lakhs that shows the huge demand for this popular scheme. Twenty six lakh beneficiaries reached within two academic years. Every year, almost ten to twenty percent increase in total students. In the current academic year in 2013

⁴³⁶ Ravikanth Reddy, (20 February, 2011), Fee reimbursement: no proper study done. *The Hindu*, Retrieved from <http://www.hindu.com/2011/02/20/stories/2011022063590400.htm>

the number of beneficiaries have gone up to nearly twenty nine lakhs which is the highest since its inception. Interestingly, for the last five academic years, nearly one crore twenty five lakhs scholarships were given to the students who are studying higher education in private institutions in Andhra Pradesh. The beneficiaries mostly from socially and economically weaker sections in the society. As per as post matric scholarship is concerned, the least advantaged sections are getting highest benefit in terms of higher education in Andhra Pradesh. Most importantly, the backward class students are availing highest number of scholarships. In other words, their share is more than half of the total students. In addition, this scholarship considered economic backwardness more than socio-educational backwardness.

4.17. Category wise Budget Released Under RTF/MTF in Crores

<i>S. no</i>	<i>Category</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-2011</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
1	SC	193.32	261.32	412.84	794.85	723.76	2386.09
2	ST	103.45	129.45	187.39	243.84	455.42	1119.55
3	BC	937.14	1156.14	1648.04	1897.47	1797.25	7436.04
4	EBC	204.02	315.47	467.74	689.49	400.00	2076.72
5	Minority	177.19	198.19	214.36	341.74	367.48	1298.96
6	Disabled	0.74	0.96	1.17	2.94	5.00	10.81
Grand Total		1615.86	2061.53	2931.54	3970.33	3748.91	14328.17

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports from 2008-13.

Table 4.17 articulates about the budget allocations for various social categories in Andhra Pradesh for the last five academic years, which means since the scheme was introduced in 2008. It clearly indicates that, almost fourteen thousand three hundred crores were allocated and spent exclusively for reimbursement of tuition fee and maintenance charges for neglected communities in Andhra Pradesh. However, backward class students have got maximum allocations when compared to other social categories in the state. More than fifty percent of the amount went for backward class students followed by scheduled caste and economically backward classes which got their significant share in the total budget. Hence, this whole amount was given to the nearly ten thousand different streams of private colleges in Andhra Pradesh for the last five academic years in the name of the student's tuition fee and monthly mess charges. It was observed that nearly fifteen percent increase in intake every year, both students and budget amount. This amount is nearly four percent

of Andhra Pradesh annual income. Interestingly, the budget allocation for the last year relatively low due to the cap that was put by the government of Andhra Pradesh for professional courses. The above mentioned year wise amount was released on various dates due to financial constraints of the state government; sometimes delaying in releasing an amount for some time. This delaying thing has gone to an extent that has taken more than one and half years to release the arrears. Hence, private colleges have gone to court and got the permission to take the fee from the students. But, the Supreme Court intervened and gave an appropriate time for releasing the amount in four terms to the colleges.⁴³⁷

4.18. Group wise Beneficiaries Under RTF/MTF in Lakhs

<i>S. no</i>	<i>Group</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-2011</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
1	Professional	4.12	4.71	5.58	5.38	4.52	24.31
2	PG & PhD	1.75	2.05	2.38	2.22	2.81	11.21
3	Degree	4.62	5.42	6.84	7.24	8.73	32.85
4	Inter & ITI	9.45	10.29	10.92	11.69	12.41	54.76
Grand Total		19.94	22.47	25.72	26.53	28.47	123.13

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports from 2008 to 2013.

Table 4.18 presents the group wise beneficiaries under the post matric scholarship scheme in Andhra Pradesh for the last five academic years. This scheme divided all beneficiaries into four groups based on their courses for reimbursement of tuition fee to the college management on behalf of students for pursuing their respective courses in the higher educational institutions in Andhra Pradesh both private and public. However, each group consists of a certain number of courses that are relatively relevant field. For instance, professional courses like engineering, medicine, management, computer science and pharmacy etc. These courses come under group one category which consists of nearly six hindered unique courses are there. Likewise, post-graduation and above other relevant courses that includes around seven hundred unique courses are there. All degree courses (except professional degrees) come under group three which includes around three eighty unique courses are there. Intermediate and other industrial training institutes come under group four which is the last one that consists around three forty unique courses. Around two

⁴³⁷ Editorial, (12 September, 2010), *Badyatalanu Gurtuchesina Supreme-Telugu Article*, (Supreme asked about the responsibilities of Government), *Sakshi Newspaper*, Pp-4.

thousand courses come under these four groups. In terms of number, group four category students are maximum number of beneficiaries among four groups. In fact, nearly fifty percent of the beneficiaries are from intermediate and other similar courses, where the students are benefiting from this scheme. The second highest beneficiaries are professional course students, followed by degree students and finally the postgraduate and above students are getting least benefit in terms of number of students. However, for the last five academic years, the number of beneficiaries has gone to one crore twenty three lakhs with Andhra Pradesh in the highest position in India in terms of higher education scholarships are concerned. In addition, in professional courses Andhra Pradesh has been on the top both in terms of colleges and in terms of number of graduates that are coming out from these colleges. Interestingly, the above table indicates that the last two years, the sharp decline of the number of students from professional courses due to various religions.

4.19. Group wise Budget Allocation Under RTF/MTF in Crores

<i>S. no</i>	<i>Group</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-2011</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
1	Professional	1233.47	1425.62	1796.08	1906.10	1733.73	8095
2	PG & PhD	149.84	278.86	486.62	797.27	744.94	2457.53
3	Degree	119.87	183.98	378.31	688.57	645.73	2016.46
4	Inter & ITI	112.68	172.99	270.53	578.65	624.51	1759.36
Grand Total		1615.86	2061.45	2931.54	3970.59	3748.91	14328.35

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports from 2008 to 2013.

Table 4.19 is about group wise budget allocation for post matric scholarship in Andhra Pradesh for the last five academic years. In terms of scholarship money is concerned, more than sixty five percent of the amount is going for professional courses that to engineering, management, computer science, pharmacy, medicine and teacher training courses. However, in Andhra Pradesh, more than ninety percent of the professional colleges are in the private sector. The tuition fee in these colleges are comparatively very high. Therefore, the maximum scholarship amount is being used by students who are studying professional courses. Students who are studying post-graduation and above are utilizing this scheme only next to the professional course students. In fact, there are only eighteen percent of the group two category budget is being used in the total budget. In addition, budget for degree students comes next to the group one and two. Their share is only eleven percent, followed by group four and their share is only seven percent of the total budget. However, for the

last five years, more than fourteen thousand crore was spent on scholarships, which was almost equal to one year union budget allocation for a university grants commission. This amount went to ten thousand private colleges in the name of the students' tuition fee. On an average, every private college in Andhra Pradesh received fifteen crore rupees for the last five academic years in the name of student scholarships. Every year the budget has been increased sharply, but the last year, which is comparatively low due to cap that was introduced by the government of Andhra Pradesh for professional colleges. However, after introducing this scheme, the number of beneficiaries have been tremendously increased. Hence, the government has to allocate the budget to meet the students demand. Likewise, in the intermediate and allied courses, the tuition fee is relatively low. Therefore, the number of beneficiaries is high, whereas the amount spent on them is less.

4.20. Group wise College Details in AP in 2011-12

<i>S.no</i>	<i>Group</i>	<i>Govt.</i>	<i>Pvt.</i>	<i>Total</i>
1	Professional	79	2533	2612
2	PG& PhD	40	960	1000
3	Degree	224	1466	1690
4	Inter & ITI	1337	4296	5633
Grand Total		1680	9255	10935

Source: Dept. of Social Welfare, GOAP, Outcome Budget Report 2011-12.

Table 4.20 indicates the group wise total number of colleges in Andhra Pradesh. In terms of number of colleges are concerned, more than ninety percent of the colleges are in the private sector and less than ten percent colleges are in the government sector and most of the colleges in the government sector are degree and intermediate streams. Although, intermediate course doesn't come under the preview of higher education in general in India, but, Andhra Pradesh has brought these courses and colleges under the post matric scholarship scheme. Therefore, more than fifty percent of the colleges belongs to intermediate and other allied courses. Interestingly, only in degree and intermediate stream, government sector plays a significant role. Other than degree and intermediate, government colleges' percent is less than three which is very low in terms of number.

4.21. Year wise beneficiaries & Budget in Post Matric Scholarship Scheme in AP

<i>S.no</i>	<i>Year</i>	<i>Beneficiaries (in Lakhs)</i>	<i>Amount Spent (in Crores)</i>
1	2008-09	19.71	1615.86
2	2009-10	23.82	2061.45
3	2010-11	25.76	2931.54
4	2011-12	26.59	3970.59
5	2012-13	28.47	3748.91
Total		124.35	14328.35

Source: Dept. of Social Welfare, GOAP, Outcome Budget Reports from 2008 to 2013.

Table 4.21 explains about the comprehensive picture of higher education in Andhra Pradesh and how the scholarships are being provided for the economically weaker sections of the society, in addition, how the budget has been allocated to bring neglected communities in higher education. In addition, this table presents the total number of beneficiaries of post matric scholarship and total budget allocations by the government of Andhra Pradesh for the last five academic years. In addition, the continuous increase of both students and budget allocations to an extent of one crore twenty lakhs students received post matric scholarship and nearly fifteen thousand crore rupees have spent exclusively for this scheme. Therefore, due to this scheme, the gross enrollment ratio in Andhra Pradesh has been tremendously increased. Therefore, this scheme becomes vibrant and example for the other states because of its implementation procedure.

4.13. Budget Allocations

For the last two decades, both in India and in Andhra Pradesh, higher education has been drastically neglected in terms of establishing new institutions and enhancing enrolment ratio in higher education. Even after India embraced liberalism in the early 90s, this sector did not get priority. Rather, it has been severely declined in terms of allocations. However, Andhra Pradesh was one of the first states in India to implement privatization process very quickly. Therefore, this process has been started in many sectors along with the higher education sector. Hence, the government started inviting private firms in the higher education sector for investment. That's how, so many private colleges have come into existence in Andhra Pradesh for the last one and half decade

especially in the professional education sector. Professional colleges have been mushroomed within the span of one and half decade.⁴³⁸ At the same time, in Andhra Pradesh, more than seventy percent population is socially, educationally, and economically poor and historically discriminated and deprived. That's why government has established welfare departments to look after the welfare of the concern departments in terms of their socioeconomic and educational welfare. Thus, we have social welfare, backward class welfare, tribal welfare and minority welfare, disabled welfare. Every year these departments get sum for the development of the weaker sections in Andhra Pradesh. Till 2008, the scheme was implemented on merit cum means basis where only hand full of students from weaker sections uses to avail this opportunity. During nine years of *the Chandrababu Naidu regime*, the allocations reached minimum levels as he concentrated only on information technology and other allied sectors. Social welfare sector got least priority during that period. Therefore, poor students in Andhra Pradesh were not able to study professional education due to less number of government colleges and high tuition fee in private colleges.⁴³⁹ In addition, very little financial assistance was released from the government. All these factors contributed students from poor background were almost alienated from professional courses when the labor market was booming for professional courses in almost decade ago. After *Chandranabu* implementing neoliberal policies in Andhra Pradesh for almost nine years, higher education and scholarships got very least priority. In fact, in a country like India, where the majority of the sections are living under below the poverty line here higher education and scholarship has a very strong correlation. In addition, these two are like intertwined like a rope.⁴⁴⁰ If you want to complete higher education that to in liberalized India one must have a financial assistance. In other words, one needs states support. But, unfortunately, the state started withdrawing from its primary functions like health and education and giving private firms where one needs to have a huge amount of money to pursue higher studies.

⁴³⁸ Fee Reimbursement Scheme, (01, September, 2010), *Badhalunnayani Vaste Badesaru*-Telugu news item, (We came here with problems but we are beaten), *Sakshi Newspaper*, Pp-01, 11.

⁴³⁹ Venkatramana. A, (24 August, 2010), *Upadhi Choope CHaduve Chukkani*- Telugu Article, (Only Employable Education is Important), *Eenadu Newspaper*, Pp-4.

⁴⁴⁰ Fee Reimbursement Scheme, (06, September, 2010), *Pedda Chaduvu Midhya*-Telugu News item, (Higher Education is a Dream), *Sakshi Newspaper*, Pp-01, 02.

4.22. Total SC, ST, BC, EBC, Minority and Disabled Welfare Departments 16 years Budget and Beneficiaries under Post Metric Scholarship Scheme

<i>S.no</i>	<i>Year</i>	<i>Amount</i>	<i>Beneficiaries</i>
1	1997-1998	125.00	3.99
2	1998-1999	144.90	4.25
3	1999-2000	149.73	5.03
4	2000-2001	203.72	5.21
5	2001-2002	294.05	5.84
6	2002-2003	268.48	6.12
7	2003-2004	310.07	6.97
8	2004-2005	381.31	8.25
9	2005-2006	368.09	9.67
10	2006-2007	572.88	11.47
11	2007-2008	828.01	14.09
12	2008-2009	1615.86	19.94
13	2009-2010	2061.45	23.82
14	2010-2011	2931.54	25.74
15	2011-2012	3970.59	26.23
16	2012-2013	3748.91	28.18

Source: Dept. of Social Welfare, Dept. of Backward Classes Welfare, Department of Minority Welfare, Department of Disabled Welfare, GOAP, Outcome Budget Reports from 2000 to 2013.

Table 4.22 indicates about the budget allocations and beneficiaries under post matric scholarship for the last sixteen years. During *Chandrababu Naidu* regime, the budget allocations for higher education was very low in all the welfare departments. The same thing continued till the congress government came into power in 2004. From then onwards budget allocations have been started increasing to a certain extent. Suddenly, in 2008 just six months before general elections in Andhra Pradesh, the then chief minister *Rajashekar Reddy* started implementing post matric scholarship scheme on saturation basis. As a result, the budget has gone up to almost double that is sixteen hundred crore. At the same time, the beneficiaries are also started increasing dramatically to almost thirty percent. From then onwards, the scheme has been implemented with significant budget and the tremendous students increase. However, from 1995 to 2007, the backward classes' welfare budget rose to hundred and sixty five crore and the number of beneficiaries are about seven lakhs.

In the year 2008, suddenly, the budget rose from 165 to 1072 which means ten times higher than that of existing budget and beneficiaries are also rising from seven lakhs to eleven lakhs. Surprisingly, for the last thirteen years total budget of backward classes' welfare for post matric scholarships is just 1083 crore and only 2008 budget is 1072 crore. From 2008 onwards, the budget has been increasing dramatically till 2012-13. Similarly, in minority welfare, for the last thirteen years budget allocation of budget for post matric scholarship is just ninety two crore. Whereas, only one academic year that is 2008 budget allocation is 140 crore. Because of the scheme started with saturation basis by the government of Andhra Pradesh, the beneficiaries from weaker sections have increased tremendously. Due to the dramatic increase in budget allocations for all the above mentioned welfare departments in Andhra Pradesh, students from poor backgrounds could be able to pursue higher education that to professional education in neoliberal era where privatization is everything.

4.14. Overall scheme Implementation Process

Scholarship schemes are being implemented in Andhra Pradesh in higher education with the financial help of the central government for decades on the saturation basis for scheduled caste students and scheduled tribes students and on merit cum means basis for backward classes, students and minority students with the certain annual income limit for the beneficiary's families based on their social category. Till 2007-08, the allocation of the budgets for these welfare departments were comparatively low. Therefore, the number of beneficiaries was also less. However, in 2007-08 academic year, the total beneficiaries of scheduled caste, schedule tribe, backward class welfare, minority welfare and disabled welfare beneficiaries were only fourteen lakhs that too less enrollment in professional courses for low income families due to the burden of tuition fee in private colleges as they are controlling ninety five percent of the professional education in Andhra Pradesh for the last one decade. Therefore, in order to bring the technical education closer to the socially and economically backward communities into the technical education and to enhance the enrollment ratio in professional courses, government of Andhra Pradesh extended total reimbursement of tuition fees for backward classes, students on saturation basis on par with scheduled caste and scheduled tribe students who are studying both in private and government professional colleges and whose family annual income is less than one lakh rupees in 2008-09 academic year onwards. Subsequently, minority welfare and disabled welfare students were also included on par with the scheduled caste and scheduled tribe students. Initially, the

scheme was confined only for professional courses like engineering, management, computer science, pharmacy etc. However, more than eighty percent of students who joined professional courses utilized this scheme had gained huge popularity. Due to the pressure both from the students and general elections just after six months, the then chief minister *Y.S. Rajashekar Reddy* government extended this scheme in 2009 for all other courses such as degree, post graduate, doctoral and intermediate level courses that to on saturation basis.

Subsequently, economically backward students were brought under this scheme in 2008-09 with an allocation of thirty crore rupees. However, the following year, the upper limit was taken off for the economically backward class students also. Initially, the budget allocation for the scheme was around two thousand crore rupees and according to the latest budget in 2012-13 is around four thousand crore rupees. However, this scheme was a big boon for professional colleges in the private sector, especially engineering colleges in rural areas where there were no takers for the engineering seats due to higher fee structure. For the last five academic years, a huge number of engineering, management, computer science and teacher training colleges have mushroomed in the private sector and they could fill up their seats with other backward classes' students and claim reimbursement of tuition fee from the government. Currently, nearly five lakh students in these professional colleges are being covered under the scheme.

4.15. Legal & Political obstacles

When the scheme was introduced, it was applicable only for fresh admissions. However, the first year students entered second year and fresh batch of students joining the first year, the burden of the fee reimbursement started increasing. Meanwhile, *Rosaiah* took over as chief minister of Andhra Pradesh due to the sudden death of *Y. S. Rajashekar Reddy*. However, the scheme did not get priority in *Rosaiah* tenure due to the financial constraints. In fact, there were enough indications that the scheme would be altered, but the threats and pressure from the students and other welfare organizations kept it alive. But, the problem intensified as the government failed to release the total amount in that particular financial year quoting shortage of funds. As a result, several professional colleges had to face serious resource crisis. As per the scheme, college management collects the fee from students and they claim reimbursement from the government. But that did not happen and exactly opposite was occurring. College management was forced to admit students without collecting any tuition fee from them, as the government promised to

reimburse their fee afterwards. But the government did not release funds on time. As a result, several professional colleges had to withhold salaries to their faculty.⁴⁴¹ Consequently, the managements of the professional colleges started collecting tuition fee from students who are eligible for reimbursement scheme despite serious warnings from the government. Subsequently, in 2011, professional college owners association went to the high court and got the permission to collect the tuition fee from the students who are eligible for the government fee reimbursement scheme.⁴⁴² Again state government challenged Andhra Pradesh high court verdict in the Supreme Court. Surprisingly, the Supreme Court has criticized about the implementation procedure of the scheme and said ‘if you cannot implement the scheme, scrap it.’ Supreme Court gave three months permission to release all arrears related to fee reimbursement scheme.⁴⁴³

Simultaneously, in 2010, the fee reimbursement scheme was streamlined by a government of Andhra Pradesh based on the recommendations of a group of ministers, introducing changes to the two year old scheme.⁴⁴⁴ However, government order stated that the students who take spot admission or admissions in left over seats under convener quota after the completion of counselling will not be eligible for the scheme.⁴⁴⁵ Earlier, these students who took spot admission were eligible for the fee reimbursement scheme. Ironically, professional colleges in rural areas nearly twenty percent of seats through the convener quota are remaining unfilled. Therefore, they go for spot admission and students have to pay fees.⁴⁴⁶ Another important modification was ordered that the students should have seventy five percent attendance each year to be eligible for the scheme. In addition, the students who fail in their examinations will not be eligible for this scheme. Interestingly, giving big relief to the students pursuing self-financing courses, the ceiling of twenty

⁴⁴¹ Delay in fee reimbursement puts students in a fix, (05 August, 2010), *The Hindu*. Retrieved from <http://www.thehindu.com/todays-paper/tp-national/tp-andhrapradesh/delay-in-fee-reimbursement-puts-students-in-a-fix/article553050.ece>

⁴⁴² Lakshmaiah. P, (03 November, 2011), *Vidyarthulapai Bharam Mope Feezula Vidanam*-Telugu Article, (Fee Policy that put burden on Students), *Prajasakshi Newspaper*. Retrieved From www.prajasakti.com/todayssay/article-287241

⁴⁴³ Ibid.

⁴⁴⁴ Annual Report, (2011-2012), *Andhra Pradesh State Council of Higher Education*, Government of Andhra Pradesh, Hyderabad.

⁴⁴⁵ Srinivasa Rao. A, (03 August, 2012), YSR's fee reimbursement scheme hangs in limbo in Andhra Pradesh, *India Today*, Retrieved from <http://indiatoday.intoday.in/story/ys-rajasekhara-reddy-fee-reimbursement-scheme-in-andhra-pradesh/1/211691.html>

⁴⁴⁶ Fee Reimbursement Scheme Streamlined by Government, (09 September, 2010), *The Times of India*. Retrieved from http://articles.timesofindia.indiatimes.com/2010-09-09/hyderabad/28229297_1_fee-reimbursement-convener-quota-income-certificate

thousand a year (which was prescribed earlier) fixed by the admission and fee regulatory committee was removed.⁴⁴⁷ Rather, the full fee would be reimbursed to them from the 2009-10 academic year.⁴⁴⁸ In addition, the tuition fee would be disbursed in two installments and maintenance charges in four installments. This application process will be made online with each of the students getting a unique identification number. In respect of medical colleges, the scheme would be applicable to the 'B' category only in respect of SC and ST students only. Last year, BC, minority and disabled students were eligible under this category.⁴⁴⁹ Most importantly, students whose parents own a car for personal use are not eligible for this scheme.

Surprisingly, in October, 2011, high court of Andhra Pradesh made it clear that there shall be a uniform fee for all the students who are studying professional courses in unaided college except for the non-resident quota.⁴⁵⁰ Which means there is no difference between convener quota and management quota as per as fee structure is concerned.⁴⁵¹ As a result, state government has landed in a deep trouble because of at least one thousand crore rupees extra needed to reimburse additional management quota seats.⁴⁵² Consequently, professional colleges were classified based on their infrastructure facilities and allotted fee structure for engineering courses ranging from thirty five thousand to one lakh twenty five thousand based on admission and fee regulatory committee (AFRC) recommendations.⁴⁵³ Similar thing happened to other professional colleges. However, this

⁴⁴⁷ Fee reimbursement: GO on guidelines issued, (09 September, 2010), *The Hindu*. Retrieved from <http://www.hindu.com/2010/09/09/stories/2010090964820500.htm>

⁴⁴⁸ Government Order, No, 57, (06 July, 2013), *The Andhra Pradesh Admission and Fee Regulatory Committee for Professional Courses offered in Private Un-aided Professional Institutions Rules, 2006 - Fixation of Fee structure for Under-Graduate Engineering courses in Private Un-aided Institutes in the State of A.P. for the academic years 2013-14, 2014-15 and 2015-16 –Notification*, Higher Education (EC/A2) Department, Government of Andhra Pradesh, Hyderabad.

⁴⁴⁹ No reimbursement for 'B' category MBBS seats, (10 September, 2010), *The Hindu*. Retrieved from <http://www.thehindu.com/todays-paper/tp-national/tp-andhrapradesh/no-reimbursement-for-b-category-mbbs-seats/article624936.ece>

⁴⁵⁰ Engineering fee: State Notifications Quashed, (30 October, 2011), *The Hindu*. Retrieved from <http://www.thehindu.com/todays-paper/engineering-fee-state-notifications-quashed/article2581454.ece>

⁴⁵¹ Srinivasa Rao, (01 August, 2012), Engineering colleges in Andhra Pradesh may not hike fee despite govt nod, *India Today*. Retrieved from <http://indiatoday.intoday.in/story/andhra-pradesh-engineering-colleges-fee-hike/1/211361.html>

⁴⁵² Government Order, No, 66, (08 September, 2010), *Streamlining of Post Matric Scholarships to SC/ST/BC/EBC/Minorities/Physically Challenged - guidelines to be followed for reimbursement of fees to the colleges and payment of scholarships to the students*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴⁵³ Government Order, No, 69, (12 January, 2012), *Disbursement of Post Matric Scholarships to Scheduled Castes Scheduled Tribes, Backward Classes Minority and Disabled Students - Sanction - Drawal and Disbursement - Reconstitute of Task Force Members*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

puts an enormous burden on the government under the fee reimbursement scheme. Therefore, in august, 2012, government of Andhra Pradesh decided to put a cap on the fee reimbursement amount of engineering courses to thirty five thousand per student.⁴⁵⁴ Later, this formula was followed by other professional courses with a different fee structure. However, this effected thousands of poor students belonging to backward classes, economically backward classes, disability students and minority students who are studying and would like to study professional courses like engineering, medicine, and management and computer science.⁴⁵⁵ For instance, in the case of students from backward class students and economically backward classes, students who take admissions in the sixty seven colleges whose fee structure was fixed between fifty one thousand eight hundred and one lakh five thousand rupees, the government would reimburse only thirty five thousand rupees and the remaining fee will have to be paid by the parents.⁴⁵⁶ However, students from backward class and economically backward class categories who have secured a rank of up to ten thousand in EAMCET could be considered for full reimbursement. The government decided to give full reimbursement for BCs and EBCs to those who have studied in government schools and colleges, it means that the government will not simply depend on the income certificate of parents while giving exemptions.⁴⁵⁷ Meanwhile, Andhra Pradesh higher education council have been appointed a task force for inspections in private colleges in general and professional colleges in particular to check the infrastructure facilities. Some private college associations went to Supreme Court questioning the motive behind the inspections.⁴⁵⁸ However, the college managements have been arguing that the government is the secret agenda of harassing the college ever since they demanded hike in the fee structure.

⁴⁵⁴ AP mulls cap on fee reimbursement amount, (03 August, 2012), *The Hindu*. Retrieved from <http://www.thehindu.com/news/national/andhra-pradesh/ap-mulls-cap-on-fee-reimbursement-amount/article3719044.ece>

⁴⁵⁵ Andhra Pradesh Government decided to put a Cap on the Tuition Fee Reimbursement, (08 August, 2012), *jagranjosh.com*. Retrieved from <http://www.jagranjosh.com/current-affairs/andhra-pradesh-government-decided-to-put-a-cap-on-the-tuition-fee-reimbursement-1344421890-1>

⁴⁵⁶ Government Order, No, 30, (31August, 2012), *Post-Matric Scholarship - Reimbursement of Tuition Fees to Engineering Courses for 2012-13*, Social Welfare Department, Government of Andhra Pradesh, Hyderabad.

⁴⁵⁷ Andhra Pradesh puts cap of Rs 35K on fee reimbursement, (29 August, 2012), *Times of India*. Retrieved from http://articles.timesofindia.indiatimes.com/2012-08-29/hyderabad/33475279_1_fee-reimbursement-fee-structure-minority-colleges

⁴⁵⁸ Government Order, No, 62, (18 July, 2013), *The Andhra Pradesh Admission and Fee Regulatory Committee for Professional Courses offered in Private Un-aided Professional Institutions Rules, 2006 – Fixation of Fee structure for B. Pharmacy, B. Architecture and Pharm. D courses in Private Un-aided Institutes in the State for the academic years 2013-14, 2014-15 and 2015-16 –Notification*, Higher Education (EC/A2) Department, Government of Andhra Pradesh, Hyderabad.

4.16. Summary

It's been half a decade since the scheme is introduced in 2008. The scheme has faced, several significant political, legal, financial and technical challenges for the last five years. However, the scheme has taken several steps since its inception. Likewise, the scholarship scheme was started in Andhra Pradesh with merit cum means basis and later transformed it into saturation basis. Recently, the scheme was altered and put a cap on reimbursement of tuition fee in professional colleges. Government of Andhra Pradesh spent nearly fourteen thousand crore rupees on post matric scholarships during the last five academic years. More or less, twenty five lakh students have been benefiting from the scheme annually.⁴⁵⁹ Around eleven thousand colleges in Andhra Pradesh have been receiving a reimbursed tuition fee in the name of students. However, controller and auditor general of Andhra Pradesh have audited the scheme and its implementation process. In fact, they identified certain kinds of difficulties while implementation of the scheme both at ground level as well as at the top level. In the audit report they found that enormous delays in disbursing the scholarship amount of time, often resulting in the colleges/institutes coercing the students to pay the fees sincerely. In addition, the report also finds that the *ePASS* system developed and maintained by center for good governance (CGG), for capturing and processing all the transactions relating to sanction and disbursal of scholarships has brought in a lot of positive changes in implementation of the schemes. However, the report emphasized that there were also numerous errors in *ePASS* system relating to e-mail IDs, bank account numbers, mobile numbers, application IDs, etc. which form the basis for enabling the eligible students to receive the scholarship amount.⁴⁶⁰ Further, the report says that the laxity in verifications resulted in sanction of scholarships at higher rates in some cases, increase in chances of fraud/embezzlement of government money as colleges were claiming scholarship for ineligible students; denial of scholarships to eligible students due to huge pendency in verification.

However, the report feels that colleges/universities were the channel through which scholarship was disbursed and with no direct interface between the beneficiary students and the government

⁴⁵⁹ Annual Reports, (2008-2013), *Andhra Pradesh State Council of Higher Education*, Government of Andhra Pradesh, Hyderabad.

⁴⁶⁰ Controller and Auditor General of India, (March, 2012), *Report on General and Social Sector in Andhra Pradesh*, Government of Andhra Pradesh, Retrieved from [http://www.agap.cag.gov.in/GSSA/REPWEB/GSSA201112/EnglishBook/AR-G&SS-2011-12-PDF-BOOK\(EngD\).pdf](http://www.agap.cag.gov.in/GSSA/REPWEB/GSSA201112/EnglishBook/AR-G&SS-2011-12-PDF-BOOK(EngD).pdf)

and no reporting back from the nodal banks about the details of disbursement, there is no mechanism for the government to assess the impact of its initiatives in this regard. Further, with each university/institute charging fees at their will without any basis and the government releasing a scholarship amount based on such fees rather than stepping in and streamlining the fee reimbursement system, the burden on the state government finances manifold. Apart from all the above reasons, there was a huge number of non-beneficiaries listed due to the non-availability of any particular mechanism to measure annual income. Therefore, most of the students who have car and other luxurious items were created income certificates with the help of local revenue official and fully utilized this reimbursement scheme.

5 – Higher Education Subsidies for Low Income Families: Field Experiences

This chapter deals with the quantitative data analysis of the beneficiaries of the low-income families regarding the reimbursement of the tuition fee scheme in selected areas in Andhra Pradesh to pursue higher education which is being implemented for the past five years. It is an attempt to understand the field experiences of the beneficiaries in the form of case studies and their views, perceptions, and opinions on higher education subsidies in Andhra Pradesh with reference to reimbursement of the tuition fee scheme. In addition, it also deals with the pros and cons of the scheme at ground level in selected courses in private higher educational institutions.

5.1 Introduction

In the last chapter it was discussed about the higher educational subsidies in India in general and in Andhra Pradesh in particular with reference to post matric scholarship scheme and reimbursement of tuition fee schemes that are being implemented in the last five years for students from low income families. It also discussed about the status of higher education in Andhra Pradesh with reference to higher educational institutions both in government and the private sector and the rise of professional education. In prismatic socialites like India there is a strong correlation between higher education and family income among different social groups, men and women rural and urban areas, and the rich and the poor. Moreover, in the world of unequal economic and social opportunities, only higher education provides the fair access. In the meanwhile, globalization has started exercising a significant implications in the field of higher education in India in terms of opportunities and exposure. In other words, the creation of capabilities among people must like situation for states in order to survive in the era of globalization.

Therefore, the governments of the states in prismatic societies had to improve the access to higher education among all the sections of the society at the maximum possible extent level. Consequently, India started thinking about expanding higher education both in terms of increasing number of institutions to meet the demand and increasing gross enrollment ratio in order to enhance the capabilities for their well-being. At this critical juncture, the state started withdrawing from its basic welfare functions like health, education and other necessary activities and

encouraged private sector participation in higher education. As a result, the number of higher educational institutions in the private sector have increased tremendously in India in general and in Andhra Pradesh in particular especially in the post globalization period. At the same time, when it comes to enhancement of gross enrollment ratio, the improvement is not as fast as expected due to the simple reason of the majority of families were not in a position to be able to pay higher fee that the private institutes charge both in India in general and in Andhra Pradesh in particular. Therefore, in order to enhance the gross enrollment ratio in higher education and also in order to equalize the gap between different social groups among male and female, rich and poor, and rural and urban students, Government of Andhra Pradesh has introduced a policy called reimbursement of a tuition fee scheme for students from low income families to pursue higher education even in private institutions without any financial hurdles which is being implemented for the past five years. Consequently, every year nearly twenty five lakh students from all the course categories are being reimbursed under this scheme and about rupees four thousand crores is being spent through various welfare departments for this scheme. More than seventy percent of the budget allocations are going to the students who are pursuing their professional courses. However, post matric courses which means ten plus two courses were also brought under the higher education category made eligible for a reimbursement scheme which was never existed before. More importantly, the scheme is being implemented on saturation basis rather merit cum means. Therefore, the researcher chose to study the implementation of this scheme at ground level.

5.2. Methodology

The study was intended to conduct both in government and private colleges as the scheme does not make any distinction among them. While considering the total number of colleges, it is found that private colleges are more in number than government colleges. Hence, the ratio of private colleges is greater than government colleges in the study. The selection of the districts is a Rangareddy district in Telangana, Chittoor district in Rayalaseema and East Godavari district in coastal Andhra because these are the districts which consist highest number of colleges. However, the selected mandals are Rajahmundry in east Godavari consists a highest number of degree colleges, Chandragiri in Chittoor consists a highest number of post Graduate colleges, and Ibrahimpatnam consists a highest number of professional colleges, Vikarabad consists a higher number of intermediate colleges in Rangareddy are located in this particular mandals.

The government has been classified the higher education courses into four categories which includes professional, postgraduate, degree and intermediate for their convenience. Therefore, the researcher has selected to study above mentioned all the four categories from three regions in Andhra Pradesh and Hyderabad, a metropolitan city consists more than thirty percent of the private colleges of professional course categories located in and around the Hyderabad. Therefore, the researcher selected two course categories from Telangana region alone and one category from each Rayalaseema and Coastal Andhra region in which the researcher selected Ranga Reddy district from Telangana region, Chittoor district from Rayalaseema region and East Godavari district from coastal Andhra region. The selected colleges are *CVR College of Engineering, Ibrahimpatnam.*, a private engineering college with autonomous status granted by JNTU Hyderabad which was established in the year of 2001. Bachelor of engineering (B.Tech), and Master of Technology (M.Tech) are mainly offered in this college. About more than a thousand students from all the course years from all streams are getting benefitted from reimbursement of a tuition fee scheme every year from various social categories. Secondly, *Sri Vidyanikethan* PG College has been selected from the category of the Post Graduate courses. This college is located in *Rangampet village Chandragiri Mandal* in Chittoor district. This college was established in the year of 1996. About three hundred students are pursuing MSc, M.Com and MA courses in different streams. Nearly two hundred from this college, getting benefited from the government fee reimbursement scheme every year from different social categories. In addition, the researcher selects Andhra Kesari Degree College from the degree category which is located in Rajahmundry urban Mandal, East Godavari district. This is also a private college established in 1994. About more than 270 students are pursuing their courses regarding Bachelor of Arts (BA), Bachelor of Commerce (B.Com) and Bachelor of Science (BSc) from various social backgrounds. Approximately two hundred students from this college, getting benefitted from reimbursement scheme every year. The *Gowthami* junior college was selected from intermediate category which is located in *Vikarabad Mandal* in Rangareddy district. In fact, this is also a private college and established in 1991. The student's strength of this college is about thousand in which around eight hundred and fifty student's from different social streams are getting reimbursement scheme every year.

The researcher administered about two hundred structured questionnaires about fifty questionnaire foreach college. Further, within this fifty questionnaire, the researcher is classified proportionately among the male and female categories based on the beneficiary's data collected from welfare

departments. Even further, the questionnaire is divided proportionally among all the social categories such as economically backward classes (EBC), backward castes (BC), scheduled castes (SC), scheduled tribes (ST), and sub-castes within the backward castes, based on the beneficiary's data that has been collected by the researcher from welfare departments in Andhra Pradesh before he actually goes to the field.⁴⁶¹ The researcher has applied the above same logic while selecting different streams within the course categories and the year which the beneficiary belongs to. The researcher has given the questionnaires' to the two hundred beneficiaries and given the time to fill them. Out of two hundred questionnaires' from all four colleges, the researcher could get only 167 questionnaires back in which about forty six are from professional course categories are from CVR engineering college, about forty five are from post graduate course categories are from Sri Vidhyaniketan PG college, thirty six are from degree course categories are from Andhra Kesari Degree College, and forty are from intermediate course categories which from Gowthami junior college. However, the study is intended to know the beneficiaries from different social composition and their socio- economic and educational background of their family. In addition, the study also intended to know about the perceptions about the scheme initiated by government and its pros and cons in present conditions. However, all the information gathered is analyzed in terms of higher education with reference fee reimbursement scheme.

⁴⁶¹ Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. London: SAGE Publications.

Table 5.1: Gender * Region Cross tabulation

			Region			Total
			Telangana	Coastal Andhra	Rayalaseema	
Gender	Male	Count	40	28	24	92
		% of Total	24.0%	16.8%	14.4%	55.1%
	Female	Count	41	16	18	75
		% of Total	24.6%	9.6%	10.8%	44.9%
Total		Count	81	44	42	167
		% of Total	48.5%	26.3%	25.1%	100.0%

Source: Field work conducted during 2012-13,

Table 5.1 shows gender wise beneficiaries in three regions of Andhra Pradesh. The study conducted in Telangana, Andhra and Rayalaseema in which 48.5 percent beneficiaries are from Telangana region alone followed by 26.3 percent coastal Andhra and 25.1 percent rayalaseema regions. Out of 167 beneficiaries in three regions, 55.1 percent represents male and 44.9 percent represents female beneficiaries. Out of 48.5 percent beneficiaries in Telangana, male representation is 24.0 percent and the female representation is 24.6 percent. When it comes to coastal Andhra out of 26.3 percent beneficiaries' representation, 16.8 percent represents male and only 9.6 percent represents female. Finally, the rayalaseema represents 25.1 percent of the total percentage of beneficiaries in which 14.4 percent represents male and 10.8 percent represents female beneficiaries. The study reveals that more than fifty five percent of the beneficiaries are from male category and about forty five percent of the beneficiaries are from female category. In fact, increasing the female percentage and bringing equal to that of male percentage in higher education in Andhra Pradesh is one of the important objectives of the fee reimbursement scheme. However, there is still a significant number of less female representation existing in higher education in three regions of Andhra Pradesh despite the fee reimbursement scheme which is being implemented for the last half decade. Moreover, the beneficiaries in male category are continuously predominating in three regions of Andhra Pradesh. On the other hand, due to the intention of including metropolitan city of Hyderabad apart from all the three regions, the Telangana region appears to be more representative when compare to other regions. Moreover, more than thirty percent of the colleges from all the categories are located in and around Hyderabad.

Table 5.2: Caste * Region Cross tabulation

			Region			Total
			Telangana	Coastal Andhra	Rayalaseema	
Caste	EBC	Count	14	6	7	27
		% of Total	8.4%	3.6%	4.2%	16.2%
	BC	Count	34	29	23	86
		% of Total	20.4%	17.4%	13.8%	51.5%
	SC	Count	16	5	7	28
		% of Total	9.6%	3.0%	4.2%	16.8%
	ST	Count	5	4	5	14
		% of Total	3.0%	2.4%	3.0%	8.4%
	Missing	Count	12	0	0	12
		% of Total	7.2%	.0%	.0%	7.2%
Total		Count	81	44	42	167
		% of Total	48.5%	26.3%	25.1%	100.0%

Source: Field work conducted during 2012-13,

Table 5.2 represents category wise beneficiaries in three regions of Andhra Pradesh. The beneficiaries are divided into four major categories in Telangana, coastal Andhra and rayalaseema regions. Among the beneficiaries economically backward castes, backward castes, scheduled castes and scheduled tribes in which the study is conducted. Out of total beneficiaries in Andhra Pradesh, the Telangana region represents the maximum number of respondents, followed by coastal Andhra and rayalaseema regions. However, backward classes represent the maximum beneficiaries in all the regions of Andhra Pradesh with 51.5 percent, followed by scheduled castes representation with 16.8 percent. Similarly, the economically backward classes represent 16.2 percent of the total beneficiaries. The scheduled tribe beneficiaries represent only 8.4 percent. Interestingly, 7.2 percent of the total beneficiaries did not respond to which social category they belong to. The study reveals that most of the beneficiaries have come from backward classes and scheduled castes. In Telangana region alone the backward class's representation is 20.4 percent, which is highest in three regions. Moreover, out of 81 respondents in Telangana region, 12 beneficiaries did not respond to answer about their social category. However, among the economically backward class, again Telangana region represents the highest among three regions.

Table 5.3: Gender * Caste Cross tabulation

			Caste					Total
			EBC	BC	SC	ST	Missing	
Gender	Male	Count	16	49	15	7	5	92
		% of Total	9.6%	29.3%	9.0%	4.2%	3.0%	55.1%
	Female	Count	11	37	13	7	7	75
		% of Total	6.6%	22.2%	7.8%	4.2%	4.2%	44.9%
Total		Count	27	86	28	14	12	167
		% of Total	16.2%	51.5%	16.8%	8.4%	7.2%	100.0%

Source: Field work conducted during 2012-13,

Table 5.3 represents the gender wise beneficiaries among the social categories. The beneficiaries are divided into four social categories such as backward castes, economically backward castes, scheduled castes and scheduled tribes. Out of 167 respondents in all categories across the state male percent is still predominant with 55.1 percent. Whereas, female representation is still low with only 44.9 percent that to in backward classes the female percentage is even very low and in scheduled tribes the gender representation is dramatically equal. However, within the economically backward classes represents 16.2 percent in which male percentage is 9.6 and the female percentage is 6.6. Among the backward castes the total percentage is 51.5 in which the male represents 29.3 and the female represents 22.2 percent. Interestingly, in scheduled castes the total representation is 16.8 in which the male represents 9.0 percent and the female represents 7.8 which is close to the equal number as per as gender is concerned. More interestingly, in the scheduled tribes the total beneficiary's percentage is 8.4 in which male represents 4.2 and female's represents 4.2 which is exactly equal in terms of number in gender. The study reveals that still there is a low female representation among the backward communities as well as economically backward communities when compared to other categories like scheduled castes and scheduled tribes. Out of total beneficiaries 7.2 percent did not disclose about their social category in which male represents 3.0 percent and female represents 4.2 percent. Moreover, the study indicates that there is a slight difference there in terms of male and female representation in higher education in the state of Andhra Pradesh in spite of the scholarship scheme is being implemented for the last five years. However, there is a significant improvement in gender disparities in higher education.

Table 5.4: Gender * Sub-Caste (if BCs) Cross tabulation

			Sub-Caste (if BCs)					Total
			A	B	C	D	Non BCs	
Gender	Male	Count	14	19	3	10	46	92
		% of Total	8.4%	11.4%	1.8%	6.0%	27.5%	55.1%
	Female	Count	13	11	2	8	41	75
		% of Total	7.8%	6.6%	1.2%	4.8%	24.6%	44.9%
Total		Count	27	30	5	18	87	167
		% of Total	16.2%	18.0%	3.0%	10.8%	52.1%	100.0%

Source: Field work conducted during 2012-13,

Table 5.4 shows the gender representation within the backward castes in higher educational institutions in three regions of Andhra Pradesh. Out of total 167 beneficiaries 87 beneficiaries that are 52.1 percent does not belongs to backward castes. The remaining 47.9 percent comes under backward castes and they are divided into four categories A, B, C, and D. However, within these four categories, out of 47.9 percent of the total backward classes, category ‘C’ represents the lowest among all that is 3.0 percent in which male represents 1.8 and female represents 1.2 percent. Another least representation among the backward classes goes to category ‘D’ that is only 10.8 percent in which male represents 6.0 percent and female represents 4.8 percent, followed by category ‘A’ which represents 16.2 in which male representation is 8.4 and female representation is 7.8 percent. However, category ‘B’ represents the highest number of beneficiaries among the backward classes with 18.0 percent in which male represent 11.4 percent and female represents 6.6 percent. Out of 47.9 percent of the backward castes representation, the male represents 27.6 percent, followed by female with 20.4 percent among all categories within the backward castes. The study reveals that the female percentage is still low among all categories within the backward castes. When compared to other social categories in Andhra Pradesh, the backward castes represents the lowest number of female enrollment in higher educational institutions in Andhra Pradesh during 2012-13 academic year. On the other hand, the non-backward castes gender variations are in a better position when compared to only backward castes. Out of 52.1 percentages of non-backward caste categories, male represents 27.5 percent and female represents 24.6 percent, which is better than backward castes in terms of gender.

Table 5.5: Caste * Gender Cross tabulation

			Gender		Total
			Male	Female	
Caste	EBC	Count	16	11	27
		% of Total	9.6%	6.6%	16.2%
	BC	Count	49	37	86
		% of Total	29.3%	22.2%	51.5%
	SC	Count	15	13	28
		% of Total	9.0%	7.8%	16.8%
	ST	Count	7	7	14
		% of Total	4.2%	4.2%	8.4%
	Missing	Count	5	7	12
		% of Total	3.0%	4.2%	7.2%
Total		Count	92	75	167
		% of Total	55.1%	44.9%	100.0%

Source: Field work conducted during 2012-13,

Table 5.5 is an attempt to understand the social category wise gender representation in higher education in Andhra Pradesh. The study reveals that out of 167 beneficiaries about twelve beneficiaries have not disclosed their social category and the remaining respondents belongs to various social categories including backward castes, economically backward class, scheduled castes and scheduled tribes. About 55.1 percent represented by male and 44.9 percent represented by female from all the social categories. Among all the categories, scheduled tribes have an equal representation in terms of gender. On the other hand, scheduled castes representation is about 9.0 male and 7.8 percent female. When it comes to backward castes, the difference between male and female representation in higher education enrollments is with 29.3 percent male and 22.2 percent female. Likewise, in the economically backward classes the gender representation is 9.6 males and 6.6 percent female. Hence, the backward castes represents 51.5 percent beneficiaries from the total. The scheduled castes representation is 16.8 percent, followed by economically backward classes, 16.2 percent and scheduled tribes represented only 8.4 percent of the total. Due to the scholarship, scheme, there is a significant female increase in higher education.

Table 5.6: Gender * Course Cross tabulation

			Course				Total
			Professional	Post-Graduation	Degree	Intermediate	
Gender	Male	Count	25	25	21	21	92
		% of Total	15.0%	15.0%	12.6%	12.6%	55.1%
	Female	Count	21	20	15	19	75
		% of Total	12.6%	12.0%	9.0%	11.4%	44.9%
Total		Count	46	45	36	40	167
		% of Total	27.5%	26.9%	21.6%	24.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.6 shows that the gender representation of various courses in higher education. The study is divided into four categories of courses that is professional, post-graduation, degree and intermediate. However, out of 167 beneficiaries in three regions of Andhra Pradesh the male representation is 55.1 percent and the female representation is 44.9 percent in all four categories of courses. Moreover, the professional course shows the maximum representation with 27.5 in which the male representation is 15.0 percent and the female representation is 12.6 percent. The second highest representation goes to post-graduate courses with 26.9 percent in which 15.0 percent male representation and 12.0 percent female representation followed by degree courses by 21.6 percent in which the male representation is 12.6 percent and female 9.0 percent. However, intermediate courses have shown at least a representation with just 24.0 percent in which male representation is 12.6 percent and female representation is 11.4 percent. Moreover, the study reveals that the gender representation in all the courses is a bit unsatisfactory, but still close to equal representation in terms of male and female ratio. However, among the four categories, professional courses have a higher gender gap is existing when compare to other courses which means, girl students are showing less interest towards joining in the professional education. The similar case is happening in the post graduate courses as well. It indicates that despite post matric scholarship in Andhra Pradesh, the female student representative in postgraduate courses is very low when compared to male. Similarly, in the degree courses the gap between male and female is almost similar to that of other two. Interestingly, in intermediate courses the gender gap is almost equal between male and female.

Table 5.7: Caste * Course Cross tabulation

			Course				Total
			Professional	Post-Graduation	Degree	Intermediate	
Caste	EBC	Count	7	6	7	7	27
		% of Total	4.2%	3.6%	4.2%	4.2%	16.2%
	BC	Count	24	23	21	18	86
		% of Total	14.4%	13.8%	12.6%	10.8%	51.5%
	SC	Count	9	11	4	4	28
		% of Total	5.4%	6.6%	2.4%	2.4%	16.8%
	ST	Count	3	2	3	6	14
		% of Total	1.8%	1.2%	1.8%	3.6%	8.4%
	Missing	Count	3	3	1	5	12
		% of Total	1.8%	1.8%	.6%	3.0%	7.2%
Total		Count	46	45	36	40	167
		% of Total	27.5%	26.9%	21.6%	24.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.7 is an attempt to understand the social category/caste wise representation of various courses in higher educational institutions. The study reveals that beneficiaries of the backward castes carries the highest representation with 51.5 of the total representation in which 14.4 percent professional courses, 13.8 percent PG courses, 12.6 percent degree courses and 10.8 percent intermediate courses. Similarly, the second highest representation in all courses comes to scheduled castes with 16.8 percent in which professional courses represent 5.4 percent, PG courses represents 6.6 percent, degree and intermediate courses representation is 2.4 percent each. Likewise, the economically backward classes come next to the scheduled castes as per as beneficiaries are concerned. Their representation is 16.2 among the total respondents in which 4.2 percent represents professional courses, 3.6 percent PG courses, and degree and intermediate courses represents 4.2 percent each. Similarly, the scheduled tribes representation is 8.4 percent of the total respondents in which professional and degree courses represent 1.8 percent each, PG courses represents 1.2 percent intermediate course represents 3.6 percent. Interestingly, 7.2 percent beneficiaries have not responded about their social category in which professional and PG courses represent 1.8 percent each and degree and intermediate represents 0.6, 3.0 percent each course.

Table 5.8: Gender * Medium Cross tabulation

			Medium		Total
			English	Telugu	
Gender	Male	Count	62	30	92
		% of Total	37.1%	18.0%	55.1%
	Female	Count	58	17	75
		% of Total	34.7%	10.2%	44.9%
Total		Count	120	47	167
		% of Total	71.9%	28.1%	100.0%

Source: Field work conducted during 2012-13,

Table 5.8 indicates the gender representation of the medium in which the beneficiaries studying in higher educational institutions in Andhra Pradesh. However, the medium is one of the factors in higher education in the present neoliberal era for getting employment opportunities. The study reveals that out of 167 respondents, 55.1 percent represents male and 44.9 percent represents female students in the higher educational institutions. Moreover, out of 55.1 percent, 37.1 percent male students studying in English medium, whereas 18.0 percent male students studying in Telugu medium which indicates that male students from weaker sections in Andhra Pradesh have been realizing that the English medium is more essential for employment opportunities than vernacular language. Likewise, when it comes to female representation, it is 44.9 percent in which 34.7 percent of the girl students are studying in English medium in their respective courses whereas 10.2 percent of the girl students are in Telugu medium. Interestingly, girl students who are pursuing higher education in Andhra Pradesh are more interested to study in English medium rather than vernacular language for employment and other social and cultural reasons. Out of 167 respondents, 71.9 students are studying in English medium and only 28.1 percent of the students are studying in vernacular language which is Telugu. On the other hand, the study reveals that low income families in Andhra Pradesh might have sent their children to the English medium convents leading them to opt for English medium when they entered into the post matric courses. Furthermore, it indicates that had a fee reimbursement scheme did not exist in Andhra Pradesh, low income families would not have sent their children to post mastic courses that to in private colleges where English medium is prevailing.

Table 5.9: Caste * Medium Cross tabulation

			Medium		Total
			English	Telugu	
Caste	EBC	Count	18	9	27
		% of Total	10.8%	5.4%	16.2%
	BC	Count	63	23	86
		% of Total	37.7%	13.8%	51.5%
	SC	Count	23	5	28
		% of Total	13.8%	3.0%	16.8%
	ST	Count	6	8	14
		% of Total	3.6%	4.8%	8.4%
	Missing	Count	10	2	12
		% of Total	6.0%	1.2%	7.2%
Total		Count	120	47	167
		% of Total	71.9%	28.1%	100.0%

Source: Field work conducted during 2012-13,

Table 5.9 is an attempt to understand social category/caste wise medium representation in private higher educational institutions in Andhra Pradesh during the 2012-13 academic year. However, the study indicates that out of 167 respondents, 71.9 percent of the students from all the categories are studying in English medium in their respective courses whereas 28.1 percent of the students are studying in Telugu medium. The study reveals that backward castes representing 51.5 percent of total respondents in which 37.7 percent of the students are studying in English medium and 13.8 percent of the students are studying in vernacular language that is Telugu which is being called as mother tongue, whereas in economically backward classes represents 16.2 percent in which 10.8 percent students are studying in English medium and 5.4 percent students studying in the vernacular language medium. On the other hand, scheduled caste students represent 16.8 percent in which 13.8 percent of the students are studying in English medium, whereas only 3.0 percent of the students are studying in vernacular language. When it comes to scheduled tribes, they represent only 8.4 percent in the total representation in which 3.6 percent is in English medium and 4.8 percent is in vernacular medium. Interestingly, 7.2 of the respondents did not disclose about their social category in which 6.0 percent in English medium and 1.2 percent in vernacular medium.

Table 5.10: Course * Medium Cross tabulation

			Medium		Total
			English	Telugu	
Course	Professional	Count	33	13	46
		% of Total	19.8%	7.8%	27.5%
	PG	Count	31	14	45
		% of Total	18.6%	8.4%	26.9%
	Degree	Count	26	10	36
		% of Total	15.6%	6.0%	21.6%
	Inter	Count	30	10	40
		% of Total	18.0%	6.0%	24.0%
	Total	Count	120	47	167
		% of Total	71.9%	28.1%	100.0%

Source: Field work conducted during 2012-13,

Table 5.10 is an attempt to understand medium representation in various courses in higher educational institutions in Andhra Pradesh. The study reveals that out of 167 respondents in three regions 71.9 percent of the respondents are studying in English medium, whereas only 28.1 percent of the students are studying in vernacular language. However, in professional courses there are about 27.5 percent in which 19.8 percent students are studying in English medium, whereas only 7.8 percent of the students are from vernacular language. Likewise, in post-graduate courses representation is about 26.9 in which 18.6 percent of the students are studying in English medium, whereas only 8.4 percent of the students are pursuing their courses in vernacular language. Moreover, degree student representation is about 21.6 percent in which 15.6 percent of the students are studying in English medium where only 6.0 percent of the students are studying in vernacular medium. When it comes to the intermediate, its percentage is about 24.0 in which 18.0 percent of the students are studying in English medium, whereas only six percent of the students are studying in vernacular medium. On the other hand, the study reveals that, one third of the students who are pursuing higher education courses in Andhra Pradesh opt for English medium rather than vernacular medium. However, intermediate course have a significant number of students who are opting for English medium followed by professional and post-graduation courses. Even students who are opting for degree courses are preferring English medium.

Table 5.11: Gender * Last year percentage of this course Cross tabulation

			Last year percentage of this course					Total
			Distinction	First Class	Second Class	Third Class	Missing	
Gender	Male	Count	10	29	25	26	2	92
		% of Total	6.0%	17.4%	15.0%	15.6%	1.2%	55.1%
	Female	Count	9	24	27	13	2	75
		% of Total	5.4%	14.4%	16.2%	7.8%	1.2%	44.9%
Total		Count	19	53	52	39	4	167
		% of Total	11.4%	31.7%	31.1%	23.4%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.11 is an attempt to understand about the gender wise representation of the last year percentage of the current course. However, the study tells about the students who are pursuing higher education in various courses and their previous year track record. Out of 167 respondents, about 55.1 respondents represented by male, whereas only 44.9 represented by female students. Moreover, out of 167 respondents only 11.4 percent of the students got their distinction in their previous year in which six percent represents male and only 5.4 percent represents female students in the private higher educational institutions in Andhra Pradesh. On the other hand, interestingly, about 31.7 percent of the students got first division which is highest when compare to other divisions in their previous year in which 17.4 of the male students got their first division whereas only 14.4 percent of female students got their first division. Besides, the students who secured second division are about 31.1 percent in which fifteen percent of the male students have secured their second division, whereas only 16.2 percent of the female students secure second division. Furthermore, the students who secured third division is about 23.4 in which 15.6 percent of the male students secured third division, whereas only 7.8 percent of the female students secured third division. Interestingly, about 2.4 percent of the students did not respond to answer about their previous year's marks percentage in which 1.2 percent of both male and female students did not answer about their last year marks percentage. However, the students who secure first division got maximum number followed by first division and second division. The students who secured distinction have come at last just before those students who secure third division. Interestingly, none of the students got failure marks in their previous year.

Table 5.12: Gender * Percentage of Previous Course Cross tabulation

			Percentage of Previous Course					Total
			Distinction	First Class	Second Class	Third Class	Missing	
Gender	Male	Count	13	26	47	2	4	92
		% of Total	7.8%	15.6%	28.1%	1.2%	2.4%	55.1%
	Female	Count	4	50	9	11	1	75
		% of Total	2.4%	29.9%	5.4%	6.6%	.6%	44.9%
Total		Count	17	76	56	13	5	167
		% of Total	10.2%	45.5%	33.5%	7.8%	3.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.12 indicates about gender wise representation of the previous course percentage. However, the study reveals that out of 167 respondents, 45.5 percent of the student's secured first division in their previous course in which 29.9 female students secured first division whereas only 15.6 percent of the male students secured their first division. In addition, students who secured second division are 33.5 percent in which 28.1 percent of the male students secured their second division, whereas only 5.4 percent of the female students secured their second division. Similarly, students who secured their distinction is about 10.2 percent out of total respondents in which 7.8 percent of the male students who secured their distinction, whereas only 2.4 percent of the female students got their distinction. Likewise, students who secured their third division are 7.8 percent among all in which 1.2 percent of the male students secured their third division, whereas only one percent of the female students secured their third division. Among three percent of the students who did not disclose about their previous course percentage in which 2.4 percent of the male students, whereas only less than one percent of female students did not disclose their previous course percentage details. However, the study tells about the tremendous increase in female representation in their previous course, especially about the students who secured their first division. On the other hand, out of 167 respondents, the male student representation is 55.1 percent, whereas female student representation is 44.9 percent. However, the study reveals that maximum number of students have secured their first division followed by second and distinction. Whereas, least number of students who secured third division among all. Therefore, students who are studying in private higher educational institutions have significant pass percentage.

Table 5.13: Gender * How did you get admission in Present Course? Cross tabulation

			How did you get admission in Present Course?			Total
			Through Common Entrance Test (CET)	Through Non-Common Entrance Test (Non-CET)	Missing	
Gender	Male	Count	53	37	2	92
		% of Total	31.7%	22.2%	1.2%	55.1%
	Female	Count	31	43	1	75
		% of Total	18.6%	25.7%	.6%	44.9%
Total		Count	84	80	3	167
		% of Total	50.3%	47.9%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.13 is an attempt to understand about gender wise representation of the student's admission process. However, the study reveals that out of 167 respondents the male respondents are 55.1 percent, whereas female respondents are only 44.9 percent. About 50.3 percent of the students who secured admission through a common entrance test in which 31.7 percent student who got admission through a common entrance test, whereas only 18.6 percent of the female students who got admission through the common entrance test in various courses in higher education in Andhra Pradesh. Moreover, about 47.9 percent of the students who secured admission through non-common entrance test in which 22.2 percent male students got admission through non-common entrance test, whereas 25.7 percent of the female students who secured admission through the non-common entrance test which is interesting when compare to male students here female students are being secured admission through non-common entrance test. On the other hand, about 1.8 percent of the students both male and female did not respond about the method of their admission in which 1.2 percent of the male students did not disclose about the method of their admission into the present course whereas 0.6 percent of the female students did not disclose about entry of admission to the present course. However, the study reveals about the female students who have been studying in the course where there is no common entrance test when compare to male. In fact, there are four means of getting admission into the higher educational institutions in Andhra Pradesh. Through common entrance test, through direct admission, through management quota and finally through spot admission. But the study has taken only the first two types of student who secured admission either common entrance test or direct admission.

Table 5.14: Gender * How did you Fill up your Application in Online? Cross tabulation

			How did you Fill up your Application in Online?				Total
			Self	Father/mother	Friends/relatives	College Management	
Gender	Male	Count	41	8	9	34	92
		% of Total	24.6%	4.8%	5.4%	20.4%	55.1%
	Female	Count	31	9	4	31	75
		% of Total	18.6%	5.4%	2.4%	18.6%	44.9%
Total		Count	72	17	13	65	167
		% of Total	43.1%	10.2%	7.8%	38.9%	100.0%

Source: Field work conducted during 2012-13,

Table 5.14 is an attempt to understand about the gender representation on the method of filling up for online application. However, the study reveals that out of 167 respondents about 55.1 percent of the male students did fill up their online application through various means, whereas only 44.9 percent of the female students filled scholarship application in online. Moreover, the study says about 10.2 percent of the students from male and female category did fill up their online application on their own in which 24.6 percent of the male students have taken nobody's help whereas 18.6 percent of the female students have also filled up their application without taking anybody's help. In other words, they did not take anybody's assistance while filling up the application online. On the other hand, 10.2 percent of the students both from male and female category who fill up their online application with the help of their parents in which 4.8 percent represents male students, whereas 5.4 percent of the female represents which indicates that here number of female students has taken help from their parents when compare to male students as per as the online application procedure is concerned. Likewise, 7.8 percent of the students both male and female have taken the help of either their friends or their relatives assistance while filling up an online application in which 5.4 percent of the male students said that they have taken the help of their friends or relatives assistance whereas 2.4 percent of female students have taken the help while filling up the online application either from their friends or from their relatives. Moreover, 38.9 percent of the students said that the college management helped them while filling up an online application in which 20.4 percent of the students represents male category and 18.6 percent of the students represents from female category.

Table 5.15: Gender * Did you face any Difficulty while applying online for RTF? Cross tabulation

			Did you face any Difficulty while applying online for RTF?			Total
			Yes	No	Missing	
Gender	Male	Count	59	31	2	92
		% of Total	35.3%	18.6%	1.2%	55.1%
	Female	Count	56	18	1	75
		% of Total	33.5%	10.8%	.6%	44.9%
Total		Count	115	49	3	167
		% of Total	68.9%	29.3%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.15 indicates about the gender representation of the beneficiaries who face difficulties while applying online application for post matric scholarship introduced by the government of Andhra Pradesh. The study reveals that out of 167 respondents, 55.1 percent of the beneficiaries are from category and 44.9 percent of the beneficiaries are from the female category. However, the study indicates that 69.9 percent of the students said that they have faced technical difficulties while applying application online in which 35.3 percent male students and 33.5 percent female students faced problems while applying online. Moreover, about 29.3 percent of the students said that they did not face any technical difficulties while applying in online in which 18.6 percent of the students from the male category and 10.8 percent of the students are from female category. On the other hand, the kind of difficulties students has faced for post matric scholarship application in online could be classified as creating user accounts, linking your unique identification card number, email ids and contact numbers and proper documentation is mandatory while before student's application being accepted. In addition, college management is also has to cooperate with the student while opening up a bank account and the similar difficulties. In addition, the majority of the students who have come from rural backgrounds, or first generation literate's background might have faced much more difficulties while doing these things with computer knowledge with the awareness of internet. Even if the students has finished all these technical works, still s/he may get the rejection if college management don't forward his/her application or local government officials don't approve his/her application on any of the above mentioned technical grounds. In other words, initially students have faced much more difficulties while applying first time in online.

Table 5.16: Gender * What kind of Difficulties did you face during sanction of your Scholarship?**Cross tabulation**

			What kind of Difficulties did you face during sanction of your Scholarship?						Total
			Application Procedure	Govt. Officials Poor Cooperation	College Management Poor Cooperation	Technical Errors in ePass	Did not Face any Difficulty	Missing	
Gender	Male	Count	25	32	6	8	17	4	92
		% of Total	15.0%	19.2%	3.6%	4.8%	10.2%	2.4%	55.1%
	Female	Count	22	22	3	8	17	3	75
		% of Total	13.2%	13.2%	1.8%	4.8%	10.2%	1.8%	44.9%
Total		Count	47	54	9	16	34	7	167
		% of Total	28.1%	32.3%	5.4%	9.6%	20.4%	4.2%	100.0%

Source: Field work conducted during 2012-13,

Table 5.16 is an attempt to understand gender wise classification of the kind of difficulties that beneficiaries have faced during the sanction of their scholarship. However, the study reveals that out of 167 respondents, 28.1 percent of both male and female students have said about the application process itself is unclear and complicated in which fifteen percent of male students and 13.2 percent of the female students have expressed about complicated application procedure. The study also indicates about 32.3 percent of both male and female students said that the poor cooperation of the local government officials as well as district government officials in which 19.2 percent of the respondents form the male category and 13.2 percent of the respondents are from the female category. However, about 5.4 percent of the students from both male and female category have said that the poor cooperation of their respective college management in which 3.6 percent represents male category and 1.8 percent represents the female category. Likewise, about 9.6 percent of the students have faced difficulties while applying in electronic payment and application of system and scholarships (*ePASS*) in which 4.8 from the both male and female categories have said they did face problems while applying through this website. In addition, 20.4 percent of the students from both male and female category have said that they did not face any difficulties in the whole process of sanction of scholarship.

Table 5.17: Course * How long have you been getting reimbursement from govt.? Cross tabulation

			How long have you been getting reimbursement from govt.?						Total
			One Year	Two Years	Three Years	Four Years	Five Years	Missing	
Course	Profe	Count	11	8	5	12	8	2	46
		% of Total	6.6%	4.8%	3.0%	7.2%	4.8%	1.2%	27.5%
	PG	Count	12	8	5	11	6	3	45
		% of Total	7.2%	4.8%	3.0%	6.6%	3.6%	1.8%	26.9%
	Degree	Count	11	5	7	9	4	0	36
		% of Total	6.6%	3.0%	4.2%	5.4%	2.4%	.0%	21.6%
	Inter	Count	11	8	6	10	5	0	40
		% of Total	6.6%	4.8%	3.6%	6.0%	3.0%	.0%	24.0%
	Total	Count	45	29	23	42	23	5	167
		% of Total	26.9%	17.4%	13.8%	25.1%	13.8%	3.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.17 is an attempt to understand about the course wise beneficiary's representation of a time period of availing their scholarship. However, the study reveals that out of 167 respondents about 27.5 percent of the students are from professional courses and 26.9 percent of the students are from postgraduate courses and 21.6 percent of the students are from degree graduates and 24 percent of the students are from intermediate courses. Moreover, about 26.9 percent of the students said they have been getting scholarship for one year in which professional students percentage is 6.6 and post graduates percentage is 7.2, degree and intermediate percentage is 6.6. In addition, 17.4 percent of the students are availing their fellowship for the last two years in which professional, PG and intermediate students represents 4.8 percent each, and degree students represent three percent. Likewise, 13.8 percent of the students are getting scholarship for the last three years. Moreover, 25.1 percent of the students said that they have gotten a scholarship for four years in which professional students represents 7.2 percent whereas PG, degree and intermediate students represents around six percent each. About 13.8 percent said that they have been getting for the last five years and three percent did not respond.

Table 5.18: Gender * If RTF is not sufficient then how are you meeting the rest of the amount?**Cross tabulation**

			If RTF is not sufficient then how are you meeting the rest of the amount?						Total
			Parents	Part Time Employment	Bank Loan	Private Money Lender	RTF Amount was Sufficient	Missing	
Gender	Male	Count	30	12	5	4	40	1	92
		% of Total	18.0%	7.2%	3.0%	2.4%	24.0%	.6%	55.1%
	Female	Count	25	11	7	4	26	2	75
		% of Total	15.0%	6.6%	4.2%	2.4%	15.6%	1.2%	44.9%
Total		Count	55	23	12	8	66	3	167
		% of Total	32.9%	13.8%	7.2%	4.8%	39.5%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.18 indicates gender representation of beneficiaries who have been chosen various alternative methods when scholarship was not existed. However, the study reveals that 32.9 percent of the students said that they have been taking financial help from their parents to meet the rest of their expenditure in which eighteen percent of the students are from male category and fifteen percent of the students from female category. Moreover, about 13.8 percent of the students have said that they are doing part time employment while pursuing their respective courses to meet the rest of the expenditure in which about 7.2 percent represents male category and 6.6 percent represents the female category. On the other hand, about 7.2 percent of the students have said that they are taking bank loans to meet the expenses in which three percent represents male category and 4.2 percent represents the female category. Likewise, about 4.8 percent of the students have said that they have taken money from a private money lender to meet the rest of the expenditure in which 2.4 percent represents from both male and female categories. Interestingly, about 39.5 percent of the students have said that reimbursement amount was sufficient and they did do anything to meet the expenditure in which 24.0 percent of the students represents from male category whereas 15.6 percent of the students represents the female category. Interestingly, about 1.8 percent of the students did not respond about this particular question. However, out of 167 respondents, about 55.1 percent of the respondents are from male category, whereas 44.9 of the respondents are from female category.

Table 5.19: Caste * Did RTF influence you to take up a professional course? Cross tabulation

			Did RTF influence you to take up a professional course?				Total
			Shifted from traditional to Professional course because of RTF	Was already in professional course	RTF did not influence my decision	Missing	
Caste	EBC	Count	14	10	3	0	27
		% of Total	8.4%	6.0%	1.8%	.0%	16.2%
	BC	Count	32	44	9	1	86
		% of Total	19.2%	26.3%	5.4%	.6%	51.5%
	SC	Count	9	10	7	2	28
		% of Total	5.4%	6.0%	4.2%	1.2%	16.8%
	ST	Count	5	8	1	0	14
		% of Total	3.0%	4.8%	.6%	.0%	8.4%
	Missing	Count	5	3	4	0	12
		% of Total	3.0%	1.8%	2.4%	.0%	7.2%
Total		Count	65	75	24	3	167
		% of Total	38.9%	44.9%	14.4%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.19 is an attempt to understand about the caste wise classification of students who are getting reimbursement of tuition fee and they have any influence on changing of the course. However, the study reveals that 38.9 percent of the students have said that they have shifted from traditional course to professional course, because of reimbursement of tuition fee by a government in which economically backward classes represents 8.4 percent, backward castes represents 19.2 percent, scheduled castes represents 5.4 percent and the scheduled tribe represents three percent. Moreover, about 4.9 percent of the students have said that they have already in professional courses. On the other hand, about 14.4 percent of the students have said that reimbursement of the tuition fee scheme did not influence their decision to take up a professional course in which 1.8 percent of the students are forming EBC category, 5.4 percent are from BC category, and 4.2 percent of SC category and about less one percent are from ST category. Interestingly, about 1.8 percent of students did not respond to this particular question and 7.2 percent did not disclose about their social category.

Table 5.20: Gender * Did RTF influence you to take up a professional course? Cross tabulation

			Did RTF influence you to take up a professional course?				Total
			Shifted from traditional to Professional course because of RTF	Was already in professional course	RTF did not influence my decision	Missing	
Gender	Male	Count	47	39	5	1	92
		% of Total	28.1%	23.4%	3.0%	.6%	55.1%
	Female	Count	18	36	19	2	75
		% of Total	10.8%	21.6%	11.4%	1.2%	44.9%
Total		Count	65	75	24	3	167
		% of Total	38.9%	44.9%	14.4%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.20 indicates about the gender representation of the students who have been availing reimbursement of tuition fee and the level of influence on them to take up professional course. However, the study reveals that 38.9 percent of students have said that they shifted from traditional to professional course, because of reimbursement of tuition fee introduced by the government of Andhra Pradesh in which 28.1 percent of the students have come from male category whereas 10.8 percent of the students have come female category. Moreover, about 44.9 percent of the students have said that they have already in professional courses therefore, there is no question of getting influence in which 23.4 percent of the students have come from male category whereas 21.6 percent of the students have come from female category. On the other hand, about 14.4 percent of the students from both male and female categories have said that reimbursement of tuition fee introduced by the government of Andhra Pradesh did not influence their decision to take up professional courses in which three percent of the students have come male category whereas about 11.4 percent of the students have come female category. Interestingly, about 1.8 percent of the students from both male and female categories did not respond to this particular question in which less than one percent represents male whereas 1.2 percent represents from female categories. However, out 167 respondents about 55.1 percent students are from male category, whereas 44.9 percent of the students have come from female categories. The study says that a significant number of students influenced by the fee reimbursement scheme therefore they have shifted their courses from traditional to professional.

Table 5.21: Caste * Family's Occupation Cross tabulation

			Family's Occupation						Total
			Agricultural Labor	Cultivation	Private Job	Business	Govt Job	Missing	
Caste	EBC	Count	17	5	3	0	1	1	27
		% of Total	10.2%	3.0%	1.8%	.0%	.6%	.6%	16.2%
	BC	Count	34	27	19	2	2	2	86
		% of Total	20.4%	16.2%	11.4%	1.2%	1.2%	1.2%	51.5%
	SC	Count	7	5	12	3	1	0	28
		% of Total	4.2%	3.0%	7.2%	1.8%	.6%	.0%	16.8%
	ST	Count	7	4	2	1	0	0	14
		% of Total	4.2%	2.4%	1.2%	.6%	.0%	.0%	8.4%
	Missing	Count	12	0	0	0	0	0	12
		% of Total	7.2%	.0%	.0%	.0%	.0%	.0%	7.2%
Total		Count	77	41	36	6	4	3	167
		% of Total	46.1%	24.6%	21.6%	3.6%	2.4%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.21 is an attempt to understand the social category wise beneficiary's family occupation. The study reveals that about 46.1 percent of the students said that their family occupation is agriculture, labor in which 10.2 percent represents EBCs category students, 20.4 percent represent BCs students, about 4.2 percent represents both SCs and ST students. Moreover, 24.6 percent of the students have said that their family occupation is agriculture in which EBC and SC represents three percent each, BC represents 16.2 percent, and ST represents only 2.4 percent. On the other hand, 21.6 percent of the students who have said that their family occupation is private job in which EBC representing 1.8 percent, BC represents 11.4 percent, SC represents 7.2 percent and ST represents only 1.2 percent. Likewise, 3.6 percent of the beneficiaries have said that their family occupation is a business in which none of the EBCs represents about business, occupation whereas more or less one percent of the other social categories family occupation is business. In other words, only 2.4 percent of the student's family occupation is a government job and about three percent of the students did not disclose about their family occupation.

Table 5.22: Caste * Do Your Family have Below Poverty Line (BPL) Card? Cross tabulation

			Do Your Family have Below Poverty Line (BPL) Card?				Total
			Yes	No	Don't Know	Missing	
Caste	EBC	Count	23	1	2	1	27
		% of Total	13.8%	.6%	1.2%	.6%	16.2%
	BC	Count	64	14	5	3	86
		% of Total	38.3%	8.4%	3.0%	1.8%	51.5%
	SC	Count	28	0	0	0	28
		% of Total	16.8%	.0%	.0%	.0%	16.8%
	ST	Count	13	0	1	0	14
		% of Total	7.8%	.0%	.6%	.0%	8.4%
	Missing	Count	8	4	0	0	12
		% of Total	4.8%	2.4%	.0%	.0%	7.2%
Total		Count	136	19	8	4	167
		% of Total	81.4%	11.4%	4.8%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.22 is an attempt to understand about the social category wise beneficiaries whose family is possessing below the poverty line card. However, the study reveals that 81.4 percent of the respondents have said that their family possessing below the poverty line card, in other words, it also be called as ration card in which less than one percent of the students who belongs to EBCs have said that they have a ration card. Whereas, 38.3 percent of the students who belongs to backward castes said that their family possesses a ration card. About 16.8 percent of the beneficiaries from the scheduled castes have said that their family possesses a ration card and 7.8 percent of the students who belongs to scheduled tribes have said that their family possess ration card. Interestingly, 4.8 percent of the students who did not disclose their social identity. About 11.4 percent of the students from all categories have said that their family does not possess ration card in which less than one percent of economically backward students said that they don't have a ration card, about 8.4 percent of the students from BC said that they don't have a ration card. Whereas, none of the students from both SC and ST category said they do not have a ration card. About 4.8 percent of the students have said that they are not aware of whether their family possess a ration card or not. Interestingly, about 2.4 percent of the students were not interested to answer this question at all.

Table 5.23: Caste * Do Your Family have National Rural Employment Guarantee Act (NREGA) Card? Cross tabulation

			Do Your Family have National Rural Employment Guarantee Act (NREGA) Card?				Total
			Yes	No	Don't Know	Missing	
Caste	EBC	Count	11	16	0	0	27
		% of Total	6.6%	9.6%	.0%	.0%	16.2%
	BC	Count	22	52	12	0	86
		% of Total	13.2%	31.1%	7.2%	.0%	51.5%
	SC	Count	7	15	4	2	28
		% of Total	4.2%	9.0%	2.4%	1.2%	16.8%
	ST	Count	3	8	2	1	14
		% of Total	1.8%	4.8%	1.2%	.6%	8.4%
	Missing	Count	11	1	0	0	12
		% of Total	6.6%	.6%	.0%	.0%	7.2%
Total		Count	54	92	18	3	167
		% of Total	32.3%	55.1%	10.8%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.23 indicates about social category wise beneficiaries whose family status of possessing national rural employment guarantees scheme/act. The study reveals that about 32.3 percent of the beneficiaries have said that their family possessing national rural employment guarantee scheme card in which 6.6 percent of the students belongs to economically backward classes, about 13.2 percent of the students belongs to backward classes, whereas 4.2 percent of the students belongs to scheduled castes and 1.8 percent of the students belongs to scheduled tribe categories. Moreover, about 55.1 percent of the respondents belong to all social categories have said that their family does not possess national rural employment guarantee scheme card in which 9.6 percent of the respondents belongs to EBC category, 31.1 percent of the students belongs to BC category. Whereas, about nine percent of the students belong to SC category and about four percent of the students belong to ST categories. Moreover, about 10.8 percent of the students belong to all social categories who said that they are not aware of whether their family possess the job card or not. About three percent respondents were not interested to answer this question.

Table 5.24: Gender * Do you have any Siblings? Cross tabulation

			Do you have any Siblings?		Total
			Yes	No	
Gender	Male	Count	76	16	92
		% of Total	45.5%	9.6%	55.1%
	Female	Count	57	18	75
		% of Total	34.1%	10.8%	44.9%
Total		Count	133	34	167
		% of Total	79.6%	20.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.24 indicates about the gender representation of the beneficiary's status of siblings. However, the study reveals that out of 167 total respondents, about 79.6 percent of the students who belongs both male and female categories have said that they have siblings in which 45.5 percent of the students from the male category who have siblings, whereas about 34.1 percent of the students from the female category who said they have siblings. Moreover, about 20.4 percent of the respondents from the both male and female categories have said that they do not have siblings in which about 9.6 percent of the students who belongs to the male category whereas 10.8 percent of the students who belongs to female category. On the other hand, out of 167 total respondents, about 55.1 percent of the respondents who belongs to the male category, whereas 44.9 percent of the respondents who belongs to female category. However, the study indicates that the majority of the respondents who belongs to both male and female categories have siblings. In fact, this question is significant because of the reason where socially and economically neglected communities in Andhra Pradesh may not send all their children to the higher education if the post matric scholarship scheme does not exist in Andhra Pradesh. Instead, what the low income families usually do is they can offer to send one or two children, especially from male category to the higher educational institution and the rest of them, they cannot offer to send to the colleges therefore they send them to either work or go for early marriage for several economic reasons. On the other hand, after the government of Andhra Pradesh introduced post matric scholarship for socially and economically weaker sections in Andhra Pradesh that to on saturation basis. Therefore, there might be a chance to send all their siblings to colleges even in private colleges as well.

Table 5.25: Gender * Those who have siblings, Do you think that your parents would have sent all your siblings to college without RTF. Cross tabulation

			Those who have siblings, Do you think that your parents would have sent all your siblings to college without RTF.				Total
			Yes	No	Can't Say	No Siblings	
Gender	Male	Count	16	26	34	16	92
		% of Total	9.6%	15.6%	20.4%	9.6%	55.1%
	Female	Count	16	17	24	18	75
		% of Total	9.6%	10.2%	14.4%	10.8%	44.9%
Total		Count	32	43	58	34	167
		% of Total	19.2%	25.7%	34.7%	20.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.25 is an attempt to understand about the gender representation of beneficiaries who have sibling and their status of sending them to college as per as higher education is concerned without reimbursement of the tuition fee scheme. However, the study reveals that out of 167 respondents, 19.2 percent of the respondents have said that they their parents would have sent all their siblings to college, even if reimbursement scheme was not existed in which 9.6 percent of the students from both male and female categories have said that their parents were in a position to send all their siblings to pursue higher education even if there is no reimbursement scheme. However, the study says that about 25.7 percent of the beneficiaries have said that their parents would not have sent all their siblings to the higher education if reimbursement scheme was existed in which 15.6 percent of the students from male category whereas 10.2 percent of the students from female category. On the other hand, 34.7 percent of the beneficiaries have said that they are not in a position to tell whether their reimbursement scheme really determine their siblings to pursue higher education in private institutions in which 20.4 percent of the students are from male category whereas 14.4 percent of the students are from female category. About 20.4 percent of the respondents have said that they do not have any siblings in which 9.6 percent of the students are from male category whereas 10.8 percent of the students are from female categories. A significant number of students strongly felt that if reimbursement of the tuition fee scheme was not existed in Andhra Pradesh as their parents would not have sent all their siblings to pursue higher education.

Table 5.26: Gender * Who motivated and paid fee for your Application Fee for getting entry into this course? Cross tabulation

			Who motivated and paid fee for your Application Fee for getting entry into this course?						Total
			Parents, Siblings, Neighbors	Friends	Teachers	Private Educational Consultancies	Self	Missing	
Gender	Male	Count	38	11	9	12	20	2	92
		% of Total	22.8%	6.6%	5.4%	7.2%	12.0%	1.2%	55.1%
	Female	Count	33	8	6	8	18	2	75
		% of Total	19.8%	4.8%	3.6%	4.8%	10.8%	1.2%	44.9%
Total		Count	71	19	15	20	38	4	167
		% of Total	42.5%	11.4%	9.0%	12.0%	22.8%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.26 is an attempt to understand the gender representation of the beneficiaries who motivated and paid for their application fee for getting entry into their current course. However, the study reveals that out of 167 respondents about 42.5 percent of the beneficiaries have said that their parents, siblings and neighbors have motivated them to get into this course in which 22.8 percent of the students are belongs to the male category whereas 19.8 percent of the students are from female categories. Moreover, about 11.4 percent of the students have said that their friends have motivated and paid their application fee for getting entry into their current course. On the other hand, nine percent of the beneficiaries have said that they have motivated from their teachers and got financial help from their teachers for getting entry into this present course in which 5.4 percent of the students represents the male category whereas 3.6 percent of the students are from female categories. About twelve percent of the students have said that private educational consultancies have motivated and paid their entrance fee for their current course in which male represents 7.2

where female represents 4.8 percent. About 22.8 percent of the students have said that it was a self-motivation made them to be in the current course.

Table 5.27: Gender * Have you ever experienced interim breaks in your RTF? Cross tabulation

			Have you ever experienced Interim breaks in your RTF?			Total
			Yes	No	Missing	
Gender	Male	Count	31	57	4	92
		% of Total	18.6%	34.1%	2.4%	55.1%
	Female	Count	16	55	4	75
		% of Total	9.6%	32.9%	2.4%	44.9%
Total		Count	47	112	8	167
		% of Total	28.1%	67.1%	4.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.27 indicates about the gender representation of the beneficiaries who have interim breaks in the fee reimbursement scheme. However, the study reveals that out of 167 respondents, about 55.1 percent of the beneficiaries are belonging to male categories, whereas about 44.9 percent of the beneficiaries are belongs to female categories. Moreover, about 28.1 percent of the students who have said that they have experienced interim breaks in the reimbursement of the tuition fee scheme in which 18.6 percent of the students are belongs to the male category whereas 9.6 percent of the students are from female category. Likewise, 67.1 percent of the students are from both male and female categories have said that they have never experienced any interim breaks in the entire scholarship period in which 34.1 percent of the students who belongs to the male category whereas 32.9 percent of the students are belongs to female category. On the other hand, about 4.8 percent of the students have refused to respond about interim breaks during their scholarship period. Interestingly, a significant number of students who felt that they experienced interim breaks during their scholarship period due to various reasons such as low attendance percentage, and could not finish previous semester or previous year's subjects or college management delaying in sending their application before the deadline or local revenue authorities did not cooperate when the technical error arises while applying in online and some of the other similar reasons caused students interim breaks in their course period. In addition, governments have introduced 75 percent of the attendance for availing scholarship for all the students and the government also imposed clearance of previous year all subjects to avail the scholarship. All these kind of obstacles has caused some students who could not get a scholarship.

Table 5.28: Gender * Reasons for interim breaks in RTF Cross tabulation

			Reasons for interim breaks in RTF						Total
			Lack of attendance	Backlogs in previous semesters	Could not apply in time	College management did not send my application in time	Did not experience any breaks in RTF	Missing	
Gender	Male	Count	7	12	3	2	63	5	92
		% of Total	4.2%	7.2%	1.8%	1.2%	37.7%	3.0%	55.1%
	Female	Count	7	14	2	3	46	3	75
		% of Total	4.2%	8.4%	1.2%	1.8%	27.5%	1.8%	44.9%
Total		Count	14	26	5	5	109	8	167
		% of Total	8.4%	15.6%	3.0%	3.0%	65.3%	4.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.28 is an attempt to understand the gender representation of the beneficiaries and their reasons for interim breaks during the course period for availing scholarship. However, the study reveals that out of 167 respondents, about 8.4 percent of the beneficiaries have said that they did not have enough attendance, therefore they had a break in the scholarship in which 4.2 percent of the students from both male and female categories. Moreover, about 15.6 percent of the students have said that they have backlogs in previous semester, therefore they did not get a scholarship for a short period in which 7.2 percent of the students who are belonging to the male category whereas 8.4 percent of the students who belongs to female categories. Likewise, about three percent of the students who said that they could not apply in time, therefore they did not get a scholarship for that particular academic year in which 1.8 percent of the students who belongs to the male category whereas 1.2 percent of the students are from female categories. On the other hand, about three percent of the students from male and female categories have said that their college management did not send their application in time, therefore they could not get the scholarship for that particular academic year in which 1.2 percent of students who represent the male category whereas 1.8 percent of the students who belongs to female categories. However, about 65.3 percent of the students who said that they did not experience any interim breaks during their scholarship period in which male represents 37.7 percent whereas female represents 27.5 percent. About 4.8 percent

of the students from both male female categories did not respond to answer about their interim breaks.

Table 5.29: Gender * Did your District welfare Officials resolved your scholarship problems there itself? Cross tabulation

			Did your District welfare Officials resolved your scholarship problems there itself?				Total
			Yes	No	Did not Face any Problem	Missing	
Gender	Male	Count	36	21	31	4	92
		% of Total	21.6%	12.6%	18.6%	2.4%	55.1%
	Female	Count	34	19	18	4	75
		% of Total	20.4%	11.4%	10.8%	2.4%	44.9%
Total		Count	70	40	49	8	167
		% of Total	41.9%	24.0%	29.3%	4.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.29 indicates about the gender representation of beneficiaries and the level of cooperation of district welfare officials when resolving technical obstacles as per as scholarships are concerned. However, the study reveals that out of 167 respondents about 41.9 percent of the beneficiaries have said that their district welfare officials resolved their scholarship problems there itself in which 21.6 percent of the students are belongs to the male category whereas 20.4 percent of the students who are belonging to female categories. Moreover, about 29.3 percent of the students have said that their district welfare officials did not resolve their scholarship problems there itself in which 12.6 percent of the students who belongs to the male category whereas 11.4 percent of the students who belongs to female categories. On the other hand, about 29.6 percent of the students from both male and female categories have said that they did not face such kind of problems with district welfare officials regarding scholarship is concerned in which 18.6 percent of the students who belongs to the male category whereas 10.8 percent of the students who belongs to female categories. Interestingly, about 4.8 percent of the students from the both male and female categories who did not respond to this particular question in which 2.4 percent of the students are belongs to both male and female categories. However, significant numbers of students faced problems with district welfare officials there they had to come all the way from districts to

Hyderabad to resolve their technical problems in the head office. It shows that district welfare officials were not capable enough to resolve simple technical problems in there itself.

Table 5.30: Course * Did your college management ever charged you extra fee apart from Govt. RTF? Cross tabulation

			Did your college management ever charged you extra fee apart from Govt. RTF?			Total
			Yes	No	Missing	
Course	Profe	Count	16	29	1	46
		% of Total	9.6%	17.4%	.6%	27.5%
	PG	Count	20	24	1	45
		% of Total	12.0%	14.4%	.6%	26.9%
	Degree	Count	15	20	1	36
		% of Total	9.0%	12.0%	.6%	21.6%
	Inter	Count	12	26	2	40
		% of Total	7.2%	15.6%	1.2%	24.0%
Total		Count	63	99	5	167
		% of Total	37.7%	59.3%	3.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.30 is an attempt to understand that course wise representation of beneficiaries whose college management's status of charging extra fee apart from reimbursement of tuition fee. However, the study reveals that out of 167 respondents about 37.7 percent of the beneficiaries have said that their college management have charged an extra amount apart from reimbursement of the tuition fee scheme being implemented by the government of Andhra Pradesh in which 9.6 percent of the students who belongs to professional courses whereas twelve percent of the students who are pursuing postgraduate courses. About nine percent of the students who are studying degree courses and about 7.2 percent of the students who are pursuing their intermediate courses. Moreover, about 59.3 percent of the students who have said that their college management did not charge any extra fee apart from a reimbursement scheme in which 17.4 percent of the students who are pursuing professional courses whereas 14.4 percent of the students who are pursuing postgraduate courses and about twelve percent of the students who are pursuing degree courses and finally about 15.6 percent of the students who are pursuing intermediate courses. In other

words, about three percent of the students who did not respond to answer about extra fee details in which less than one percent of the students who are pursuing professional, PG and Degree courses.

Table 5.31: Course * Would you have managed the Tuition fee without RTF? Crosstabulation

			Would you have managed the Tuition fee without RTF?				Total
			Yes	No	Can't Say	Missing	
Course	Profe	Count	1	26	18	1	46
		% of Total	.6%	15.6%	10.8%	.6%	27.5%
	PG	Count	1	23	20	1	45
		% of Total	.6%	13.8%	12.0%	.6%	26.9%
	Degree	Count	1	20	14	1	36
		% of Total	.6%	12.0%	8.4%	.6%	21.6%
	Inter	Count	3	24	13	0	40
		% of Total	1.8%	14.4%	7.8%	.0%	24.0%
Total		Count	6	93	65	3	167
		% of Total	3.6%	55.7%	38.9%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.31 is an attempt to understand about the course wise representation of their economic status of continuing the course without reimbursement of the tuition fee scheme. However, the study reveals that out of 167 respondents about 3.6 percent of the beneficiaries have said that they could have managed the tuition fee even if reimbursement scheme was not existed in which less than one percent of the students who are pursuing both professional, postgraduate and Degree courses have said that they could have managed tuition fee followed by intermediate courses whose representation is 1.8. On the other hand, about 55.7 percent of the students who have said that they could not have managed the tuition fee on their own if the government's reimbursement scheme was not existed in which 15.6 percent of the students who are pursuing professional courses, about 13.8 percent of the students who are pursuing their post graduate courses and about twelve percent of the students who are pursuing their degree courses and 14.4 percent of the students who are pursuing their intermediate courses. Moreover, 38.9 percent of the students were unable to answer whether they can offer to pursue their courses without reimbursement scheme in which 10.8 percent who are studying professional courses, about twelve percent of the students who are studying post graduate courses and about 8.4 percent of the respondents are from degree

courses and 7.8 percent are from intermediate courses. Interestingly, about 1.8 percent of the students who from four groups who did not respond to answer.

Table 5.32: Course * If you can't manage the fee without RTF, what would you have done? Cross tabulation

			If you can't manage the fee without RTF, what would you have done?						Total
			Discontin ued Education	Changed The Course	Prefer only Govt. colleges	Continued with Debts/student Loan	Don't Know	Missing	
Course	Profe	Count	16	10	5	6	7	2	46
		% of Total	9.6%	6.0%	3.0%	3.6%	4.2%	1.2%	27.5%
	PG	Count	15	11	5	6	5	3	45
		% of Total	9.0%	6.6%	3.0%	3.6%	3.0%	1.8%	26.9%
	Degree	Count	8	11	6	4	5	2	36
		% of Total	4.8%	6.6%	3.6%	2.4%	3.0%	1.2%	21.6%
	Inter	Count	14	8	6	4	6	2	40
		% of Total	8.4%	4.8%	3.6%	2.4%	3.6%	1.2%	24.0%
Total		Count	53	40	22	20	23	9	167
		% of Total	31.7%	24.0%	13.2%	12.0%	13.8%	5.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.32 is an attempt to understand about the course wise representation of beneficiaries and their choice of continuing the present course if reimbursement of the tuition fee scheme was not existed. However, the study reveals that 31.7 percent of the students have said that they would have discontinued the education if reimbursement scheme was not existed. Moreover, about twenty four percent of the students have said that they would have changed the course which charges less the amount of tuition fees if the reimbursement scheme is existed. On the other hand, 13.2 percent of the students who said that they would have preferred only government college if reimbursement scheme was not existed. Interestingly, twelve percent of the students who have said that they would have continued education with debts and student loans. About 13.8 percent of the students who said that they even don not know what would have happened if reimbursement

scheme was not existed. About 5.4 percent of the students who are not in a position to be able to answer to this question.

Table 5.33: Course * How did your College Management Responded when RTF Payments were delayed? Cross tabulation

			How did your College Management Responded when RTF Payments were delayed?				Total
			Forced to Pay	Never Forced	Never Experienced	Missing	
Course	Profe	Count	13	16	16	1	46
		% of Total	7.8%	9.6%	9.6%	.6%	27.5%
	PG	Count	9	15	20	1	45
		% of Total	5.4%	9.0%	12.0%	.6%	26.9%
	Degree	Count	9	10	15	2	36
		% of Total	5.4%	6.0%	9.0%	1.2%	21.6%
	Inter	Count	12	10	17	1	40
		% of Total	7.2%	6.0%	10.2%	.6%	24.0%
Total		Count	43	51	68	5	167
		% of Total	25.7%	30.5%	40.7%	3.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.33 indicates the course representation of beneficiaries and their response about their college management response when reimbursement of tuition fee payments was delayed. However, the study reveals that about 25.7 percent of the students who said that their college management have forced them to pay tuition in advance even if they were eligible for reimbursement tuition fee scheme in which 7.8 percent are from professional courses, about 5.4 percent of the students are from both post graduate and degree courses and about 7.2 percent of the students are from intermediate courses. About 30.5 percent of the students who have said that their college management never forced them to pay tuition fee in advance in which about nine percent of the students who are pursuing their professional and postgraduate courses whereas about six percent of the students are from degree and intermediate courses. Interestingly, about 40.7 percent of the students who have never experienced these kind of situation before and during their course period. Three percent of the students did not answer to this question. Out of 167 total respondents about 27.5 percent of students are from professional courses, about 26.9 percent of

the students who are pursuing their post graduate courses and about 21.6 percent of the students are from degree courses and twenty four percent of the students are from intermediate courses.

Table 5.34: Course * Did your college management, pay you money or benefits to get you enrolled in their college? Cross tabulation

			Did your college management pay you money or benefits to get you enrolled in their college?			Total
			Yes	No	Missing	
Course	Profe	Count	11	25	10	46
		% of Total	6.6%	15.0%	6.0%	27.5%
	PG	Count	8	29	8	45
		% of Total	4.8%	17.4%	4.8%	26.9%
	Degree	Count	6	22	8	36
		% of Total	3.6%	13.2%	4.8%	21.6%
	Inter	Count	5	23	12	40
		% of Total	3.0%	13.8%	7.2%	24.0%
Total		Count	30	99	38	167
		% of Total	18.0%	59.3%	22.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.34 is an attempt to understand the course representation of the beneficiaries and their response about the level of influence as per as money and other benefits are concerned of their college management to enrol in their present course in the same college. The study reveals that out of 167 respondents, about eighteen percent of the beneficiaries have said that their college management paid either money or other benefits to get enrolled into their college in which 6.6 percent of the students who are pursuing professional courses, whereas 4.8 percent of the students who are pursuing their post graduate courses, about 3.6 percent of the students who are pursuing their degree courses and about three percent of the students who are pursuing their intermediate courses. On the other hand, about 59.3 percent of the students who said that their college did not offer money or any other benefits to get enrolled in their college in which fifteen percent of the students are pursuing professional courses, whereas about 17.4 percent of the students belongs to postgraduate courses, about 13.2 percent of the students are belongs to degree courses and about 13.8 percent of the students who are pursuing their intermediate courses. About 22.8 percent of

the students who did not answer to respond about their college attitude regarding their admission in which about five percent of students represents each course.

Table 5.35: Course * Those who said yes, what kind of benefits did your college offer you? Cross tabulation

			Those who said yes, what kind of benefits did your college offer you?							Total
			Offered some money to my family	Free Transport Facility	Free Laptop	Free Hostel Facility with Food	recreational tours	Did not offer any benefits	Missing	
Course	Profe	Count	2	3	0	2	1	30	8	46
		% of Total	1.2%	1.8%	.0%	1.2%	.6%	18.0%	4.8%	27.5%
	PG	Count	2	2	1	3	1	26	10	45
		% of Total	1.2%	1.2%	.6%	1.8%	.6%	15.6%	6.0%	26.9%
	Degree	Count	1	3	1	2	0	22	7	36
		% of Total	.6%	1.8%	.6%	1.2%	.0%	13.2%	4.2%	21.6%
	Inter	Count	2	3	0	2	1	24	8	40
		% of Total	1.2%	1.8%	.0%	1.2%	.6%	14.4%	4.8%	24.0%
	Total	Count	7	11	2	9	3	102	33	167
		% of Total	4.2%	6.6%	1.2%	5.4%	1.8%	61.1%	19.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.35 indicates about the course representation of the beneficiaries and the kind of benefits their college management offered to get enrolled into their college. The study reveals that out of 167 respondents, about 4.2 percent of the beneficiaries have said they were offered to give some money to their family. Whereas, about 6.6 percent of the respondents have said that they were offered free transport facility to their college. About 1.2 percent of the students who said that they were offered laptops if they join in their college. Interestingly, 5.4 percent of the students who said that they were offered free college hostel facilities with food during their entire course if join their college. On the other hand, about 1.8 percent of the students have said that they were offered to take recreational tours twice in a year with the free of cost if join in their college. About 61.1

percent of the students have said that they were not experienced these kind of offers. Interestingly, about 19.8 percent of the students who did not respond to this question.

Table 5.36: Course * Did you join in Govt. College for the same course before joining here? Cross tabulation

			Did you join in Govt. College for the same course before joining here?			Total
			Yes	No	Missing	
Course	Profe	Count	7	38	1	46
		% of Total	4.2%	22.8%	.6%	27.5%
	PG	Count	6	37	2	45
		% of Total	3.6%	22.2%	1.2%	26.9%
	Degree	Count	6	29	1	36
		% of Total	3.6%	17.4%	.6%	21.6%
	Inter	Count	5	34	1	40
		% of Total	3.0%	20.4%	.6%	24.0%
Total		Count	24	138	5	167
		% of Total	14.4%	82.6%	3.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.36 is an attempt to understand about course representation of the beneficiaries who were asked about if they did join in Government College before joining here. However, the study reveals that about 14.4 percent of the students who have said that they have joined in Government College before joining here in a private college in which about 4.2 percent of the students are pursuing professional courses, whereas about 3.6 percent of the students from postgraduate and graduate courses each, and about three percent of the students who are pursuing their intermediate courses. On the other hand, about 82.6 percent of the students who have said that they did not join in government college before joining here in a private college in which about 22.8 percent of the students who are pursuing professional courses whereas about 22.2 percent of the students who are pursuing their postgraduate courses, and about 17.4 percent of the students who are pursuing their degree courses and about 20.4 percent of the students are belongs to intermediate course. Moreover, about three percent of the students who did not respond to answer this question in which about one percent of the students belongs all professional, postgraduate, degree and intermediate

courses did not respond at all. Out of 167 of the total respondents, about 27.5 percent belong to professional courses, whereas around twenty five percent are belongs the rest of the courses.

Table 5.37: Gender * Who motivated you to join in the present course/college? Cross tabulation

			Who motivated you to join in the present course/college?							Total
			School teacher	Seniors	Parents	Influenced by present college management canvassing	Private Educational Consultancies	Self-Decision	Missing	
Gender	Male	Count	10	12	28	16	12	12	2	92
		% of Total	6.0%	7.2%	16.8%	9.6%	7.2%	7.2%	1.2%	55.1%
	Female	Count	12	13	20	10	12	7	1	75
		% of Total	7.2%	7.8%	12.0%	6.0%	7.2%	4.2%	.6%	44.9%
Total		Count	22	25	48	26	24	19	3	167
		% of Total	13.2%	15.0%	28.7%	15.6%	14.4%	11.4%	1.8%	100.0 %

Source: Field work conducted during 2012-13,

Table 5.37 indicates about the gender representation of the beneficiaries and their means of motivation to join in the present course/college. The study reveals that about 13.2 of the students have said that they were motivated by their school teachers to join in the present course/college. Whereas, about fifteen percent of the students have said that they were motivated by their seniors. Moreover, about 28.7 percent of the students (which is highest) have said that they were motivated by their parents to get admission into the present course/college. On the other hand, about 15.6 percent of the students have said that they were motivated/influenced by their present college management canvassing to get admission into their college. Likewise, about 14.4 percent of the students have said that private educational consultancies have motivated/influenced them to get into this course/college. Interestingly, about 14.4 percent of the students have said that self-decision has made them to join in present college/course. About 1.8 percent of the respondents did not respond to this question. About twelve percent of the female students are being motivated by

their parents out of 44.9 percent. However, school teachers, seniors and private educational consultancies are significantly influencing students to join them in a particular college / course.

Table 5.38: Caste * How do you rate the Post Matric Scholarship implemented by Govt. of AP?

Cross tabulation

			How do you rate the PMS implemented by Govt. of AP?							Total
			Excellent	Good	Average	Bad	Very Bad	Can't Say	Missing	
Caste	EBC	Count	11	9	1	2	1	2	1	27
		% of Total	6.6%	5.4%	.6%	1.2%	.6%	1.2%	.6%	16.2%
	BC	Count	41	18	12	2	1	11	1	86
		% of Total	24.6%	10.8%	7.2%	1.2%	.6%	6.6%	.6%	51.5%
	SC	Count	9	15	0	2	0	0	2	28
		% of Total	5.4%	9.0%	.0%	1.2%	.0%	.0%	1.2%	16.8%
	ST	Count	7	3	0	2	0	2	0	14
		% of Total	4.2%	1.8%	.0%	1.2%	.0%	1.2%	.0%	8.4%
	Missing	Count	0	8	4	0	0	0	0	12
		% of Total	.0%	4.8%	2.4%	.0%	.0%	.0%	.0%	7.2%
Total		Count	68	53	17	8	2	15	4	167
		% of Total	40.7%	31.7%	10.2%	4.8%	1.2%	9.0%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.38 is an attempt to understand about the social category wise representation of the beneficiaries who did rate for post matric scholarship scheme introduced by the government of Andhra Pradesh about half a decade ago. The study says that about eighty percent of the students expressed that this scheme was helpful. About 40.7 percent of the beneficiaries from all the social categories have said that this scheme is excellent whereas about 31.7 percent of the beneficiaries who said that this scheme is good. On the other hand, about 10.2 percent of the students are from all social categories have said that the post matric scholarship scheme is average it did not them sent percent of their tuition and other expenses. About 4.8 percent of the students have said that this scheme is bad it and could not meet their expenses. Similarly, about 1.2 percent of the beneficiaries have said that this scheme is very bad and it did not meet either their tuition fee or

their monthly pocket money/mess charges. About nine percent of the students were not in a position to be able to decide to rate about the post matric scholarship scheme.

Table 5.39: Course * Did RTF influence you to take up a professional course? Cross tabulation

			Did RTF influence you to take up a professional course?				Total
			Shifted from traditional to Professional course because of RTF	Was already in professional course	RTF did not influence my decision	Missing	
Course	Profe	Count	28	11	5	2	46
		% of Total	16.8%	6.6%	3.0%	1.2%	27.5%
	PG	Count	8	29	8	0	45
		% of Total	4.8%	17.4%	4.8%	.0%	26.9%
	Degree	Count	23	9	4	0	36
		% of Total	13.8%	5.4%	2.4%	.0%	21.6%
	Inter	Count	6	26	7	1	40
		% of Total	3.6%	15.6%	4.2%	.6%	24.0%
Total		Count	65	75	24	3	167
		% of Total	38.9%	44.9%	14.4%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.39 indicates about the course representation of the beneficiaries and their response about the level of influence of reimbursement of the tuition fee scheme in taking up of professional courses. The study reveals that about 38.9 percent of the beneficiaries have said that they were shifted their courses from traditional to professionals because of reimbursement of the tuition fee scheme in which about 16.8 percent represents are from professional courses, about 4.8 percent of the students are from post graduate courses and about 13.8 percent of the students are from intermediate courses. Whereas, about 44.9 percent of the students have said that they were already in professional courses. On the other hand, about 14.4 percent of the students who said that reimbursement of the tuition fee scheme did not influence them to take their decision. Interestingly, about 1.8 percent of the students who did not respond to answer this question. However, out of 167 of the total respondents, about 27.5 percent of the beneficiaries are pursuing professional courses. Whereas, about 26.9 percent of the beneficiaries are pursuing their postgraduate courses. And about 21.6 percent of the beneficiaries are pursuing their degree courses, and about twenty four percent of the beneficiaries are pursuing their intermediate courses.

Table 5.40: Course * How many of your course faculty are from alumni? Cross tabulation

			How many of your faculty are from alumni?						Total
			All	Half of them	only Few	none of them	Don't know	Missing	
Course	Profe	Count	1	6	19	4	15	1	46
		% of Total	.6%	3.6%	11.4%	2.4%	9.0%	.6%	27.5%
	PG	Count	1	5	20	2	17	0	45
		% of Total	.6%	3.0%	12.0%	1.2%	10.2%	.0%	26.9%
	Degree	Count	1	5	17	1	11	1	36
		% of Total	.6%	3.0%	10.2%	.6%	6.6%	.6%	21.6%
	Inter	Count	0	4	20	2	13	1	40
		% of Total	.0%	2.4%	12.0%	1.2%	7.8%	.6%	24.0%
	Total	Count	3	20	76	9	56	3	167
		% of Total	1.8%	12.0%	45.5%	5.4%	33.5%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.40 is an attempt to understand about the course representation of the beneficiaries and their number of faculty that are from alumni. However, the study says that about 1.8 percent of the beneficiaries have said that all of their course teachers are from alumni in which less than percent of the percent of the students are from professional, postgraduate and degree courses and none of the students are from intermediate courses. Moreover, about twelve percent of the students who said that half of their course teachers are from alumni in which about three percent of the students who represent professional, postgraduate and degree courses. Whereas, about 2.4 percent of the students are from intermediate courses. On the other hand, about forty five percent of the students who said that only a few percent of their course faculty are from alumni in which 11.4 percent of the students represents professional courses and about twelve percent of the students represents both post graduate and intermediate courses. Whereas, about 10.2 percent of the students represent degree courses. However, about 5.4 percent of the students have said that none of their course faculty is from alumni. Interestingly, about 33.5 percent of the students have said that they have an idea about their course faculty background in which about nine percent of the students represents professional courses. About 1.8 percent of the students who did not respond to this question.

Table 5.41: Course * Do you think that your course faculty is well qualified to teach the course?

			Do you think that your course faculty is well qualified to teach the course?				Total
			Yes	No	Can't Say	Missing	
Course	Profe	Count	19	11	15	1	46
		% of Total	11.4%	6.6%	9.0%	.6%	27.5%
	PG	Count	16	9	19	1	45
		% of Total	9.6%	5.4%	11.4%	.6%	26.9%
	Degree	Count	16	7	12	1	36
		% of Total	9.6%	4.2%	7.2%	.6%	21.6%
	Inter	Count	15	12	12	1	40
		% of Total	9.0%	7.2%	7.2%	.6%	24.0%
Total		Count	66	39	58	4	167
		% of Total	39.5%	23.4%	34.7%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.41 is an attempt to understand about the course representation of the beneficiaries and their response on their course faculty qualifications. However, the study reveals that out of 167 total respondents, about 39.5 percent of the beneficiaries who think that their course faculty is well qualified to teach the course in which about 11.4 percent of students who are pursuing professional courses. Whereas, about 9.6 percent of the students who are pursuing their post graduation and degree courses each and about nine percent of the students who are pursuing their intermediate courses. On the other hand, about 23.4 percent of the students who think their course faculty is not well qualified to teach the course in which about 6.6 percent of the students who are pursuing their professional courses. Whereas, about 5.4 percent of the students who are pursuing their post graduate courses and about 4.2 percent of the students who are pursuing their degree courses and about 7.2 percent of the students who are studying their intermediate courses. Interestingly, about 34.7 percent of the students who said that they are not in a position to be able to tell about the qualification of their course faculty in which about ten percent are from professional and postgraduate courses and about seven percent of the students are from degree and intermediate courses. Likewise, about 2.4 percent of the respondents who did not answer to this question.

Table 5.42: Course * Did any of the faculty from Government College motivate/direct you to join in private college. Cross tabulation

			Did any of the faculty from Government College motivate/direct you to join in private college?				Total
			Yes	No	Did Not Attempt to Join in Govt. College	Missing	
Course	Profe	Count	11	3	30	2	46
		% of Total	6.6%	1.8%	18.0%	1.2%	27.5%
	PG	Count	12	2	29	2	45
		% of Total	7.2%	1.2%	17.4%	1.2%	26.9%
	Degree	Count	9	1	25	1	36
		% of Total	5.4%	.6%	15.0%	.6%	21.6%
	Inter	Count	10	2	27	1	40
		% of Total	6.0%	1.2%	16.2%	.6%	24.0%
	Total	Count	42	8	111	6	167
		% of Total	25.1%	4.8%	66.5%	3.6%	100.0%

Source: Field work conducted during 2012-13,

Table 5.42 is an attempt to understand about the course representation of the beneficiaries and their response about the government college faculty's influence for joining in the private college. Moreover, the study says that out of 167 total respondents, about 25.1 percent of the beneficiaries have said that they were in government college and their faculty motivated/directed them to join in a private college in which 6.6 percent of the students are from professional students. Whereas, about 7.2 percent of the students who are pursuing their post graduate courses and about six percent of the students are pursuing their degree and intermediate courses. On the other hand, about 4.8 percent of the students said that there were not, neither motivated nor influenced them to join in a private college in which about one percent of the students are pursuing their professional, postgraduate, degree and intermediate courses. Interestingly, about 66.5 percent of the students have said that they did not attempt to join in Government College in which about seventeen percent of the students are from professional and post graduate, degree and intermediate courses each. Therefore, there is no question of government of college teaches motivated or directed them to join in private college. However, about 3.6 percent of the students did not answer to this question.

Table 5.43: Course * what else do you expect from government? Cross tabulation

			What else do you expect from government?					Total
			Study materials	Books	Laptops	Can't Say	Missing	
Course	Profe	Count	16	12	7	8	3	46
		% of Total	9.6%	7.2%	4.2%	4.8%	1.8%	27.5%
	PG	Count	14	12	7	9	3	45
		% of Total	8.4%	7.2%	4.2%	5.4%	1.8%	26.9%
	Degree	Count	10	11	7	5	3	36
		% of Total	6.0%	6.6%	4.2%	3.0%	1.8%	21.6%
	Inter	Count	15	10	7	7	1	40
		% of Total	9.0%	6.0%	4.2%	4.2%	.6%	24.0%
	Total	Count	55	45	28	29	10	167
		% of Total	32.9%	26.9%	16.8%	17.4%	6.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.43 indicates that the course wise representation of the beneficiaries and their response about the requirements they are expecting from government apart from reimbursement of the tuition fee scheme. The study reveals that out of 167 respondents, about 32.9 percent of the beneficiaries have said that they are expecting study materials apart from post matric scholarship in which about nine percent of the students who are pursuing their professional and intermediate courses. Whereas, about 8.4 percent of the students who are pursuing their post graduate courses and about six percent of the students who are studying their degree courses. Interestingly, about 26.9 percent of the students said that government should enhance the scholarship amount to purchase books in which 7.2 percent of the respondents represents professional and postgraduate courses each. Whereas, about six percent of the students who are pursuing their degree and intermediate courses. On the other hand, about 16.8 percent of the respondents have said that government should provide laptops apart from existing post matric scholarship scheme in which about 4.2 percent of the students are from professional, postgraduate, degree and intermediate courses. Moreover, about 17.4 percent of the students from all categories have said that they are in a position to be able to be decided what they require apart from reimbursement scheme. Similarly, about six percent of the students from all categories did not respond to answer this question. However, significant number of students are asking study martial and books from government to pursue their course.

Table 5.44: Course * Do the faculty in your college ask the present students to motivate or encourage new students to join in their college? Cross tabulation

			Do the faculty in your college ask the present students to motivate or encourage new students to join in their college?			Total
			Yes	No	Missing	
Course	Profe	Count	34	11	1	46
		% of Total	20.4%	6.6%	.6%	27.5%
	PG	Count	32	12	1	45
		% of Total	19.2%	7.2%	.6%	26.9%
	Degree	Count	26	9	1	36
		% of Total	15.6%	5.4%	.6%	21.6%
	Inter	Count	29	10	1	40
		% of Total	17.4%	6.0%	.6%	24.0%
Total		Count	121	42	4	167
		% of Total	72.5%	25.1%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.44 is an attempt to understand about the course wise representation of the beneficiaries and the level of the motivation of their faculty to ask the present students to convince new students to join in their college. However, the study reveals that out of 167 of the total students, about 72.5 percent of the students from all the categories have said that their faculty members asking them to motivate/encourage/influence new students to join in their college in which about 20.4 percent of the students represents from professional categories. Whereas, about 19.2 percent of the students represent from post graduate category and about 15.6 percent represents a degree course category and about 17.4 percent of the students represents intermediate courses. On the other hand, about 25.1 percent of the students have said that their faculty members did not ask them to motivate/influence the new students to join in their college in which about 6.6 percent represents from professional category and about 7.2 percent of the students represents from post graduate courses and about 5.4 percent of the students represents intermediate courses. Interestingly, 2.4 percent of the students did not intend to answer to this question. However, the significant number of students was being asked of their faculty to motivate new students to join in their college.

Table 5.45: Gender * What is the main reason for choosing your present college? Cross tabulation

			What is the main reason for choosing your present college?						Total
			Nearer to my home	It is the best college in that area	This college has good campus placement record	Well qualified faculty	Because of RTF	Missing	
Gender	Male	Count	11	10	8	14	46	3	92
		% of Total	6.6%	6.0%	4.8%	8.4%	27.5%	1.8%	55.1%
	Female	Count	7	7	7	6	45	3	75
		% of Total	4.2%	4.2%	4.2%	3.6%	26.9%	1.8%	44.9%
Total		Count	18	17	15	20	91	6	167
		% of Total	10.8%	10.2%	9.0%	12.0%	54.5%	3.6%	100.0%

Source: Field work conducted during 2012-13,

Table 5.45 indicates about the gender representation of the beneficiaries and their response about the main reason for choosing the present college. However, the study reveals that out of 167 of the total respondents, about 10.8 percent of the both male and female students have said that because of their college is nearer to their home, therefore they have joined in this college in which about 6.6 percent of the students are from male category and about 4.2 percent of the students are from female category. On the other hand, about 10.2 percent of the beneficiaries have said that because it is the best college in that area therefore they chose to join in that college. Moreover, about nine percent of the students from both male and female categories have said that their college has a good campus placement record, therefore they selected that college in which about 4.8 percent of the students from male and about 4.2 percent students represents female categories. Interestingly, about twelve percent of the students have said that the college has well qualified faculty therefore they joined in that college in which about 8.4 percent of students represents male and about 3.6 percent of the students represents female categories. Interestingly, the majority of the students about 54.5 percent have said that because of the fee reimbursement scheme is existed, that's why they chose that particular college in which about 27.5 percent represents male and about 26.9 percent represents female categories.

Table 5.46: Caste * What is the main reason for choosing your present college? Cross tabulation

			What is the main reason for choosing your present college?						Total
			Nearer to my home	It is the best college in that area	This college has good campus placement record	Well qualified faculty	Because of RTF	Missing	
Caste	EBC	Count	3	4	3	3	12	2	27
		% of Total	1.8%	2.4%	1.8%	1.8%	7.2%	1.2%	16.2%
	BC	Count	10	8	11	9	45	3	86
		% of Total	6.0%	4.8%	6.6%	5.4%	26.9%	1.8%	51.5%
	SC	Count	3	2	0	5	17	1	28
		% of Total	1.8%	1.2%	.0%	3.0%	10.2%	.6%	16.8%
	ST	Count	2	3	1	3	5	0	14
		% of Total	1.2%	1.8%	.6%	1.8%	3.0%	.0%	8.4%
	Missing	Count	0	0	0	0	12	0	12
		% of Total	.0%	.0%	.0%	.0%	7.2%	.0%	7.2%
Total		Count	18	17	15	20	91	6	167
		% of Total	10.8%	10.2%	9.0%	12.0%	54.5%	3.6%	100.0%

Source: Field work conducted during 2012-13,

Table 5.46 is an attempt to understand about the social category wise representation of the beneficiaries and their response of the main reason for choosing their present college. However, the study reveals that out of 167 of total respondents, about 10.8 percent of the students have said that they joined in that because it is nearer to home in which about 1.8 percent of students are from economically backward classes and about six percent of the students are from backward castes. Whereas, about 1.8 percent of the students are from scheduled castes and about 1.2 percent of the students are from scheduled tribes. On the other hand, about 54.5 percent of the students have said that because of the fee reimbursement scheme they have joined this college in which about 7.2 percent represents EBCs and about 26.9 percent represents BCs. Whereas about 10.2 percent of the students represent SCs and about three percent represents STs. about 7.2 percent of the students did not respond to answer this question. Similarly, about 10.2 percent of the students have said that they have joined in that college because it is the best college in that area in which about three percent represents both EBCs and BCs, about one percent represents both SCs and STs.

Table 5.47: Gender * What is the main reason for choosing your present course? Cross tabulation

			What is the main reason for choosing your present course?							Total
			Increase Social Status	Parents Dream	My Dream	Because of RTF	Possibility to go to Abroad	Can't Say	Missing	
Gender	Male	Count	18	13	22	26	1	10	2	92
		% of Total	10.8%	7.8%	13.2%	15.6%	.6%	6.0%	1.2%	55.1%
	Female	Count	21	13	14	18	2	6	1	75
		% of Total	12.6%	7.8%	8.4%	10.8%	1.2%	3.6%	.6%	44.9%
Total		Count	39	26	36	44	3	16	3	167
		% of Total	23.4%	15.6%	21.6%	26.3%	1.8%	9.6%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.47 is an attempt to understand about the gender representation of the beneficiaries and their response over the main reason for choosing their present course. Interestingly, the study reveals that out of 167 total respondents, about 23.4 percent of the beneficiaries have said that they have joined in the present course, because it increases their social status in which about 10.8 percent of the students are from male category. Whereas, about 12.6 percent of the students are belonging to female categories. Moreover, about 15.6 percent of students from both male and female categories have said that it's their parents dream to join me in this particular course, there they joined it in which about 7.8 percent of the students are belongs to both male and female categories. However, about 21.6 percent of the students have said that it is their dream therefore they joined in that particular course in which about 13.2 percent of the students are belonging to male categories. Whereas, about 8.4 percent of the students are belonging to female categories. On the other hand, about 26.3 percent of the respondents have said that because of reimbursement scheme they have joined in that course in which 15.6 percent of the students are belongs to male category. Whereas, about 10.8 percent of the students are belonging to female categories. Likewise, 1.8 percent of the beneficiaries have said that there is a possibility of going abroad, therefore they joined in this course in which less than one percent of the students are belongs to male category. Whereas, about 1.2 percent of the students are belonging to female categories. Interestingly, about 9.6 percent of the students from both male and female categories have said that they do not know why they did join in the present course in which about six percent of the students are belongs to male and about 3.6 percent of the students are from female categories.

Table 5.48: Caste * What is the main reason for choosing your present course? Cross tabulation

			What is the main reason for choosing your present course?							Total
			Increase Status	Parents Dream	My Dream	Because of RTF	Possibility to go Abroad	Can't Say	Missing	
Caste	EBC	Count	3	4	7	9	0	2	2	27
		% of Total	1.8%	2.4%	4.2%	5.4%	.0%	1.2%	1.2%	16.2%
	BC	Count	14	14	21	24	3	9	1	86
		% of Total	8.4%	8.4%	12.6%	14.4%	1.8%	5.4%	.6%	51.5%
	SC	Count	12	3	4	5	0	4	0	28
		% of Total	7.2%	1.8%	2.4%	3.0%	.0%	2.4%	.0%	16.8%
	ST	Count	2	1	4	6	0	1	0	14
		% of Total	1.2%	.6%	2.4%	3.6%	.0%	.6%	.0%	8.4%
	Missing	Count	8	4	0	0	0	0	0	12
		% of Total	4.8%	2.4%	.0%	.0%	.0%	.0%	.0%	7.2%
Total		Count	39	26	36	44	3	16	3	167
		% of Total	23.4%	15.6%	21.6%	26.3%	1.8%	9.6%	1.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.48 is an attempt to understand about the social category wise representation of the beneficiaries and their response on the main reason for choosing their present course. However, the study reveals that about 23.4 percent of the beneficiaries have said that their present course increase their social status, therefore they joined in that course in which about 1.8 percent of the students are belongs to economically backward ward class and about 8.4 percent of the students are belongs to backward communities. Whereas, about 7.2 percent of the students are belonging to scheduled caste and about 4.8 percent of the students are belongs to scheduled tribes. On the other hand, about 15.6 percent of the students have said that they joined in that course because it is their parents dream in which about 2.4 percent of the students are belongs to EBCs and about 8.4 percent of the students are belongs to BCs. Whereas, about 1.8 percent of the students are from SC category and about less than one percent of the students are from ST categories. Interestingly, about 26.3 percent of the students of the students have said that because of the reimbursement of tuition fee scheme they joined in that course in which 5.4 percent of the students are from EBCs

and about 14.4 percent are belongs to BCs and about three percent are belongs to both SC and ST categories.

Table 5.49: Course * Did anyone persuade you to change the college from Govt. to Private? Cross tabulation

			Did anyone persuade you to change the college from Govt. to Private?						Total
			Govt. School/ College Teacher/employ ee	Parent's choice	Pvt. Educational Consultancies	Friends/ neighbors	own choice	Missing	
Course	Profe	Count	10	6	9	16	4	1	46
		% of Total	6.0%	3.6%	5.4%	9.6%	2.4%	.6%	27.5%
	PG	Count	12	8	7	13	4	1	45
		% of Total	7.2%	4.8%	4.2%	7.8%	2.4%	.6%	26.9%
	Degree	Count	7	6	7	8	7	1	36
		% of Total	4.2%	3.6%	4.2%	4.8%	4.2%	.6%	21.6%
	Inter	Count	9	8	8	9	5	1	40
		% of Total	5.4%	4.8%	4.8%	5.4%	3.0%	.6%	24.0%
Total		Count	38	28	31	46	20	4	167
		% of Total	22.8%	16.8%	18.6%	27.5%	12.0%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.49 indicates about the course representation of beneficiaries and their response over anybody persuade them to join from government to private college. The study reveals that about 22.8 percent of the beneficiaries have said that teachers and employees from government school/college have persuaded them to join in private college from Government College in which about six percent of the students are belongs to professional courses and about 7.2 percent of the students are from PG courses. However, about 16.8 percent of the students have said that their parents persuaded them to join in private college from government. On the other hand, about 18.6 percent of the students have said that private educational consultancies have persuaded them to join in private college from Government College. Interestingly, about 27.5 percent of the students have said that they were persuaded by their neighbors and friends. Similarly, about twelve percent of the students have said that it is their own choice changing their college from government to private. Amusingly, about 2.4 percent of the students did not respond to the question.

Table 5.50: Course * What is your Ambition? Cross tabulation

			What is your Ambition?						Total
			Civil Servant	Teacher/Lecturer/ Academics	Software	Abroad Opportunities	Others	Missing	
Course	Profe	Count	6	8	18	8	3	3	46
		% of Total	3.6%	4.8%	10.8%	4.8%	1.8%	1.8%	27.5%
	PG	Count	5	7	17	8	4	4	45
		% of Total	3.0%	4.2%	10.2%	4.8%	2.4%	2.4%	26.9%
	Degree	Count	5	4	14	10	2	1	36
		% of Total	3.0%	2.4%	8.4%	6.0%	1.2%	.6%	21.6%
	Inter	Count	3	8	15	9	2	3	40
		% of Total	1.8%	4.8%	9.0%	5.4%	1.2%	1.8%	24.0%
	Total	Count	19	27	64	35	11	11	167
		% of Total	11.4%	16.2%	38.3%	21.0%	6.6%	6.6%	100.0%

Source: Field work conducted during 2012-13,

Table 5.50 is an attempt to understand about the course representation of the beneficiary's ambition. The study reveals that about 11.4 percent of the students have said that they want to become civil servants in which 3.6 percent students are from professional courses and about three percent of the students are from both post graduate and degree courses. Whereas, about 1.8 percent of the students are from intermediate courses. On the other hand, about 16.2 percent of the students said that they want to become teachers and other academic field professions in which 4.8 percent of the students are from both professional and intermediate courses and about 4.2 percent of the students are form post graduate courses. Whereas, about 2.4 percent of the students are from degree courses. Similarly, about 38.3 percent of the students, which is most among all have said that they want to go for software filed, in which significant number of students are from both professional and postgraduate courses. Whereas, about only eight percent of the students are from both degree and inter. Likewise, about twenty one percent of the students have said that they want to go to abroad for both employment and higher educational opportunities. Moreover, about 6.6 percent of the students have said that they want to go to other related areas which not on the above mentioned areas. Interestingly, about 6.6 percent of the students did not respond to answer this question.

Table 5.51: Course * Are you doing any part time job apart from your regular course? Cross tabulation

			Are you doing any part time job Apart from your regular course?			Total
			Yes	No	Missing	
Course	Profe	Count	8	35	3	46
		% of Total	4.8%	21.0%	1.8%	27.5%
	PG	Count	5	38	2	45
		% of Total	3.0%	22.8%	1.2%	26.9%
	Degree	Count	4	30	2	36
		% of Total	2.4%	18.0%	1.2%	21.6%
	Inter	Count	7	32	1	40
		% of Total	4.2%	19.2%	.6%	24.0%
Total		Count	24	135	8	167
		% of Total	14.4%	80.8%	4.8%	100.0%

Source: Field work conducted during 2012-13,

Table 5.51 is an attempt to understand about the course representation of the beneficiaries and their response over doing any part time job apart from regular course. The study reveals that out of 167 total respondents, about 14.4 percent of the current students have said that they are doing part time employment apart from their regular course in which about 4.8 percent of the students are perusing professional courses and about three percent of the students are perusing post graduate courses. Whereas, about 2.4 percent of the students are doing their degree courses and about 4.2 percent of the students are from intermediate courses. On the other hand, about 80.8 percent of the beneficiaries have said that they are not any part time employment apart from their regular course in which twenty one percent of the students are from professional courses and about 22.8 percent of the students are belongs to postgraduate courses. Whereas, about eighteen percent of the students are perusing their degree courses and about 19.2 percent of the students are perusing intermediate courses. Interestingly, about 4.8 percent of the beneficiaries did not answer to this question in which about 1.8 percent of the students are from professional category and about 1.2 percent of the students are from both post graduate and degree courses. Whereas, about less than one percent of the students are perusing their intermediate courses.

Table 5.52: Gender * Do you think that this RTF Scheme would continue till the end of your course? Cross tabulation

			Do you think that this RTF Scheme would continue till the end of your course?				Total
			Yes	No	Don't Know	Missing	
Gender	Male	Count	25	14	50	3	92
		% of Total	15.0%	8.4%	29.9%	1.8%	55.1%
	Female	Count	26	10	37	2	75
		% of Total	15.6%	6.0%	22.2%	1.2%	44.9%
Total		Count	51	24	87	5	167
		% of Total	30.5%	14.4%	52.1%	3.0%	100.0%

Source: Field work conducted during 2012-13,

Table 5.52 is an attempt to understand about the gender wise representation of the beneficiaries and their response to the completion of the present course till the end without reimbursement scheme which was introduced in Andhra Pradesh and being implemented in higher educational institutions for half of the decade that too on saturation basis. However, the study reveals that out of 167 total respondents, about 30.5 percent of the beneficiaries have said that they would continue the present course till the end, even if the reimbursement scheme is not existed in which about fifteen percent of the beneficiaries are belongs to male category. Whereas, about 15.6 percent of the beneficiaries are belonging to female categories. On the other hand, about 14.4 percent of the beneficiaries have said that they would not complete their present course till the end without reimbursement scheme introduced by the government of Andhra Pradesh. Interestingly, about 52.1 percent of the beneficiaries which is maximum among all have said they are not in a position to be able to tell whether they can finish the present course without reimbursement scheme or not in which about 29.9 percent of the beneficiaries are belongs to male category. Whereas, about 22.2 percent of the beneficiaries belonging to female categories. Similarly, about three percent of the beneficiaries didn't answer to the question in which about 1.8 percent of the beneficiaries are from male category and about 1.2 percent of the beneficiaries are from female categories. However, a significant number of students have said that they would not finish their course without reimbursement scheme and of course majority of the beneficiaries were not able to decide about their family's financial condition therefore, they could not give a specific answer to this question.

Table 5.53: Caste * Do you have bike? Cross tabulation

			Do you have bike?			Total
			Yes	No	Missing	
Caste	EBC	Count	5	20	2	27
		% of Total	3.0%	12.0%	1.2%	16.2%
	BC	Count	12	71	3	86
		% of Total	7.2%	42.5%	1.8%	51.5%
	SC	Count	1	25	2	28
		% of Total	.6%	15.0%	1.2%	16.8%
	ST	Count	0	14	0	14
		% of Total	.0%	8.4%	.0%	8.4%
	Missing	Count	0	12	0	12
		% of Total	.0%	7.2%	.0%	7.2%
Total		Count	18	142	7	167
		% of Total	10.8%	85.0%	4.2%	100.0%

Source: Field work conducted during 2012-13,

Table 5.53 indicates about the caste wise representation of the beneficiaries and whether they have a bike. However, the study reveals that out of 167 total respondents, about 10.8 percent of the beneficiaries have said that they are possessing bike in which about three percent of the students are from economically backward classes and about 7.2 percent of the students are from backward castes. Whereas, about less than one percent of the students are from scheduled caste category and none of them are belongs to scheduled tribes. On the other hand, about eighty five percent of the beneficiaries have said that do not possess any bike at all, in which twelve percent of the students are from EBCs and about 42.5 percent of the students are belongs Backward castes. While, about fifteen percent of the students are belonging to scheduled castes and about 7.2 percent of the students belong to scheduled tribes. Interestingly, about 4.2 percent of the students did not respond to answer to this question in which about 1.2 percent of the represents economically backward classes and about 1.8 percent of the students are from backward castes. While, about less than one percent of the students are belongs to both scheduled caste and scheduled tribe categories. Moreover, the majority of the beneficiaries from all the communes does not have bikes.

Table 5.54: Caste * Do you have Computer? Cross tabulation

			Do you have Computer?			Total
			Yes	No	Missing	
Caste	EBC	Count	13	12	2	27
		% of Total	7.8%	7.2%	1.2%	16.2%
	BC	Count	39	45	2	86
		% of Total	23.4%	26.9%	1.2%	51.5%
	SC	Count	18	10	0	28
		% of Total	10.8%	6.0%	.0%	16.8%
	ST	Count	8	6	0	14
		% of Total	4.8%	3.6%	.0%	8.4%
	Missing	Count	0	12	0	12
		% of Total	.0%	7.2%	.0%	7.2%
Total		Count	78	85	4	167
		% of Total	46.7%	50.9%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.54 indicates about the social category wise representation of beneficiaries and their response over possessing the computer. However, the study reveals that out of 167 total respondents, about 46.7 percent of the beneficiaries from all the social categories have said that they have a computer on their own in which about 7.8 percent of the beneficiaries are belongs to economically backward communities. While, about 23.4 percent of the beneficiaries are belonging to backward castes. Similarly, about 10.8 percent of the beneficiaries are belonging to scheduled castes and about 4.8 percent of the beneficiaries belong to scheduled tribes. On the other hand, about 50.9 percent of the beneficiaries from all the social categories have said that they do not have a computer on their in which about 7.2 percent of the beneficiaries are belongs to EBCs. While, about 26.9 percent of the beneficiaries are belonging to BCs. Moreover, about six percent of the beneficiaries are belonging to SCs and about 4.8 percent of the beneficiaries belong to ST communities. Surprisingly, about 2.4 percent of the beneficiaries from all the social categories did not respond to this question. However, out of 167 total respondents, about 16.2 percent of the respondents are belonging to EBCs. While, about 51.5 percent of the respondents are belonging to BCs. Similarity, about 16.8 percent SCs and about 7.2 percent students belongs ST communities.

Table 5.55: Course * Would you have joined in the present course without RTF with your present (bad) Rank? Cross tabulation

			Would you have joined in the present course without RTF with your present (bad) Rank/marks?						Total
			Still would have joined in the same course/college without RTF	would have gone for better course/college	Dropout from Education	Go for long term coaching to get better opportunity	Got Good Rank	Missing	
Course	Profe	Count	3	16	5	14	7	1	46
		% of Total	1.8%	9.6%	3.0%	8.4%	4.2%	.6%	27.5%
	PG	Count	12	5	12	9	6	1	45
		% of Total	7.2%	3.0%	7.2%	5.4%	3.6%	.6%	26.9%
	Degree	Count	7	12	2	10	4	1	36
		% of Total	4.2%	7.2%	1.2%	6.0%	2.4%	.6%	21.6%
	Inter	Count	11	8	10	3	7	1	40
		% of Total	6.6%	4.8%	6.0%	1.8%	4.2%	.6%	24.0%
Total		Count	33	41	29	36	24	4	167
		% of Total	19.8%	24.6%	17.4%	21.6%	14.4%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.55 is an attempt to understand about the course wise representation of the beneficiaries and their response of joining the present course without reimbursement of tuition fee scheme with their less rank/marks. However, the study reveals that about 19.8 percent of the beneficiaries from all the course categories have said that they still would gained in the same course/college without reimbursement scheme in which about 1.8 percent of the students belongs to professional course and 7.2 percent of the sunders are pursuing PG courses. While, about 4.2 percent of the students are pursuing degree courses and about 6.6 percent of the students are pursuing intermediate courses. On the other hand, about 24.6 percent of the beneficiaries from all the course categories have said that they would have gone for better course/college. Moreover, about 17.4 percent of the beneficiaries from all the course categories have said that they would have dropped from education. Likewise, about 21.6 percent of the students said that they would go for long term coaching to get a better opportunity. Interestingly, about 14.4 percent of the respondents from all the course categories have said that they got good rank. About 2.4 percent of the beneficiaries from all the course categories did not respond to the question.

Table 5.56: Course * Apart from RTF, what more should government provide you to enhance your capabilities for employment Cross tabulation

			Apart from RTF, what more should government provide you to enhance your capabilities for employment				Total
			Scholarship for Private Tuitions/Coaching	Overseas Scholarship	Don't Know	Missing	
Course	Profe	Count	19	4	21	2	46
		% of Total	11.4%	2.4%	12.6%	1.2%	27.5%
	PG	Count	19	3	21	2	45
		% of Total	11.4%	1.8%	12.6%	1.2%	26.9%
	Degree	Count	15	3	17	1	36
		% of Total	9.0%	1.8%	10.2%	.6%	21.6%
	Inter	Count	17	3	19	1	40
		% of Total	10.2%	1.8%	11.4%	.6%	24.0%
Total		Count	70	13	78	6	167
		% of Total	41.9%	7.8%	46.7%	3.6%	100.0%

Source: Field work conducted during 2012-13,

Table 5.56 is an attempt to understand about the course wise representation of the beneficiaries and their response about government's necessary steps that will enhance their capabilities apart from reimbursement of the tuition fee scheme. The study reveals that out of 167 total respondents, about 41.9 percent of the beneficiaries have said that the government should extend the reimbursement scheme for private tuitions and coaching in which about 11.4 percent of the students are from both professional and postgraduate courses each. While, about nine percent of the students are from degree courses and about 10.2 percent of the students are from the intermediate course. On the other hand, about 7.8 percent of the students from all the course categories have said that government should provide them overseas scholarship for quality higher education in other countries in which about 2.4 percent of the students are from professional courses and about 1.8 percent of the students are from both post graduate and degree and intermediate courses. About, 46.7 percent of the students have said that they are not in a position to be able to tell what else the government should do to enhance their capabilities in which about 12.6 percent of the students are belongs to both professional and postgraduate courses and about 10.2 percent of the students are from degree courses and about 11.4 percent of the students are from intermediate courses.

Table 5.57: Course * How do you rate the Post Matric Scholarship implemented by Govt. of AP?**Cross tabulation**

			How do you rate the RTF& MTF implemented by Govt. of AP?							Total
			Very good	Good	Average	Bad	Very Bad	Can't Say	Missing	
Course	Profe	Count	17	16	4	2	1	4	2	46
		% of Total	10.2%	9.6%	2.4%	1.2%	.6%	2.4%	1.2%	27.5%
	PG	Count	19	14	4	2	1	3	2	45
		% of Total	11.4%	8.4%	2.4%	1.2%	.6%	1.8%	1.2%	26.9%
	Degree	Count	15	11	4	2	0	4	0	36
		% of Total	9.0%	6.6%	2.4%	1.2%	.0%	2.4%	.0%	21.6%
	Inter	Count	17	12	5	2	0	4	0	40
		% of Total	10.2%	7.2%	3.0%	1.2%	.0%	2.4%	.0%	24.0%
Total		Count	68	53	17	8	2	15	4	167
		% of Total	40.7%	31.7%	10.2%	4.8%	1.2%	9.0%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.57 indicates about the course wise representation of the beneficiaries and their rating on post matric scholarship being implemented by the government of Andhra Pradesh in higher education. The study reveals that out of 167 total respondents, about 40.7 percent of beneficiaries are from all the course categories have said that this scheme is very good in which about 10.2 percent of the students are from both professional and intermediate courses and about 11.4 percent of the students are from post graduate courses. While, about nine percent of the students are from degree courses In other words, about 31.7 percent of the beneficiaries from all the course categories have said that this scheme is only good in which about nine percent of the students are from professional and postgraduate courses. Moreover, about 10.2 percent of the beneficiaries are from all the course categories have said that the scholarship scheme is average. Interestingly, about 4.8 percent of the beneficiaries from all course categories have said that the scheme is bad. Likewise, about 1.2 percent of the beneficiaries from all the course categories have said that this scheme is very bad. Similarly, about nine percent of the students from all the course categories have said that they are unable to decide to rate about the scholarship scheme. About 2.4 percent of the beneficiaries from all the course categories did not respond to answer this question.

Table 5.58: Gender * How do you rate the Post Matric Scholarship implemented by Govt. of AP?
Cross tabulation

			How do you rate the PMS implemented by Govt. of AP?							Total
			Very good	Good	Average	Bad	Very Bad	Can't Say	Missing	
Gender	Male	Count	40	26	8	4	2	10	2	92
		% of Total	24.0%	15.6%	4.8%	2.4%	1.2%	6.0%	1.2%	55.1%
	Female	Count	28	27	9	4	0	5	2	75
		% of Total	16.8%	16.2%	5.4%	2.4%	.0%	3.0%	1.2%	44.9%
Total		Count	68	53	17	8	2	15	4	167
		% of Total	40.7%	31.7%	10.2%	4.8%	1.2%	9.0%	2.4%	100.0%

Source: Field work conducted during 2012-13,

Table 5.58 is an attempt to understand about the gender representation of beneficiaries and their response over the rating of post matric scholarship is being implemented in Andhra Pradesh in the past five academic years in higher educational institutions. However, the study reveals that out of 167 respondents, about 40.7 percent of the beneficiaries from both male and female categories have said that the post matric scholarship scheme is very good in which about twenty percent of the beneficiaries belongs to male category. While, about 16.8 percent of the beneficiaries belongs to female categories. On the other hand, about 31.7 percent of the beneficiaries from both male and female categories have said that the scholarship is good in which about 15.6 percent students are from male category and about 16.2 percent of the students are belongs to female categories. Moreover, about 10.2 percent of the beneficiaries from both male and female categories have said that the scholarship scheme is average in which about 4.8 percent of the students are belongs to male category and about 5.4 percent of the students are belongs female category. Interestingly, about 4.8 percent of respondents from both male and female categories have said that this scheme is bad in which about 2.4 percent of the students belongs to both male and female categories each. Similarly, about 1.2 percent of the students are from both male and female categories have said that this scheme is very bad in which 1.2 percent of the students are belongs to male category. Whereas, about less than one percent of the students are from female categories. About nine percent of the respondents from both male and female categories have said that they cannot tell any about this fee reimbursement scheme. Similarly, about 2.4 percent of the students from both male and female categories did not respond to this question.

5.3 Case Studies

Case Study-1 K. Sumalatha (name changed)

I am 23 years old and pursuing Master of Science (M.Sc.). I belong to scheduled caste from Chittoor district. My parents are non-literate and a daily wage labourer. I have one older sister and one younger brother. My sister got married and brother studying undergraduate course in mathematics. I have been a meritorious student since my childhood. I want become a lecturer. But after completion of my intermediate (+2) course, my parents wanted me to stop studying due to poor financial conditions. However, it is a great relieve for me and make my dream alive with the government scheme on reimbursement of tuition fee. The present course which I am pursuing is made possible because of this. Otherwise I might have stop long ago. It is very significant that I am the first one to graduate from my family. My parent started encouraging me to pursue higher studies because they don't have to pay any fees as the government is paying full tuition fee to my college (private management college). My parents also think that if I studied well definitely I would get a good job and will improve their financial conditions. I am happy I could finish my course because of this scheme. Keeping this in mind, I appeal to the government to continue this scheme and also appeal the government officials to focus more on implementation part. Management (private college) is collecting various kinds of fees from the students in the name of development. It is very difficult for poor students like me to bear all sorts of fees. I sincerely request the government to make proper mechanism to stop loopholes and ensure that the scheme is being implemented effectively and not to collect any other fees from the students.

Case Study-2 Dhilli Babu (name changed)

I am 26 years old and pursuing Master of Science (M.Sc.) and belongs to Backward Class (BC) from Chittoor district. My parents are semi-literate and my father is an ironsmith and mother wage labour. I have one elder brother and a younger sister. My brother, despite having B. Tech professional degree could not get a job due to lack of soft skills. My sister is studying in 10th class. All of us studied in government schools. Given my family financial position, I wanted to pursue M.Sc. Course and get government job as soon as possible so that my family economic conditions can be solved. While pursuing my M.Sc I came to know about fee re-imbursement scheme. I would not have done my M.Sc without this scheme. I also see some of my friends who come from poor families and complete the course because of this scheme. It may not out of context to say that managements of respective colleges are collecting amount from the students in the name of development fee. One can see the paradox of public scheme in implementing. Government is

providing fee to poor sections of the people in the society to pursue professional courses but it lacks government's will and spirit in supervising the scheme. Managements are getting benefit from both sides in terms of government scheme and development fee. It gives heavy burden on the students. I deeply feel that government is trying to help the poor people through this scheme but management is making trouble students in paying fees in different forms. He asserts that government has to look into these matters with immediate effect. Then only the scheme will be fruitful otherwise it helps students not the fullest.

Case Study-3 G. Swathi (name changed)

I am 24 years old and I am studying Master of Arts (M.A). I belong to Backward Class (BC) category from Chittoor district. My father is a brick maker and my mother is a housewife. Both of them are illiterate. My family possess Below Poverty Line (BPL) Card and National Rural Employment Guarantee Act (NREGA) card holder. I have two brothers (one younger and one elder). My elder brother studied his M.Tech course and my younger brother his B.Tech course. Both of my brothers utilised the fee reimbursement provided by the government of Andhra Pradesh. I have been utilising fee reimbursement scheme since my graduation till date. If this kind of scheme did not exist we could not have studied and give up long ago because we are too poor to afford the course fees. For four years I have benefited from the fee reimbursement scheme. I am happy with this scheme. It is because of this scheme, three members in my family were able to study professional course that too in corporate colleges. Under this scheme lot of poor students (who are among my friend and in classmates) were also able to pursue higher education in professional education. My family do not have any movable and immovable assets. Even the house we live in is also provided under the government scheme. One day my parents told me that If the fee reimbursement scheme did not exist, my parents could have stopped my education at the undergraduate level itself. They said they could not bear the financial burden and could have stopped me in order to continue two of my brothers' education without any financial hurdles. If the scheme did not exist, my brothers could have completed his higher studies. I strongly feel that this kind of schemes are more helpful for the girl students rather than boys because naturally parents send their children (preferably male) to the private schools/college rather than girls. Therefore, this scheme is a boon for female students from low-income families to study higher education that too in private institutions. Hence, it should be continued with more effective implementation.

Case Study 4 I. Vasantha (name changed)

I am 24 years old pursuing Bachelor of Technology (B Tech.) and belong to Scheduled Tribe (Lambada) from Ranga Reddy district. My parents are illiterates and are daily coolies at construction work. I have two brothers and one sister. My elder brother got married and doing a labour work for his family separately. My younger brother started working as security guard in a private agency to support my family after he completed his tenth standard. My younger sister failed in 10th standard. However, I am the only one who reached graduation level from my family. After I completed my intermediate (10+2) course, my dream is to become a scientist in my respective field but I got married after my 10+2 with my relative due to financial problems. But it could not sustain for a long time. Then I realised to start my education again, but I do not know how to restart my education without support of my parents. Then, I wrote EAMCET and joined in B.Tech with the help of my house owner where I used to work as a maid. I have joined private college under fee reimbursement scheme. He (Owner) only told me about the fee reimbursement scheme and encouraged me a lot after he knew my performance in final examination of 12th standard. The present course which I am pursuing is just because of this scheme. I could not have studied again if the fee reimbursement scheme did not exist.

I am proud to say that I am the first graduate Lambada Peta tribal women to reach graduation level. Since my parents also came to know that they don't need to pay money for my education as government is paying full tuition fee to my college (private college). My parents also asked me to stand independently on my foot to face the challenges. They are very cooperative and supportive of me. My younger brother supports me a lot and always encourages me to do what I want to do in life. I still work to support my mother at home every day. I appeal to the government to look into for the continuation of this scheme. I am very happy and satisfied for this scheme though there are minor loopholes such as late response from the government, need to run from pillar to post if any minor mistake happened, owners of private institutions competing to admit students to earn money etc. Without this scheme I could not have stop studying. As a beneficiary of this scheme, I request government officials to focus on implementation part so that it will help many poor students to continue their studies in the professional course. Management of the college collect some amount from the students in the name of scholarship verification and development fee etc. It is very difficult for poor students like me to pay for all these kinds of fess. Hereafter I honestly

request the government to make proper mechanism to stop loopholes and ensure that the scheme is implemented effectively and not to collect any other fees from students by the college management.

Case Study-5 Laxmikantha Reddy (name changed)

I am 25 years old doing Master of Technology (M.Tech.) from. I hailed from poor and remote area of Rangareddy District and belong to forward Community (OC). My parents are small farmers and have 5 acres of land. I have one younger brother. He is studying undergraduate. We both studied in government schools up to 10th class and we came to Hyderabad for further education and studied in private college. I had a discussion with one of my professor about my future plan after my B.Tech. After the completion of this course I want to do some job to support my family. My professor suggests me to pursue M.Tech as there is a fee reimbursement scheme to support the poor students to continue their higher education. I started to think that if I pursue higher studies I will get job opportunities. After much deliberation on this issue, I decided to pursue my higher studies and I convince my parents also. I told my parent atleast for two years do some hard work just for survival. When I complete my course and get a job we will live in better condition. I also explained that they don't need to pay money and government is paying the entire fee. Then, I decided to continue higher education with the hope of Fee Reimbursement scheme. I never thought of doing M.Tech even in my dream, but when I came to know about it, I dreamt about my future in a colourful way. Now I am staying in a room with my friend and about to finish my course. I have some suggestion to make, government should keep an eye on the private institution to run the institution in a proper manner and also should control and intertwine in quality matters. Though we are getting the scheme but they are not maintaining minimum facilities either academic or other infrastructure facilities. I also would like to add that the private institutions are not recruiting a qualified lecture. These institutions also have no quality library and labs. If the government looked on these issues, the higher education sector will grow and reach the global standards. I can say that the implementation of the scheme is perfect but the government need to re-look at the implementation level and must try to fill the loopholes and gaps.

Case Study-6 Yamuna P (name changed)

I am 26 years old and doing Master of Technology (M.Tech) from Rangareddy District and belong to socially, economically suppressed of Scheduled Caste Community. My parents are illiterate.

My mother work as a daily wage labour in the fields and construction worker or (MATTI PANI). I have a brother who is a construction worker in Hyderabad who stopped his education at primary level. I wrote GATE and waiting to join M.Tech after completion of my B.Tech. Unfortunately, my father expired four years ago and no hope to continue my studies. I see there are no hope and the gate of entering higher studies seem to be closed for me. In addition, my mother continuously pressurising me to get marriage. Everything seems to be closed and filled with the darkness, and there is no one to help me in pursuing higher education. Then, one day I came across that Government of Andhra Pradesh is providing fee reimbursement scheme to the poor and needy who wants to go for higher education. After the completion of B.Tech I decided to do job for one year to get out from my father's memories and I joined M.Tech under this scheme. If there is no such scheme I would have certainly end up somewhere without doing M. Tech. I will confidently say that I am going to get a good job soon. I could not imagine if I get marriage right after my father died what my life would be now? I have made a platform for my future and will get lot of opportunities. Hope, many like me, will get this opportunity. I have no complaints on this scheme. I am benefited from this scheme to the fullest. I sincerely thank the Government of Andhra Pradesh. I am very happy the government of AP implement this scheme effectively and hope it may continue even after the bifurcation of the state.

Case Study-7 Parvathaalu G (name changed)

I am 25 years old and pursuing B.Tech in Rangareddy District and belongs to scheduled caste community. My parents are old aged and don't do anything for survival and depend on my brothers now. I have four brothers and two sisters. All got married except me. My big brother helped me to finish 10+2 from a nearby social welfare college. But, after completion of my 12th standard I have no choice and no idea what to do. One of my brother-in-laws suggested me to drive an auto just like my second elder brother and himself. Even I entered on this field, I will thinks that this is not my profession and challenge the problems and face them. But, the situation demands me lot to drive auto for year with a rented auto. In the meantime I started thinking about preparation for EAMCET. Wrote exams and got selected and joined in B.Tech. When I told my brothers that I will do B.Tech all of them refuse and scolded me that they can't afford for my studies anymore rather I should earn money for myself. Then I used to drive auto on Sundays and Holidays. Whatever I earn from driving auto I used to spend for my clothes and for my parents too. I do understand the refusal of my elder sibling not to support me in my education since they are not

educated. Now, I have joined B.Tech under fee reimbursement scheme, and have been using the scheme. If it continues I may even do M.Tech. I am benefited from this fee reimbursement scheme. I am very happy with this scheme. It is because of this scheme, I am able to study my favourite subject. There are lots of students benefited from this scheme. I hope it will continue. But, I strongly recommend that government should control private colleges' governance.

5.4. Summary

However, various perceptions, views and opinions have been expressed in various ways by beneficiaries of the post matric scholarship scheme which was introduced by the government of Andhra Pradesh and been implemented for the students from low income families who are pursuing higher education both in government and private institutions in Andhra Pradesh for the past half-decades. Moreover, the beneficiaries were selected from Telangana, rayalaseema and coastal Andhra regions of Andhra Pradesh in which nearly half of the beneficiaries are from Telangana alone due to the reasons of metropolitan cities in Telangana and more than thirty percent of the colleges in the private sector are located in and around Hyderabad city. Further, when it comes to gender and social category wise representation, the classification of these two categories was based on the data that researcher collected from the social welfare department, government of the Andhra Pradesh. Moreover, the majority of the beneficiaries are from male category and also the majority of the beneficiaries from backward caste categories. Similarly, the sub-caste wise beneficiaries from backward castes were also being selected in the same vein. However, category 'B' representation is higher than the rest of them in backward castes. Similarly, even social category wise beneficiaries were also selected based on the data that has been available in the social welfare department for post matric scholarships in Andhra Pradesh. Likewise, the group wise course classification is divided by the social welfare department for the reason for reimbursement of tuition fees in which professional course group representation is higher than the rest of the course among four groups.

Interestingly, more than seventy percent of the respondents from three regions in all social categories and both female and male categories and in all the courses groups are pursuing their studies in English medium. Surprisingly, the majority of the respondents from scheduled tribes' category are pursuing their higher studies in Telugu medium unlike other social groups among the respondents. Especially, the majority of the students from professional courses have been pursuing

their higher studies in English medium unlike other groups among all. On the one hand, a majority of the respondents from all the categories have secured their first division in their present course previous year. On the other hand, the majority of the students from all the categories have secured first division in their previous course. Moreover, the majority of the respondents from all the categories have secured admission in their present course through the various common entrance tests. Surprisingly, more than one third of the respondents from all the communities have taken the help of their college management while applying for post matric scholarship in online. Surprisingly, nearly seventy percent of the respondents from all the categories have faced difficulties while applying online for reimbursement of tuition fee. Whereas, one third of the respondents from all the social categories have faced difficulties from both government officials and lengthy and complicated application procedure. Moreover, the majority of the students from all the social categories have been getting reimbursement for the past one year. Interestingly, the majority of the respondents said that reimbursement of the tuition fee amount was sufficient and does not require anything more. Surprisingly, a significant number of respondents have said that reimbursement scheme was influenced them to take up professional courses in which majority of the respondentse belongs to male category.

However, nearly half of the respondents have come from the agricultural background in which more than eighty percent of the respondents' families have below the poverty line card. In addition, about fifty percent of the respondents' families do not have national rural employment guarantee card. Interestingly, nearly eighty percent of the respondents from all the social categories have siblings in which a significant number of respondents who have siblings said that their parents would not have sent their siblings to the college if there was no reimbursement of the tuition fee scheme. Remarkably, a significant number of students have said that private educational consultancies have motivated and paid application fee for getting entry into this course. Interestingly, one third of the respondents from all the categories have experienced interim breaks in their reimbursement of the tuition fee scheme in which most of them said that due to lack of attendance and backlogs in previous semesters are the reasons for their interim breaks. A substantial number of students have said that their district welfare officials did not solve their scholarship procedures there itself. On the other hand, more than one third of the respondents has said that their college management have charged extra fee apart from reimbursement of tuition fee from the government. Interestingly, more than half of the respondents have said that they would

not have managed the tuition fee if reimbursement of the tuition fee scheme was not existed in which a substantial number of respondents have said that they would have discontinued education if the scheme was not there. Moreover, one fourth of the respondents have said they were forced to pay tuition fee in advance despite the eligibility for the government reimbursement scheme.

Interestingly, nearly twenty percent of the respondents have said their college management has paid money and other benefits for getting admission into their college in which the kind of benefits that the college management provides some money, free laptops, free transport facility and free hostel facilities and other incentives. A substantial number of students from all the categories have said that they have joined in Government College for the same course before joining in private college. Interestingly, nearly one fifth of the respondents has said that they were motivated by private educational consultancies and influenced by present college management canvassing campaign. Remarkably, more than eighty percent of the students have rated this reimbursement scheme as good and helping them in pursuing their higher studies without any financial hurdles from their low income families. Moreover, a significant number of students said that they have shifted their course from traditional to professionals because of reimbursement scheme. Surprisingly, a substantial number of students have said that they are unable to trace out the backgrounds of their course faculty. Interestingly, one fourth of the respondents have said that they were motivated/directed by government college faculty to join in private college. However, nearly seventy percent of students have said that they are expecting study materials, books, and laptops from the government in addition to the present reimbursement of the tuition fee scheme.

Surprisingly, more than seventy percent of the students have said that their faculty in present course have been asking them to motivate or encourage new students to join in their college. Interestingly, more than half of the respondents have said that because of reimbursement scheme they have chosen this present college in which more than half of the respondents are belongs to backward castes and economically backward classes. However, the majority of the students has said that their present course would increase their family's social status, therefore they joined in the present course in which majority of the students are belongs to backward castes and economically backward classes. Interestingly, a significant number of respondents have said that government school teachers and college teachers and employers have persuaded them to change the college

from government to private. Whereas, the majority of the respondents ambition is software field and academics comes next.

Moreover, nearly fifteen percent of the respondents have said that they are doing part time job apart from their regular course. Interestingly, a significant number of students have said that this scheme would continue till the end of their course. Surprisingly, more than ten percent of the beneficiaries have said that they are possessing bike on their own in which more than fifty percent of the respondents have said that they do not possess the computer on their own. On the other hand, more than forty percent of the respondents have said that they would have gone for a better college / course without reimbursement scheme with their bad rank. However, more than fifty percent of the students have said that government should provide scholarship for private tuitions/coaching and also government should provide scholarship for higher studies in abroad in addition to the present fee reimbursement scheme for higher education in Andhra Pradesh. Furthermore, seventy percent of the respondents have said that the implementation process of the reimbursement scheme by the government of Andhra Pradesh is satisfactory in which significant number of respondents from female category have said this scheme is very good. The majority of the responds have strongly felt that this scheme is helping them in pursuing higher education that to in private/corporate institutions, which was never possible for their low income families to put them in the private colleges. However, the next chapter would give the brief summary about the higher educational subsidies based on both theoretical and empirical analysis of the previous chapters.

6 – Conclusions and Recommendations

This chapter summarizes the importance of higher education in the present context and the relation between scholarships and higher education in India and the role of state subsidies in higher education with reference to post matric scholarship scheme in Andhra Pradesh based on the policy analysis and the empirical findings apart from theoretical understanding. In addition, this chapter is also an understating of the association between gross enrolment ratio in higher education and family income pertaining to Andhra Pradesh. Further, it also incorporates a critical analysis of the Reimbursement of Tuition Fee (RTF) scheme based on the empirical findings supported by theoretical understanding. Furthermore, the role of the state is critically studied through policy dimension and politics behind this policy based on the research findings.

6.1. Importance of Higher Education

Majority of the available literature clearly asserts that higher education can be understood as capability, as property, as power, as a weapon, as a fundamental right and as an investment. To elaborate, higher education is a capability, which gives freedom for people to be able to choose a life they have reason to value. Moreover, the present Indian society is undergoing transformation where every field is in fact being modernized, mechanized, digitalized and globalized.⁴⁶² In other words, the society has been changing in such a way where everybody in the future cannot survive without basic capabilities such as improving global language skills and basic knowledge on computer etc. In fact, it is higher education that is the only available option for a country like India, where there is scarcity of resources with huge population.⁴⁶³ It is a fact that human resources are not actually resources unless they are capable enough. Hence, one needs certain basic capabilities that are required to lead life with considerable standards. Therefore, higher education is understood in this regard to be a capability in itself that expands social and educational opportunities and develops rational choices and freedoms to choose a valued life. In this regard, a remarkable

⁴⁶² Maile, S. (2008). *Education and poverty reduction strategies: Issues of policy coherence*. Cape Town: Human Sciences Research Council.

⁴⁶³ Aspin, D. N. (2007). *Philosophical perspectives on lifelong learning*. Dordrecht, Netherlands: Springer.

philanthropist Walter Annenberg has said that “In the world today, a young lady who does not have a college education [is] just not educated.”⁴⁶⁴ It is understood that the above capabilities can be possible only with higher education. Therefore, around the world, national, regional, and local development policies are emphasizing the importance of higher education in the era of globalization.

Higher Education can be termed as an investment because many countries are now focusing on investing in higher education and treat it as a long term economic advantage to both individuals and the state; in return many states are adopting effective higher education policies for expecting returns in the long run. In addition, it creates state’s educational capital.⁴⁶⁵ Nevertheless, this educational capital has a direct impact on a state’s economy and quality of life. In one hand, encouraging enrollments in higher education is an important benefit to the state in the workforce. For instance, individuals with higher degrees can expect to earn higher incomes, as a result, more tax revenue for the state.⁴⁶⁶ On the other hand, an educated, skilled population makes less demands on social services such as welfare and other corrections. As a result, the state is supposed to spend very less in these areas. In addition, people with more education make more informed health and lifestyle choices. Consequently, the state can save huge amount of savings in public resources. Moreover, educated individuals are more comfortable in handling decisions about health care, personal finance and other things which enhance their individual growth. As a result, very less government responsibilities in those areas. Moreover, governments all over the world want their countries to have high-value, high skill economies, and they are now realizing that the first step towards this aim is to have a well-educated workforce.⁴⁶⁷ Therefore, these governments have understood that there is a strong correlation between economic success and higher education. Consequently, investment in higher education needs not just for social justice, human development, equality, human flourishing, well-being, ethical importance, rational choices, and redistribution of resources and opportunities, social inclusion but to improve the economy.

Higher education is considered as a wealth/property because in ancient times, animal wealth had been considered as property, later, land replaced it and after the industrial revolution liquid cash

⁴⁶⁴ Walter Annenberg. (n.d.). BrainyQuote.com. Retrieved Dec 6, 2013, from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/w/walteranne322399.html>

⁴⁶⁵ *EFA global monitoring report*. (2005). Paris: UNESCO Pub. Pp 40-57.

⁴⁶⁶ Walker, M. (2006). *Higher education pedagogies: A capabilities approach*. Maidenhead: Open University Press.

⁴⁶⁷ Ibid.

and gold had been ruled for almost two centuries, for the last few decades education is being considered as a property. Especially, after globalization, it is higher education that is being considered as property because it gives decent employment opportunities, dignity, self-respect, respect in society and improves living standards. In addition, it is higher education which gives intellectual, moral, and human development, which helps individuals to improve their rational choices for their family's economic development and well-being, increase self-determination, rich personal development, and ultimately in becoming global citizens.⁴⁶⁸ Further, higher education helps in improving health, civic participation and it enhances economic opportunities. Therefore, in current times it is the higher education which is the main driver of the knowledge economy across the globe, especially after globalization, higher education has become one of the important components of public policies in the neo liberal knowledge driven societies.⁴⁶⁹ Hence, higher education as an asset of an individual for their development and in return leads to a prosperous nation.

Higher Education can be considered as a powerful weapon, which can be used to change one's self, their family, their community, their caste, their gender and their nation in many ways. To elaborate, it is the higher education that emancipates from social evils like slavery, untouchability, terrorism, and religious fundamentalism.⁴⁷⁰ In addition, it also empowers people from socially, economically, historically neglected communities and promotes democracy from tyranny and dictatorship towards peace and prosperity. Moreover, it is higher education which eradicates poverty. For instance, there were people in the history who emancipated millions of historically neglected and discriminated communities from slavery, untouchability, discrimination. Further, higher education can enhance civic engagement and cultural participation where one can advocate for their political and economic rights and responsibilities.⁴⁷¹ Thus, political participation can be improved towards a substantial democracy. In other words, people from higher education can easily cope up with the concepts like social justice, human rights, socioeconomic and political equality. Consequently, they can bring better policies to include socially and historically neglected communities and protect their rights and dignity. Most importantly, it is higher education that

⁴⁶⁸ *EFA global monitoring report*. (2005). Paris: UNESCO Pub. Pp 40-57.

⁴⁶⁹ Di, G. E. (2012). *Putting higher education to work: Skills and research for growth in East Asia*. Washington, D.C: World Bank.

⁴⁷⁰ *Ibid*. Pp. 46-74.

⁴⁷¹ *Ibid*. Pp. 157-188.

improves individual's quality of life leading them to improve millions of people's quality of lives of the nation in general and of their own communities in particular by negotiating with the government regimes to bring better public policies towards people's well-being. After all, higher education can be a powerful weapon in changing the lives of the millions of the people towards a better world. Moreover, it is understood that higher education is a kind of tool when once acquired and gained can change anyone's life. There can be no wars, conflict, misunderstandings, unemployment, hunger, poverty, corruption and all hindrances to everyone's success.

Higher education as an entitlement because all human beings have equal worth and importance, therefore equally worthy of concern and respect. Henceforth, each and every person would be having the prospect of the good life that they have reason to value. Nonetheless, higher Education is one of the needful things in everybody's life. It would be really difficult to understand the world and manage the present context of highly competitive globalized world without higher education. Moreover, it is obvious that higher education should be one of the priorities in everybody's life. Therefore, it is becoming necessary for any individual to develop their minimum capabilities in the knowledge driven society for well-being. For the reason, the United Nations has emphasized the importance of higher education. In this regard, it affirms that "Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education."⁴⁷² Adding to that, the United Nations strongly stressed that higher education is a meaningful right, it must be available, accessible, acceptable, and adaptable to every government. In other words, higher education is everybody's right. Hence, the UN advocates that higher education should be made as a fundamental right. In the current society, without higher education people lack the capacity to achieve valuable functions as part of living. Further, if people have access to higher education, they can develop the skills, capacity and confidence to secure other rights.⁴⁷³ Higher education gives people the ability to access information that can lead to opportunities in a globalized society. Therefore, it's the state's responsibility to make higher education available to each and every citizen of the country, irrespective of their caste, class, gender, and creed. Therefore, higher education should be understood as an entitlement and

⁴⁷² Canada. (1997). *the International Covenant on Economic, Social, and Cultural Rights*. Hull, Québec: Canadian Heritage.

⁴⁷³ International Conference on Education, Unesco., & Asia and the Pacific Programme of Educational Innovation for Development. (2008). *Reinventing higher education: Toward participatory and sustainable development*. Bangkok: UNESCO Bangkok.

not merely as an opportunity to those who are eligible through both academic and financial abilities.

6.2. Significance of Scholarships in Segregated Societies

All most all the reports, commissioned by the government and independent research bodies and organizations, on higher education undoubtedly emphasize that there is a strong correlation between higher education enrollments and family income in India. In other words, higher education enrollments and subsidies in higher education are intertwined like a rope where one cannot progress without the help of another. Moreover, various reports have been openly declared that serious financial problems have been causing for students less enrollment ratio and huge dropout rates in higher education. Therefore, several committees have been suggested enhancing states' financial support at the maximum possible extent in the form of scholarships, reimbursement of tuition fee and other expenses for students from low income families. With one hand, a majority of the Indians are living in below poverty line. On the other hand, the majority of the higher educational institutions in India are in the private sector where they collect huge amount of tuition fee. Interestingly, here the situation is contradicting to each other because of the Liberalization, Privatization and Globalization (LPG) policies that were formulated by both federal and state levels from the beginning itself. Nevertheless, in order to enhance the enrollments in higher education, either state has to announce heavy subsidies or it has to improve the income levels among low income families particularly from marginalized communities.

State subsidies in higher education are essential because of the rapidly increasing role of private sector's participation in higher education, in the form of establishing colleges and deemed universities on a massive scale, at the same time the failure of trickledown theory in India that was believed and implemented for creation and distribution of the wealth and opportunities among all the citizens of the country especially after India embraced economic reforms in few decades ago. Moreover, neoliberal economic policies have widened the gap between rich and poor as well as urban and rural disparities. As a result, higher education would become a distant dream of millions of students from low income families as well as from marginalized communities if the state does not support them financially. On the other hand, there are few countries where the corporate sector is playing a vital role in enhancing enrollment ratio in higher education in the form of providing

need based scholarships to the eligible students to pursue their higher studies.⁴⁷⁴ Nonetheless, in India, it is argued that, it is still unclear how this can be achieved with only a handful of private corporations that hardly have any history of genuine philanthropy.⁴⁷⁵ Further, subsidies in higher education are one of the important aspect of public policies in India. Therefore, the state is supposed to grant the aid in the form of public policies to the students to enable them to complete his/her higher education without any financial hurdles. Furthermore, this will create the massification of enrollments in higher education, which will enable every individual for their self-determination towards their well-being as would as the nation to become powerful and prosperous in the knowledge driven society.

6.3. Policy Implications

Higher Education is one of the important aspects of the Indian Educational Policy in which subsidies in higher education are playing a vital role for the past few years in India with reference to Andhra Pradesh. There are few factors that influenced/encouraged the Andhra Pradesh government to bring a policy on higher education subsidies for low income families nearly half a decade ago. However, in the early nineties, the expenditure on higher education is roughly ten percent of the expenditure on education in India. In other words, it was about 0.4 percent of GDP range. In fact, it was declined from an average of fifteen percent during the eighties to an average of ten percent during the nineties. Meanwhile, the government started removing subsidies and recovering user costs. However, the government could be able to recover only around five percent of the costs from the students during the entire decade of the nineties. On the other hand, the Punayya Committee's recommendations of the government's aim at recovering twenty five percent of the costs for students still has not been implemented. Moreover, the discussion paper on government subsidies in India argued for a reduction of subsidies to higher education. It claimed that education beyond the elementary level is a non-merit good. In other words, it argues that the private rates of return are greater than social rates of return in higher education; hence, subsidies should be phased out. Consequently, the ratio of male to female students in higher education dropped from 8.29:1 in the 1950s to almost 1.5:1 by the late eighties and it continued to drop. Moreover, all the evidences of primary, secondary education suggest that education is the place

⁴⁷⁴ Clotfelter, C. T. (1991). *Economic challenges in higher education*. Chicago: University of Chicago Press.

⁴⁷⁵ Mathews, E., Chittuparamban, B. A., Joshi, S., & Dey, P. (July 20, 2013). Engaging the corporate sector narayana murthy committee recommendations on higher education. *Economic and Political Weekly*, 48, 29, 41-47.

where parents discriminate most against a female child in the preference for public versus private expenditure. Interestingly, parents are more likely to incur private expenditure for sons than daughters.⁴⁷⁶ In addition, India's most marginalized social groups such as Scheduled Castes, Scheduled Tribes (SC/ST), the ratio of general to SC/ST students in professional education has dropped from almost 12:1 in the late fifties to 8:1 during the late eighties.⁴⁷⁷ However, this is one of the factors that influenced state government to bring the concept of subsidies in higher education back.

Another significant factor, global funding of education clearly shows that higher education remains very much a state dominated sector. Among the Organization for Economic Co-operation Development (OECD), countries such as in Denmark and Holland, public funding provides ninety eight percent of the resources in this sector; in Canada it's about ninety percent. Interestingly, even in the United States the figure is about seventy eight percent. However, after much discussion about social returns in higher education, the Reimbursement of Tuition Fee policy has been formulated. In addition, the other major influential factor that motivated to bring this policy is an interestingly three dimensional situation emerged in the country as a result of almost two decades of economic reforms.⁴⁷⁸ Elaborated, the factors akin to the state's systematic withdrawal from its basic welfare functions such as subsidies in higher education, and simultaneously the rapid expansion of private sector participation in higher education widened the greater inequality in the higher education sector. As a result, for the past few decades, the private sector has been playing a predominant role both in terms of establishing a number of colleges and student enrollment ratio. Here, in the case of engineering colleges, the private sector, which accounted for just fifteen percent of the seats in 1960s, currently (2012-2013) accounts for 86.4 percent of seats. In other words, the proportion of private seats in the professional courses has risen from 6.8 percent in 1960s to 40.9 percent in 2003. This means, students who would like to study in higher education

⁴⁷⁶ Kapur, D., & Mehta, P. B. (2004). *Indian higher education reform: From half-baked socialism to half-baked capitalism*. Cambridge, Mass: Center for Internet Development at Harvard Univ.

⁴⁷⁷ Ibid. Pp. 11-18.

⁴⁷⁸ Ibid. Pp. 11-18.

has to pay tuition fee, which is much higher than what it is in government institutions. On the other hand, World Bank declares in its report that more than majority of Indians are living in below poverty line. Due to poor governance and LPG public policies, the wealth that was created with economic reforms could not be distributed fairly among all the sections of society. As a result, inequalities have been increased in such a way where people in the country in general and in Andhra Pradesh in particular are unable to afford huge amount of tuition fee to private institutions. Consequently, the gross enrollment ratio has not been increased moderately at the same time, dropout rates were increased heavily, especially in professional courses particularly from low income families from among the marginalized communities.

At this crucial juncture, in order to enhance the enrollment ratio in higher education in general and professional education in particular among different social sections the Andhra Pradesh Government brought the Reimbursement of Tuition Fee scheme in 2008-2009 academic year. In other words, in order to bring higher education accessible to students from low income families of the marginalized communities, the government of Andhra Pradesh has decided to bring a policy to reimburse the tuition fee to the students from low income families who are pursuing post matric courses in private colleges that too on saturation basis. Henceforth, this welfare policy has been formulated and being implemented for the past half a decade. Moreover, the scheme is being implemented in around eleven thousand post matric colleges in Andhra Pradesh in which about nine thousand five hundred (roughly 93 percent) colleges are in the private sector. In addition, about twenty five lakh students are being reimbursed from various social categories every year in which about three thousand and five hundred Crores have been spent for this scheme. Furthermore, for the last five years about twelve and a half million students have benefited from this scheme in which about fifteen thousand Crores have been allocated through various welfare departments under this scheme in Andhra Pradesh. Interestingly, more than seventy percent of the beneficiaries in Andhra Pradesh are being reimbursed full amount of tuition fee along with a reasonable amount of monthly stipend throughout their course in which the beneficiaries are selected not on the basis of merit cum means, but on the saturation basis in which the eligibility to the course is the criteria, which is first of its kind in India. Another exclusive feature of this scheme for eligibility is an income limitation among all the social categories irrespective caste and creed. The income limitation for Economically Backward Classes (EBCs), Backward Castes (BCs), Disabled, and

Minority students are one lakh per annum. Whereas, the Scheduled Castes (SC) and Scheduled Tribes (ST) income limitation is two lakh per annum. In other words, this scheme has taken class (economic) as the criteria rather than other social categories. Because, even a student from reserved category whose family annual income exceeds the income limitation set by this scheme is not eligible to avail the reimbursement. Interestingly, low income families within the upper castes were brought under this scheme. Hence, every year about three lakh students get reimbursed from various courses.

Other major findings of this scheme is to bring intermediate (+2 level) courses into the preview of higher education to reimburse the tuition fee. In fact, this is also the first of its kind in India to bring post matric courses into fee reimbursement scheme that too on saturation basis. Subsequently, about more than four thousand private intermediate colleges were made eligible for this scheme. As a result, more than ten lakh students are getting reimbursed from this scheme. So far, about more than fifty lakh students are benefitted in which about eighteen hundred Crores has been allocated to this category. Moreover, this scheme divides the higher education system in Andhra Pradesh into four categories such as professional courses, post graduate and above courses, degree and allied courses, and intermediate and similar level courses in which about sixteen hundred different courses have been brought under this scheme ranging from intermediate level to advanced license courses in pilot training. Further, about more than three thousand different kinds of fee structures ranging from fifteen hundred for intermediate to twenty five lakhs for an advanced license course in pilot training has been under this scheme. Another significant finding is in the professional courses the female enrollment ratio is much lower than the male enrollment ratio. In other words, in engineering, medicine, management and computer sciences the female enrollment ratio is only about forty percent despite the scheme is being full pledged implementation by the government.

Another important dimension in the policy is that the government has been allocating nearly seventy percent of the budget for professional courses where students consist of only twenty percent. However, it appears that the government has started this scheme as if it's only for professional courses in terms of budget allocations are concerned. Subsequently, this scheme made corporate and private higher education possible for millions of the students from low income

families across the social spectrum to realize their dream that too professional education which is becoming costlier day by day. On one hand, the major beneficiaries in terms of budget are students from professional courses in which about more than eight thousand Crores have been allocated so far out of around more than fourteen thousand Crores budget allocations for the past five years. On the other hand, the majority of the beneficiaries in terms of number are the intermediate level courses in which about fifty five lakh students have been reimbursed so far out of twelve and half million beneficiaries for the past half a decade.

Another substantial aspect of the scheme is tremendous budget allocations made by the government of Andhra Pradesh to various welfare departments under this scheme for the past half a decade. Since the scheme is introduced in 2008, the budget allocations have gone up to hundred percent more and over a period of time in the last five years the growth is enormously increased. At the same time, the beneficiaries were also multiplied due to huge budget allocations for the past five years since the scheme's inception. However, the study found that scholarship schemes are being implemented in Andhra Pradesh in higher education with the financial help of the central government for the last few decades. Moreover, it is implemented on saturation basis for Scheduled Castes and Scheduled Tribes and on merit cum means basis for Other Backward Classes and minority categories. Till 2007-08, the allocations of the budget for the scheme from various welfare departments are comparatively low. Therefore the number of beneficiaries was also less. However, from 2008-09 to 2011-12 the scheme had been implemented on saturation basis among all social spectra. As a result, millions of students from low income families across the Andhra Pradesh could able to complete their respective degrees in various courses without any financial hurdles. But, from 2012-13 academic year onwards, government of Andhra Pradesh puts a cap on the fee reimbursement scheme. Since then, the government has started reimbursing fixed amount fixed by the Admission and Fee Regulatory Committee (AFRC) and the rest of the amount is supposed to be borne by the student. However, this particular cap is relaxed for the Scheduled Caste and the Scheduled Tribes. Moreover, the study found that students who took spot admission as well as students who admitted in management quota were not eligible for government reimbursement scheme. In addition, students whose attendance is less than 75 percent as well as whose previous semester/year subjects/credits were not cleared are also not eligible to avail this

scheme. As a result, thousands of students from low income families were kept aside from the scheme in the name of attendance, previous year subjects and entrance test qualification.

6.6. Empirical Findings

The field study primarily depends on personal interviews with beneficiaries of Post Matric Scholarship Scheme and college managements from four colleges among four different course categories from all the three regions of Andhra Pradesh. However, the purpose of the interviews was to know the beneficiaries socioeconomic background and their perception of the implementation of the scheme. In addition, it also focusses on the impact of Post Matric Scholarship Scheme on the beneficiaries' socioeconomic, political, cultural, educational, personal, and family life. The field of study, was selected based on the basis of highest number of colleges that are located in in Rangareddy, East Godavari and Chittoor districts in Andhra Pradesh including Hyderabad metropolitan city. Four colleges were selected from the above mentioned four districts and Hyderabad for conducting the empirical research. The identification of the beneficiaries is made through simple random sampling method. The total number of beneficiaries considered for the study was one hundred and sixty seven across the state. The study has identified few major significant findings about the ground realities about the scheme, beneficiaries and colleges in Andhra Pradesh.

Conversely, the study has found that private colleges have been causing serious regional imbalances in Andhra Pradesh in terms of establishment of the colleges and its strategic location. For instance, the study unearthed that more than thirty percent of the total colleges in general and professional colleges in particular in the private sector are located in and around Greater Hyderabad Municipal Corporation (GHMC) area. Out of 720 engineering colleges in Andhra Pradesh, 150 colleges are located in Ranga Reddy district alone that too 52 colleges are situated in one Mandal that is *Ibrahim Patnam* which is located near to Hyderabad city. Interestingly, total Andhra Pradesh consists of about 1122 mandals. As per the study, the major reason for less enrollments and huge dropout rates in higher education is serious financial problems. However, the study found that scholarship scheme has helped most of the students, especially for those who are from low income families too pursue higher education that to in private colleges. Further, the study confirms that if there was no scholarship scheme, the majority of the students would not have studied higher education especially professional education. Interestingly, they found that

students who are pursuing higher education are mostly in English medium, but from Scheduled Tribes students are the only category where majority of them are from Telugu medium unlike other social categories. Another significant finding is that the beneficiaries are fully aware of the eligibility criteria of the scholarship scheme as they will not get if they do not clear their previous semester course credits therefore, they are securing good scores both in their previous courses and the previous semester of the present course. Moreover, the study found that the majority of the beneficiaries have secured admission through various common entrance tests. Further, the major drawback of the scheme is the complicated and lengthy application procedure for the identification and selection of the beneficiaries, therefore, most of the beneficiaries were severe difficulties while doing this online application processes. Another important drawback the study found is that the beneficiaries have been facing difficulties with local and district level revenue officials as they are either unaware about the technicalities or their noncooperation as a result the beneficiaries have to visit head office which is located in Hyderabad to solve all these tiny problems. Therefore, the study suggests that there is an urgent need of enhancing the capabilities among local and district level revenue officials to bring a comprehensive understanding about the scheme from the maximum possible level of determination towards simplifying the application procedure and easily identifying eligible students. This skill development and capability enhancement among the revenue officials can be done thorough regular orientation programs by government with the help of academics.

Another interesting finding about the scheme amount is that the government is not giving sufficient funds to complete their courses, therefore the beneficiaries suggested that the fee amount should be increased to a certain extent to full fill their other kinds of fee. In other words, the scheme is entitled to reimburse only tuition fee and nothing more than that, whereas, the private colleges charge extra fee in the form of building fee, exam fee, lab fee and other kinds of fees. Hence, it has been a burdensome on students and their families. The study found that in the professional colleges the female representation is significantly low when compared to other courses despite the fee reimbursement scheme. However, the study found that nearly half of the beneficiaries are from agricultural background in which eighty percent of the beneficiaries are possessing below the poverty line card for their monthly survival. The study found that because of the scheme, all the siblings in the family, especially girls, are sent to the colleges without any restrictions. As per the study, if the RTF scheme was not there, only one person in a family, if at all they could afford,

preferably a male could have been sent to pursue higher education among lower income families. In other words, this scheme is directly helping female students from low income families to pursue higher education without any financial hurdles. The study found the major drawback of the scheme is that the beneficiaries are shifting their courses from traditional courses to professional courses, without any interest, just because the government is funding the professional courses through the scheme. In this regard, private educational consultancies are playing a significant role in influencing the students to shift the course from traditional to professional. Another major drawback of the scheme is because of the scheme students are shifting from government to private colleges, especially in the professional category as they are assured good percentage, no restrictions about attendance and offered free laptops, free hostel facilities, free bus facilities and other recreational tours. As a result, the imbalances will increase among professional and traditional courses. Furthermore, it leads to unemployment on a massive scale due to lack of quality and interest in their courses and also government colleges will decline in over a period of time. The study found that the students joined in Government College for the same course before joining in private college. However, here the students were motivated towards private professional colleges by various people for instance private educational consultancies as they get commissions if they can motivate students to join in particular colleges, and by the teaching and non-teaching staff in private colleges if they can persuade new admissions they get extra commissions. Interestingly, teaching and non-teaching staff in government colleges are playing a significant role in discouraging government colleges by sending the students from Government College to local private college for pre fixed agreement between government teaching and non-teaching staff and private college owners for commissions. However, the study found that the private colleges' affiliated educational consultancies have gone to such an extent in terms of motivating the student to apply common entrance test which is the basic eligibility for the scheme and bearing the fee for test as well as assured some money and other benefits to student's family if the student assures to join in a particular colleges this is happening mostly in professional colleges as the tuition fee is very high in private colleges which is being reimbursed by the government. On the other hand, most of the seats in the professional colleges go unfilled for the last several years as students are not showing interest towards this course/colleges due to infrastructure, placement and other reasons. Therefore, private colleges are unable to run the colleges without students, in contrast, government cannot reimburse the tuition fee to the colleges without students. Therefore, colleges

are finding maximum available means to persuade students to join in their respective colleges for reimbursement of tuition fee by the government. In fact, this leads to rapid decline of the quality of education and increase in unemployment, hence, it can be concluded that, after some time, students will be seen with degrees without employment paradoxically.

The study found that few colleges have been charging extra fee apart from that of the fee reimbursed by the government through the fee reimbursement scheme. In addition, students were forced to pay the tuition fee in advance despite the eligibility for government reimbursement scheme. Interestingly, the study found that the majority of the faculty are from the same college alumni and are under qualified. The study says that the beneficiaries are expecting study material, books, and laptops from the government to complete their course in private college. Another interesting dimension is that the students from private colleges were allowed to do part time/full time job apart from their regular courses. In other words, it will lead to low attendance that will lead less knowledge in subjects and ultimately becomes graduates without employment in the knowledge economy. Here the interesting dimension is that the students and their parents are interested to opt for the courses such as engineering and management, where they get social respect rather than employment. Another important dimension of the respondents is that the government should also provide a similar kind of scholarship scheme to go for private tuition/coaching for GMAT, GRE, and TOFEL to pursue higher education in other countries that provides better employment opportunities. However, the study found the overall implementation of the scheme is satisfactory despite several technical difficulties and most of the beneficiaries felt that they would have stopped higher education if this scheme did not exist. In addition, respondents from female category felt that this scheme is very good and it is helping them to pursue higher education that too in private/corporate institutions, which was once a dream for low income families.

6.4. Politics behind the Policy

However, while collecting policy data from various welfare departments, it was also managed to get uncoated and off the records information from concerned government officials during informal interviews at several times regarding the politics behind this policy. Interestingly, there are other significant factors that are the other side of the coin that caused to introduce a reimbursement scheme particularly in 2008 onwards. Due to the mushrooming of private colleges in Andhra Pradesh for the last one decade, professional colleges in the private sector in Andhra Pradesh

started declining due to lack of students as they were unable to pay high tuition fees due to their poor economic background. In addition, a section of the private college owners lobby, who were said to be also relatives and friends of the then Andhra Pradesh chief minister Y. S. Rajashekar Reddy, managed to convince him to introduce this scheme for the sustainability of their colleges. Besides, many of the then ruling party public representatives MLS's, MPs, and other cabinet ministers were owning private institutions and colleges. Moreover, another main factor that persuaded this policy to come into existence is to garner the votes of the youth and aspiring parents as the then general elections were scheduled in just six months when the scheme was introduced in 2008. In order to cut into the vote bank of Telugu Desam Party (TDP) the then opposition party in Andhra Pradesh this policy was used successfully. Because it was introduced before the elections, this scheme got enormous popularity among lower income families. In other words, the ruling Congress party introduced this scheme in order to win the elections. As a result, again the ruling congress party came back to power. Hence, this policy is considered as one of the important factors to the congress party to get back to the power.

6.5. Technical Difficulties in Maintaining Data

The major hindrance for this research is non availability of the data from concerned departments. For example, the Backward Class Welfare Department does not maintain the data about beneficiaries from among the Backward Classes based on different segregated groups like sub-caste, gender, rural, urban and regional and district wise within BCs in order to see the real impact of the scheme. Similarly, Social Welfare Department, which is also nodal department and the Tribal Welfare Department are following the same in the above style of maintaining data. In addition, the Minority Welfare Department and Disabled Welfare Departments are comparatively worse than the rest of them. Nevertheless, for a better understanding of the welfare schemes and their impact on the society, a comprehensive database should be created with well segregated compartments based on the above mentioned categories should be maintained in the respective welfare departments for public usage and further studies. Moreover, it was found that the comprehensive data base regarding beneficiaries, budget, and college's details are available with the semi government organization called Center for Good Governance (CGG). The major drawback of the scheme is poor cooperation from the concerned government officials (with a few exceptions) who are dealing with the Post Matric Scholarship Scheme from various welfare departments. As a matter of fact, it is suggested that the personnel in these government offices and

bodies should be equipped with proper training on both maintaining data bases, with the maximum possible level of social and other segregations to see the impact of the scheme, and on the Right to Information Act (RTI) to provide the available information sought by the independent researchers and research organizations.

On the other hand, it was understood that there is neither any reliable impact study from the government side nor from any independent research bodies on the scheme despite five years of its implementation and spending more than three thousand five hundred Crore every year benefitting more than twenty five lakh students from around eleven thousand colleges. In fact, it is strongly opined that this scheme deserves reasonable amount of budget allocations for impact studies for assessment and effective implementation of the scheme. In addition, another significant hindrance in the research is the identification of the beneficiaries, due to the government's poor governance mechanism in the district and Mandal level, and lack of proper scientific method that can calculate and update income regularly and perhaps corruption at lower level, such as creating fake beneficiaries that are effecting genuine beneficiaries on a permanent basis. One most significant drawback is regulatory mechanism's poor control over private colleges in maintaining proper records, infrastructure and other basic necessities. In addition, the researcher found that Admission and Fee Regulatory Committee (AFRC) is not using its powers properly. As a result, private colleges are enjoying full rights without any responsibilities. Therefore, the above Committee should look after all these issues on urgent basis.

6.7. Conclusion

There can be no doubt that this policy regarded as a purely populist policy as it was announced just six months before the general elections and also ruling classes seems to be having vested interests. In other words, this scheme is serving the interests of the private college owners in the name of students. It is because of this policy thousands of fake colleges have been emerged especially in professional categories. Moreover, this scheme created an impression that investing in higher education has become a good profit making business. Regional imbalances have been created due to this scheme as more than thirty percent of the private colleges have been established in and around Hyderabad. Most importantly, because of this scheme, state educational institutions have been weakened as there is not much difference between government and private college in terms of tuition fee. Moreover, this policy encouraged migration among students from basic

sciences and other streams to technology based education that too engineering, management and computer science streams leading to production of more number of engineers, software professionals and management professionals than the needed. It is because of this policy, majority of the private colleges have been surviving despite with poor infrastructure facilities, but making good profits as the state is unable to completely make sure that the private colleges maintain quality of education with proper infrastructural facilities or by identification of genuine beneficiaries for appropriate implementation of the scheme. Consequently, the quantity is given much more preference than the quality in higher education. As a substitute, the state would have spent the same amount of resources on either strengthening the existing government institutions or establishing government universities/colleges on a permanent basis to facilitate free access to higher education for the poor students. If all these drawbacks and suggestions put aside for a while and see the benign side of the scheme which is creating massive enrollments in higher education cutting across the social categories, especially female students from low income families the scheme should be considered as a successful public policy. In other words, this policy brought higher education, that too professional education, accessible to the millions of socially and economically backward students in Andhra Pradesh. Moreover, higher education holds the key to expand the opportunities of the individual and it gives them the power to escape from poverty and bring quality in their lives. Besides, in the present knowledge economy, higher education is the key to national economic growth. Therefore, governments all over the world want their countries to have high-value, high-skill economies and they realize that the first step towards this aim is to have well educated workfare. In a sense that, they are realizing that there is a strong correlation between economic success and higher education. Therefore, higher education is becoming new political priorities across the globe. Simultaneously, globalization has become a necessity and there is no escape from it. As a matter of fact, globalization is not a policy choice, it is a fact; it is irreversible and irresistible. In simple terms, if one does not have higher education in the present society, the benefits of the globalization would never reach the one. Therefore, quality is possible only after access is provided. In this sense, this scheme is succeeded in fulfilling its objectives by providing access to higher education, especially professional education that too in corporate colleges in the form of entitlements to the students from least advantaged sections of the society by opening up of opportunities challenging their socio, economic, political and otherwise

disabilities. Therefore, it can be concluded by saying that a degree with less quality is better than no degree at all.

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Annexure-I

Interview Scheduled on Educational Subsidies in India: Study of Implementation of Fee Reimbursement Scheme in Selected Districts in AP

The answers mentioned in the scheduled will be used only for the purpose of doctoral research and not for anything else. I assure you that the information given by you will be kept strictly confidential; nowhere your name be disclosed.

I. Profile of the respondent

1. Name of the College

2. Name of The Student

3. Age

4. Gender

(A) M (B) F

5. Religion

(A) Hindu (B) Muslim (C) Cristian (D) Others

6. Caste

(A) OC (B) BC (C) SC (D) ST

7. Sub caste (if BC)

(a), A, (b) B, (c) C, (d) D

8. Region

(A) Telangana (B) Rayalaseema (C) Coastal Andhra

9. District-----

10. Course-----

11. Type of Curse-----

12. Branch-----

13. Year-----

14. Medium

(A) Telugu (B) English (C) Urdu (D) Other

15. Percentage of Previous course

(A) Distinction (B) first class (C) Second class (D) Third Class

16. Which district your college is located in-----

II. Parental socioeconomic & Educational Profile

18. Family's Occupation

(A) Agricultural Labor (B) Cultivation (C) Private Job (D) Business

26. Does your Family have Below Poverty Line Card?

(a) Yes. (b) No

27. Does your family have MNREGA Card?

(A) Yes (B) No

II. Scheme and Its and Implementation

28. Are you availing Reimbursement of Tuition Fee (RTF)?

(a) Yes. (b) No

29. Did you face any difficulties while applying online?

(a) Yes. (b) No

30. If yes, what kind of difficulties did you face

(a) Application Process (b) govt. officials poor cooperation (c) college management poor cooperation (d) Technical errors in ePass

31. How long you are RTF beneficiary?

(a) one year (b) two years (c) three years (d) four years (e) above four years

32. Is the government reimbursing full tuition fee to you?

(b) Yes. (b) No

33. If no, how are you meeting the rest of the amount?

(a) Asked parents (b) part time employment

(c) Bank loan, (d) private Loan

34. Did your college management ever charged you extra fee apart from RTF?
(a) Yes (b) No
35. Do you think RTF scheme helped you to continue the desired education?
(a) Yes. (b) No
36. Do you think the amount paid under RTF is adequate?
(a) Yes (b) No (c) Need to increase (d) don't know
37. Would you have managed the tuition fee if RTF did not exist?
(a) Yes. (b) No
38. If no, what you would have done?
(a) Stopped education (b) Changed the course (c) Prefer only govt. colleges
(d) Continued with debts (e) Continued with Student Loan (F) don't know
39. Apart from you, are there anybody who is availing RTF in your family?
(a) Yes. (b) No
40. How did your college management respond while RTF payments were delayed?
(a) Forced to pay (b) Never forced (c) Never experienced
41. Are you confident the quality of education provided by your college will enable you in getting a job after the course?
(a) Yes. (b) No
42. How many of your seniors have settled in jobs immediately after the course?
(a) Many (b) Not many (c) Everyone (d) None
43. Did your college management, pay you money or benefits to get you enrolled in their college?
(a) Yes. (b) No
44. If yes, what kind of benefits did they offer you?
(a) Offered some money to my family (b) Free Transport Facility (c) Free Laptop
(d) Subsidized Hostel Facility (e) recreational tours (f) others
45. Did you join in Govt. College for the same course before joining here?
(a) Yes. (b) No
46. If yes, what made you change the college and course?
(a) Govt. College Employee (b) Parent's choice
(c) Pvt. Educational Consultancies (d) Friends (e) own choice (f) school teacher

47. Who is your teaching faculty?
 (a) Alumni (b) Other colleges (c) outside from AP (D) any other
48. How many of your course faculty are from alumni?
 (a) All (b) Half of them (c) only Few (d) none of them (e) Don't know
49. What kind of teaching faculty in your course?
 (a) Under qualified (b) well qualified (d) don't know
50. Have you ever experienced interim breaks in your RTF?
 (a) Yes. (b) No
51. If yes, it is due to....
 (a) Lack of attendance (b) Backlogs in previous subjects
 (c) Could not apply in time (d) College did not respond on time
52. How much did you score in your previous years' exams?
 (A) Distinction (B) First Class (C) Second Class (D) Third Class (E) Fail
53. If your percentage is less than sixty, specify the reasons?
 (A) Problems in medium of instruction (B) Poor quality of teaching
 (c) Poor Infrastructure in college (d) Family Problems
54. Are you availing Maintenance Mess Charges (MTF)?
 (a) Yes. (b) No
55. If no, specify the reason
 (a) I am belongs to EBC, hence, not eligible (b) other reasons
56. If Yes, How often?
 (a) Every month (b) Every three months
 (c) Every Six Months (d) Yearly once
57. Is that amount sufficient for your monthly maintenance?
 (a) Yes. (b) No
58. If no, what else do you expect from government?
 (a) Study materials (b) Books (c) Laptops (d) Any other _____
59. Did you face any difficulty while applying MTF in online scholarship?
 (a) Yes. (b) No

60. Did your District Officials resolve your problems or directed you to state capital? (a) Yes.
(b) No
61. Did you pay anyone to get the income certificate?
(a) Yes. (b) No
62. If yes, how much?
(a) Below 500 (B) 501 to 1000 (C) 1001 to 1500 (D) Above 1500
63. Did you face any difficulty while accessing income certificate from Revenue officials? (a) Yes. (b) No
64. If yes, what kind of difficulties?
(a) Bribe (B) Non availability of officials (C) carelessness of the officials
65. How do you rate the RTF& MTF implemented by Govt. of AP?
(a) Very good (B) good (C) average
(D) Bad (E) very bad (f) doesn't know.
66. Did any of the faculty (both teaching non-teaching) from Government College motivated/directed you to join in private college.
(a) Yes. (b) No
67. Students, usually with a good academic track record, prefer good colleges, and join courses that show good employment prospects if they were to pay the fees and other expenditure on their own; otherwise they usually drop out, or go for long term coaching, or prefer small short term courses like TIT etc. what is your case? Have you joined the course after due consideration of all these factors or have you joined it simply because RTF is there?
(a) Would have joined in the same course/college without RTF
(b) Would have gone for better course/college (c) dropout from education (d) go for long term coaching to get a better opportunity (e) don't know
68. Does the faculty in your college ask the present students to motivate or encourage new students to join in their college?
(a) Yes. (b) No
69. Who motivated you to join in the present course/college?

(a) School teacher (b) seniors (c) parents (d) influenced by present college management canvassing (e) private educational consultancies

70. Do you have sisters?

(a) Yes. (b) No

71. If yes, do you think that your parents would have sent all your sisters to college if RTF is not there?

(a) Yes. (b) No

72. What is the main reason for choosing your present college?

(a) Nearer to my home (b) it is the best college in that area (c) this college has a good campus placement record (d) well qualified faculty (e) because of RTF

Annexure-II

Questionnaire for Concerned Govt. Officials for the Data on Post Matric Scholarship Scheme

A. Total number of Students Enrolment & Dropouts since 2000-01 to till 2010-11

<i>Year wise</i>	:	2000-01,----- 2010-11
<i>Course wise</i>	:	Professional, PG & PhD, Degree. and OTH (in detail each course)
<i>Category wise</i>	:	Government, Private, aided, unaided, Regular, Distance mode, Minority and others
<i>Caste wise</i>	:	General, SC,ST, BC, EBC, DW and Minorities and others
<i>Gender wise</i>	:	Male & Female
<i>Region wise</i>	:	Telangana, Rayalaseema & Coastal Andhra
<i>District wise</i>	:	All districts in AP

B. Total number of colleges in Andhra Pradesh since 2000-01 to till 2010-11

<i>Year wise</i>	:	2000-01,----- 2010-11
<i>Category wise</i>	:	Government, Private, aided, unaided, Minority, deemed universities and others
<i>Course wise</i>	:	Professional, PG & PhD, Degree, Inter and OTH (in detail each course)
<i>Region wise</i>	:	Telangana, Rayalaseema & Coastal Andhra
<i>District wise</i>	:	All districts in AP

C. Reimbursement of Tuition Fee Scheme total beneficiaries (in Lakhs) and whole amount spent (in Crores).

<i>Year wise</i>	:	2008-09, 2009-10, 2010-11 (total 3 years)
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D. Number of Beneficiaries (students) of the PMS scheme

<i>Year wise</i>	:	2008-09, 2009-10, 2010-11 (total 3 years)
<i>Category wise</i>	:	Government, Private, aided, unaided, Minority, deemed universities Distance mode and others
<i>Course wise</i>	:	Professional, PG & PhD, Degree, Inter and OTH (in detail each course)
<i>Caste/creed wise</i>	:	General, SC,ST, BC, EBC, DW and Minorities and others
<i>Gender wise</i>	:	Male & Female
<i>Region wise</i>	:	Telangana, Rayalaseema & Coastal Andhra
<i>District wise</i>	:	All districts in AP

E. Finance (money) Tuition fee reimbursed in lakhs

<i>Year wise</i>	:	2008-09, 2009-10, 2010-11 (total 3 years)
<i>Category wise</i>	:	Government, Private, aided, unaided, Minority, deemed universities Distance mode and others
<i>Course wise</i>	:	Professional, PG & PhD, Degree, Inter and OTH (in detail each course)
<i>Caste/creed wise</i>	:	General, SC,ST, BC, EBC, DW and Minorities and others
<i>Gender wise</i>	:	Male & Female
<i>Region wise</i>	:	Telangana, Rayalaseema & Coastal Andhra
<i>District wise</i>	:	All districts in AP

F. Number of courses which included or excluded from the Fee Reimbursement Scheme in the span of three years

<i>Name of the course</i>	:	MBBS, Open University Degrees, etc....
<i>Year</i>	:	Inclusion/exclusion
<i>Reasons for the decision</i>	:	Financial/political, etc....

<i>Year wise</i>	:	2008-09, 2009-10, 2010-11 (total 3 years)
<i>Category wise</i>	:	Regular, Distance and others
<i>Course wise</i>	:	Professional, PG & PhD, Degree, Inter and OTH (in detail each course)
<i>Caste/creed wise</i>	:	General, SC,ST, BC, EBC, DW and Minorities and others

G. Number of Colleges/ Universities which comes under PMS scheme

<i>Year wise</i>	:	2008-09, 2009-10, 2010-11 (total 3 years)
<i>Category wise</i>	:	Government, Private, aided, unaided, Minority, deemed universities Distance mode and others
<i>Course wise</i>	:	Professional, PG & PhD, Degree, Inter and OTH (in detail each course)
<i>Region wise</i>	:	Telangana, Rayalaseema & Coastal Andhra
<i>District wise</i>	:	All districts in AP

Annexure-III
Post Matric Scholarship System Structure

