CHAPTER 2

LITERATURE REVIEW AND METHODOLOGY

Chapter Plan

- Literature Study
- Objectives of study
- Specific Objectives
- Hypothesis
- Methodology and Scope
- Characterization Scheme
- References
2. LITERATURE REVIEW AND METHODOLOGY

2.1 LITERATURE STUDY


This report is the official document of Government of India. The member Secretary, Prof: Jandhyala Tilak, Professor at NUEPA (National University for Educational Planning and Administration, New Delhi) is an internationally well known author on financing of higher education. This report covers extensively all the issues concerning Indian higher education scene, starting with growth of higher education in India, GER (Gross Enrolment Ratios) in India and abroad, whether higher education is a merit good, the questions of equity and access and also dealing with issues of funding, role of Governments and Private institutions in higher education.

The report concludes that Governments' spending on higher education is highly inadequate in India which is also impacting the quality. In order to ensure equity, access and quality in higher education, Governments should shoulder higher burden of funding.

2. Higher Education in India-Need for Change by Pawan Agarwal ICRIER (Indian Council for Research on International Economic Relations) and Indian Higher Education: Envisioning the Future by same author.
The author highlights the typology and growth of higher education in India. He projects the growth of private sector in higher educational field in India. Various ways of financing of higher education are analyzed; global practices in this regard are also sited.

The author points out that the regulatory mechanism in higher education is a miserable failure. He has suggested methods to overcome these weaknesses. He discusses at length the best practices of accreditation abroad; quality assurance in Indian higher education system is needed to take it to the next level. Issues of equity and access are addressed in his work.

The book on higher education gives a detailed analysis of GER (11%) and comparison with other nations. He explains how much catching up India has to do with China which has as a ratio of 20%, Korea 91% and the US 83%. He opines that very soon China would be in the highest league with USA and Japan. It is pertinent to note that China has already over taken Japan as the second biggest economy in the world in terms of GDP. Investments made by China in education and particularly higher education speaks volumes for the vision of it's leaders. The book has several pages on Chinese advancement in higher and technical education. He points out that China already has more than twice as many students as India-23 million plus. The research man power based on 708 researchers per million is more than six times that of India. The gap in critical area of higher education and research between India and China is widening.

The author explains the faulty salary structure in the field of higher education in India; it promotes and rewards mediocrity while merit generally takes a
back seat. As credit system is not adopted in most universities, inter-university movement of students is not easy. Decision making is extremely slow and several universities have become too large, complex and practically ungovernable.

Since education is on the concurrent list as per the Indian constitution, almost every state in the country tinkers with the higher education system. The regulatory mechanism is cumbersome, multiple and non-effective. The author is critical of the functioning of UGC and AICTE; they have not been able to carry out the task assigned to them efficiently. This study is an indictment of the present higher education system and a call for urgent need to reform the same. He estimates that Indians spend over Rs.7,000 Crores annually which is both worrying and an expression of no confidence in the existing formal system.

3. Report of the National Knowledge Commission- Mr. Sam Pitroda.

The Report recommends massive reorganization and restructuring of higher education in the country. It gives the present working and weaknesses of the system in great detail. There is a need to expand the opportunities in higher education substantially by establishing 1,500 universities nation wide by 2015. China has authorized creation of 1,250 in just three years. Establishment of large number of universities calls for a massive funding effort on the part of the Government. It also suggests ways and means of roping in the private sector in a big way.

The report analyses issues of governance, faculty, research and infrastructure. It criticizes practically all the present regulatory bodies of higher
and technical education. The Commission, for the first time in India, suggested that an Independent Regulatory Authority for Higher Education (IRAHE) be established. It argues that there is no alternative to entry of more private institutions and public-private partnerships. As a facilitator, such an independent body would be required to oversee and exercise broad control.

On allocating 6% of GDP on education-

By Jandhyala B.G Tilak

Prof. Tilak examines the entire issue of funding education by the state. He also looks at the supportive role of the private sector especially in the field of higher education. Prof Tilak reflects trends in state spending, increase in GDP and sectoral allocation of funds. He lays a road map to first achieve 6% of GDP spending and further increase it to 10% of GDP in a phased manner.

Prof. Tilak has tried to take a holistic and comprehensive view of public financing of education in the country. He makes out a case for substantial hike in state funding of education. In doing so, he cites innumerable examples of countries where the public finding is much higher than the envisaged target of 10% of GDP.

Though the private initiative has been commendable, Prof Tilak points out the limited reach and objective of the private sector. He finds that private spending cannot be a substitute for state funding of higher education.
Prof. Tilak quotes extensively from the various committees reports of the Central Government, World Bank, and UGC. He points out that educational commission 1964-66 had recommended spending of at least 6% of GDP on education.

Despite recommendations of all expert committees, public funding of education remains less than 4% of GDP. In fact in the last few years, there has been a decline in allocation to education as a percentage of GDP. In an elaborate manner he gives the roadmap, initially to achieve 6% of GDP allocation to education and then enhancing the same to 10% in a phased manner. Based on the CABE(Central advisory board of Education) committee’s report, he gives a plan of sectoral allocation to primary, Secondary and Higher education including technical education.

Since there would be a quantum jump in public allocations to education, it is necessary to have proper plan and schemes so that funds are efficiently used.

Complimentary investments in related infrastructure should be made. For example, it is necessary to have proper roads, lighting and security mechanisms especially in the interior and rural areas so that expansion of educational opportunities is used.

All increases in allocation must come from the public treasury. Any investment made by the private sector must be looked at as an additional
investment. The government, both Central and state have to make stupendous efforts to raise spending on education.

It is necessary to change the approach to funding of education. All education, including higher education is to be treated as merit/public good and a basic human right. As education commission warned, "In the age of science, there can be no greater risk than a policy of drift and niggardliness in education".

Finance and management of higher education:

Prof. Nanjundappa, the author of this book, is a distinguished economist, educationalist and an administrator. He was Vice Chancellor of two universities in Karnataka. He was a member of planning commission, Government of India. In this book, he writes about financial aspects of higher education and management of higher education.

One of the main objective of this book is to point out the inherent defects of financing of higher education in our country. It also suggests remedies in terms of changes in fee structure and interest free loans to deserving students. Further, the author advocates a change in the method of administering the institutions of higher learning. He aims to popularize decentralization of University administration.

The entire book is divided in two parts. The first part deals with higher education and finance and the second with management at both micro and macro levels. In the first part, the author has brought vividly the various
challenges facing the higher education system in the country. He also deplores the fact of poor industry-academia linkages resulting in producing graduates who are not suited to the industry needs. Prof. Nanjundappa stresses the need for finding alternative solutions to the financial problems facing universities and the collages. He attacks the system of Capitation fees and discusses the historical developments until the interventions by the Supreme Court to ban the same in the country.

In the second part, the author discusses the type of crisis prevailing in the management of higher education. According to him, there is no point in blaming “the lack of political will” or the lack of energy in motivating and working in the university system. Instead, he has tried to evolve ‘Total participatory Management’ involving all the stake holders in the decision making process in the university system.

There is a need to forge a link in keeping with the new educational policy statement, between education and the industry. Besides supporting research, industry must provide free access to students on job training.

Training programs at different levels should be organized at various educational and industrial establishments so that both can benefit from the interaction and the exchange of ideas.

Five year plans should be discussed at length sector-wise at the universities so that appropriate change in curriculum can be made in keeping with the changes in the industry and services.
Thrust should be given on training of Teachers and trainers in educational institutions for constant updating of knowledge and advancement of technology.

The entire university community; students, teachers and non-teaching staff are to be given a chance to participate in decision making at all levels.

Teachers must have a major voice in all university bodies-academic council, executive council and the court.

There should be a complete change in the style and mode of functioning from the bureaucratic to a sense of co-operative partnership.

Higher education in India—change in management
(.V.C. Kulandai Swamy)
Editors- C.R.Pillai and P.R. Ramanujam

Prof. V.C Kulandai Swamy has been the vice chancellor of three universities of Tamil Nadu and IGNOU. He was head of various national and international committees on hydrology, Education, Technical Education and Distance Education. He is also a renowned author in Tamil and recipient of Sahitya Academy Award in 1988. This book contains, in an abridged and edited form, his various speeches delivered in convocations, Presidential addresses and Conventions.

The book is edited with a view to bring to the fore various problems confronting the system of higher education in the country. With his wide experience as an educationalist, Prof. Kulandai Swamy has suggested alternative solutions to the problems plaguing our higher education.
The professed aim of the book is to assist, guide and give ideas to policy framers, educationalists and education administrators in the field of higher education.

The book is divided into chapters such as Systemic and Curricular changes, Autonomy and Decentralization, Academic leadership and faculty, Privatisation and Globalisation and a Vision for future. It starts with an introduction on the higher education scene in the country. Quoting World Bank Report 2001, an attempt is made to bring out the disparities between developed countries and India in respect of proportion of total population of the relevant age group in higher education. Whereas in India it was a mere 7%, in U.K. it was 52%, 88% in Canada and 81% in the U.S.A.

The authors point out that in the agricultural civilization, land and water were major resources; in the independent era, besides land and water, minerals and energy became important resources; in the knowledge era of 21st century, human resources have to come to occupy the highest position.

That higher education also needs to get adequate Government funding as much as there is a case for public funding of school education.

Quality, relevance and equity must become the cornerstones of higher education policy.

We must move towards greater decentralization; the present system of affiliation should make way for more autonomous colleges and deemed universities.
More funds must be earmarked for research effort in the universities. Whereas Indian universities get no more than 2% of the total funds made available for research in China it is 19%.

Networking of our higher educational institutions, among themselves and with research institutions and industry, must happen quickly. Sharing of knowledge is an imperative need of modern society to grow and prosper.

Trends in growth and financing of higher education in India
By Prof: Ved Prakash

The author, Prof: Ved Prakash in this paper, emphasizes the importance of a well developed and equitable higher education system for the success of emerging knowledge economy. It is well known that education contributes significantly to economic development. The developed countries understood this much earlier and invested in higher education of their citizens. Now they have a clear edge over the nations. Hence it is imperative that the developing countries, too, give due importance to both quantitative and qualitative expansion of the higher education.

Since independence and till the decade of eighties, the planning strategy in India was aimed at ensuring distributive justice, balanced regional growth and positive discrimination in favour of disadvantaged groups. However, since early 1990's, there has been a marked change in development strategy with the enhanced role of the private sector practically in all the fields. This has led to the diminished role of the State. Whereas this has produced positive results in many fields, it appears to be threatening the goals of social justice, equity and cultural diversity.
The study points out the lack of comprehensive database in India to help assess the response of the higher education system to the impact of globalization in the last two decades. Prof. Ved Prakash has discussed the trends in growth and financing of higher education and the resources required to meet the target of allocating 6% of GDP to education. He has comprehensively addressed issues such as access, equity, quality, financing, privatisation and internationalization.

In conclusion, the author has opined that there is a need for massive expansion of the higher education service in order to achieve a GER of 20% and above. It is imperative to recognise the limitations of the private initiative. There would remain large numbers of disciplines such as social sciences, physical sciences, biological sciences, mathematics, astronomical and chemical sciences which will not attract private service providers. All of these are essential to improve the nation's competitiveness through fundamental research. They are also required in terms of inculcating democratic, moral and spiritual values. The State, therefore, should take a leading role in establishing institutions in these areas. The private initiative could be encouraged if it is accompanied by philanthropic motives; those entering the field of education with the sole aim of making profits should be banned. Finally, the author cautions with regard to the entry of foreign institutions. Most of them would like to take advantage of differential and excessive demand in the country. Majority of them are likely to be of mediocre levels which would try to take advantage of craze for foreign degrees. It may not be desirable to shut the
door on all foreign institutions, there is a need to evolve a policy which attracts only the best and genuine institutions.

Divided Government and Private Higher Education Growth in India, by Asha Gupta. 9

Dr. Asha Gupta is a PROPHE (Program for Research on Private Higher Education, University of Albany) researcher. India has the second largest education system in the world. It comprises of approximately 304 universities including 62 ‘deemed’ to be universities, 11 open universities, 14,600 colleges, 10 million students and half a million teachers. Beyond this, the exact number of private and international institutions involved in enrollment and imparting of higher education and vocational skills is not known.

The author, in this paper, traces the history and growth of private higher education in India. Before and after independence, the contribution of private sector in the higher education has been quite significant. Several philanthropists and individuals with religious orientations established institutions of higher learning with a view to promote values of spirituality, human dignity and integrity.

Dr. Asha has pointed out that there has been a proliferation of self-financed engineering, medical and management colleges in recent times. For example, in the year 2001, Andhra Pradesh had 95 private self financing type of colleges and 303 medical colleges; in comparison public, that is funded by the Government, colleges were only 11 in engineering discipline and 25 in medicine. Several of these institutions which have come up in different states do not have adequate infrastructure—both physical and manpower. Most of
these colleges have raised their fees; some of them in conjunction with professional courses and foreign collaborations. Mushrooming of private universities in states like Chattisgarh was the last nail in the coffin inviting public protests and judicial intervention by the highest court of the land. The author has traced a few Supreme Judgments in respect of private higher education. The policy lacuna apart, these contradictory judgments have added to the already existing confusion on the issue of private participation in the field of higher education. As per law, minorities based on religion or language can establish an institution of higher learning. Basically the idea was to allow these groups to have their own space for 'religious and charitable purposes'. But several politicians and businessmen took advantage to promote private colleges and charged exorbitant capitation fees.

In Unni Krishnan J.P Vs. the State of Andhra Pradesh (1993), the Supreme Court banned the Capitation Fee Act, 1988. At the same time, it allowed a certain number of 'paid seats' to be decided in consultation with the concerned state government. The intention was to charge certain category of admission seekers high fees (covering more than 100% cost) so that others could be charged lower fees (covering less than 100% fees). State governments were also given the powers to administer and regulate admissions in unaided private professional colleges in their respective states.

Later in 2002, the Supreme Court reversed its decision in T.M.A Pai vs. the State of Karnataka. The court gave freedom to financially sound minority interests to establish and run colleges of their choice; they were also given the freedom to fix their own fees. The court did warn them against
'commercialisation' of education; but it did not appear to have any major impact on the functioning of the private colleges. Further in 2003 Supreme Court has taken a tough stand against institutions charging capitation fees. It has come down heavily upon those private institutions which are indulging in profiteering especially in professional colleges. Yet the fees remain high; in most cases, beyond the reach of large sections of the poor in the country.

Notwithstanding the legal interventions, nexus among politicians, bureaucracy, business class and academia, ensure that commercialization of higher education for private gains is continued unabated and sustained. Though the democratic India stands out with all its judicial and state governments' interventions, the fact remains that it joins a powerful international trend of sharp growth in commercial private higher education.

Indian private higher education in comparative perspective.

Daniel Levy

India demonstrates characteristic features of private higher education which are largely on the same lines as in the other parts of the world. It's proportional size, accounting for more than 30% of all enrollments, the pace of growth, emphasis on market driven courses—all are visible features elsewhere in the world, too. According to the author, this paper has two purposes. One, is to present the massive private education system to the world so that there is a better understanding about the system and development in India. The second is to present it to Indians with a global
perspective for a better understanding, evaluation and further development of higher education in the country.

There are also some features of private higher education which are uncommon or typical to India. Total enrollment in private higher education is almost as high in the US mainly due to the size of the nation; but the cohort enrollment is very low even when compared with some of the developing nations. Another feature is the nature of funding of higher education—most of it is from non-government sources and by way of tuition.

Yet another distinguishing feature relates to the configuration in terms of the political system. Growth in private higher education is the highest in developing countries which are non-democratic or problematically democratic. On the other hand, India has remained remarkably democratic right from the time of it’s independence. Due to the federal structure and decentralization, states play a major role in the field of higher education. Courts, too, have intervened as there is an intense debate on the role of private higher education and high level of fees. On the one hand there are beliefs which are rooted in socialistic pattern of society and the role of the State in dispensing higher education, on the other, growth of private higher education has continued unabated. This has led to conflicts requiring the intervention of courts even at the highest level.

The author examines in details four areas of private higher education, namely, expansion, types of private institutions, financing and politics. The paper tries to highlight the commonalities and differences between Indian
private higher education and it's global counter part. On expansion, Indian growth follows the global pattern. The private share in the total number of higher educational institutions is more than 40%; it is pertinent to note that the 'public' figure includes even those that are nominally private but yet receive grant-in-aid from the State/Central Government. This is higher than the percentage of private educational institutions in the USA. However, in terms of enrollment, India has little more than 30% in the private sector; the US has a larger percentage, but not much higher.

Asia as a region has the highest enrollment in private sector. Malaysia has over 90% enrollment in private higher educational institutions; Japan and South Korea nearly the same figure. Mongolia has 64% share in total enrollments. Indonesia, Philippines and Taiwan are over 70% private.

2.2 OBJECTIVES OF THE STUDY

Private and self financing type of education is growing rapidly in our country. It has contributed to the social and economic development in it's own way. But for the private initiative, the numbers of management, engineering and management institutions would not have gone up the way it has done in the last few decades. Quantitative expansion has indeed taken place in the higher education field, thanks mainly to the efforts of the private sector. But the private initiative has it's own limitations and deficiencies. Financing of higher education, it was believed for a long time period, was the responsibility of the State. However, now there are differences in this perception.
Therefore this study tries to focus on the role of the State in funding of higher education. Naturally, funding comes with strings attached by the Government and various authorities. The study also looks at the other issues of relevance, access and equity and quality in higher education within the context of State funding.

2.3 SPECIFIC OBJECTIVES:

1. To examine the growth trend of budgetary allocation to Higher Education in India and state of Goa.
2. To study the correlation, if any between the GSDP & budgetary allocation to Higher Education in India and state of Goa.
3. To study the adequacy of budgetary allocations in the state of Goa by benchmarking against the established norms.
4. To find out, through an opinion survey of stakeholders, the need for and relevance of public funding of higher education in the light of increasing role of the private sector in the state of Goa.

2.4 HYPOTHESES.

Ho- There is no correlation between growth in GDP and growth in Government's spending on education in India and the state of Goa.
Ho- Perception of respondent groups is the same on the question of Government spending on higher education.
2.5 METHODOLOGY AND SCOPE

There are a number of research studies that have been carried out in respect of financing of higher education especially in the west. However, there are no studies which try to link State funding with GDP. This gap in the research area is clear from the literature review.

The study is carried out using two different methods. In the first instance, secondary data is collected and analysed. The data consists mainly of budgetary allocations made by Governments (Central and State) to education. International comparisons are made to bring out the variations in funding patterns in different countries. Budgetary allocations made by the Government/s are compared with that of GDP and the State Domestic Product. Keeping in mind the specific objectives of the study, data is collated for international comparisons of public spending on Education. Further data is compiled to enable inter state comparisons within the country.

There was a significant challenge in respect of data reliability and validation. The study requires data in respect of GDP of select countries and SDP of all Indian states. There are variations in both national and international data in respect of budgetary allocations to education. Therefore, as far as possible data from one authentic source (that measures GDP/SDP and budgetary allocations) is used consistently.

Different measures are used for indicating state and national incomes. The problem also gets compounded by the fact there are different agencies-public and private—that are projecting these figures. After careful consideration, it has been decided to use UNESCO figures for making international
comparisons. As far as inter state comparisons with in the country are concerned, the study relies on data compiled by MHRD. Goa specific data is also sourced from the State budgetary documents and Economic Survey.

The study is mainly focused on funding aspects of higher education and the thrust is on Governments' budgetary allocations to the sector. However, other aspects of higher education such as equity, access and quality have been taken in to consideration. In doing so, secondary data has been used from sources such as CABE (Central Advisory Board of Education) Committee reports, ICRIER, World Bank and UNESCO.

The limitation with regard to availability and authenticity of secondary data in respect of funding of higher education has already been pointed out. This is with regard to public funding, that is, aggregate outlays and actual expenditure by Governments-both Central and the State.

Further, households also spend on higher education. There are just a few research studies which have tried to estimate this part of the expenditure. In private institutions and self financed courses, tuitions are a major cost; it may not be so in public funded institutions and courses. Living costs vary widely from one region to another in India. Normally, student loans do not cover boarding and other incidental expenses.

The study is mainly focused on financial aspects of financing of higher education; references to social, cultural and other issues is incidental and is without in depth analysis or study.

The period selected for the study, fifteen years, is sufficiently long to take care of extreme fluctuations in GDP as well as budgetary allocations to educational sector. Data is collated for all Indian states to enable interstate comparisons.
It is aimed at finding out whether or not any of the Indian states is allocating benchmark 6% of GDP to be spent on education.

In part two, a stakeholders' opinion survey in the state of Goa is carried out to find out responses to the question of public funding of higher education. Groups of stakeholders identified are higher educational administrators, students, Teachers, Parents, Employers, Experts from the field of public finance, education and Economics and eminent persons in the society.

The educational administrators’ category essentially includes members of college management and Principals/Directors or Heads of Institutions. As important stakeholders in higher education, both present and ex students are covered in the survey. A pilot survey was conducted by administering the questionnaire in three colleges. It was helpful in making suitable changes, additions and modifications in the questionnaire. At this stage, it was found that even amongst college teachers, the level of awareness with regard to issues of financing of higher education was poor. Even while retaining the basic thrust of the questionnaire, attempt was made to further simplify it so that respondents make informed choices of various issues and questions. After making a few changes in the questionnaires, it was decided to administer to the larger target respondents.

The ‘population’ comprises of the entire college community (of students, teachers, non-teaching staff, members of management, parents and heads of institutions), employers, experts and members of civil society. As it was not possible to cover the entire ‘population’, it was imperative to decide on a size and type of sampling method. A sample size of 500 was selected as it was thought to be reasonable; it was based on the idea of targeting around 40
collegiate institutions in Goa. Each college was to be covered by ten respondents. The remaining 100 respondents in the sample size would be spread over other stake holders- parents, ex-students, experts, employers and eminent persons. In order to make the sample and study as representative as possible, stratified sample method has been used.

Further stratification with in the 10 sample size of respondents from each of the identified colleges was planned in the following manner; Principal/Director/Head of the institution and/or management member-1, students and Teachers 4 each and Non teaching staff 1. This way an attempt has been made to cover all the stake holders in a representative sample.

In analysis too, first the secondary data is examined and then the results of survey have been taken up for scrutiny. In respect of secondary data, international comparison is made in respect of budgetary allocations made by selected countries of the world. As far as possible, data is collected in respect of wide ranging types of nations, that is, rich countries, developing nations and poor nations. This analysis is to look at relative budgetary allocations of India to education vis-à-vis the other nations. Then inter state comparisons with in the country are made to find out the differences, if any, amongst the states in respect of allocations made to education in their respective budgets.

Finally, an attempt is made to find out the position of Goa in this regard.

A trend analysis is made to find out whether with increase in GDP and SDP there have been similar and proportionate increase in budgetary allocations. The question that is sought to be addressed is whether there exists any correlation between the two. Mean and standard deviation are calculated to understand and analyze the relationship between budgetary allocations and
growth in GDP. This is done both in respect of all India GDP and budgetary allocations and the State of Goa's allocations and GSDP.

A simple model to gradually enhance budgetary allocations to education in Goa, based on a research study by Prof: Tilak, has been suggested. The said model is suitably modified keeping in view the specific needs and circumstances of the Goan economy. The Government of Goa could use this as a road map for increasing budgetary allocations to education in a phased and planned manner. It will help in achieving threshold and bench mark levels of spending on education. More importantly, it will ensure that education in general and public institutions in particular will not be starved of funds and investments. Both quantitative and qualitative expansion of education hinges on this critical component.

Subsequently, primary data has been analysed. Of the 500 targeted sample size, about 250 have responded- 200 in hard copy submission and fifty in the form of soft copy mailed out my address. Through the questionnaire, data has been collected on various issues and matters concerning the topic of the study. Since there are multiple variables, Chi Square' test has been done to find out variance, if any, between the groups of respondents. Through this test, we understand the behaviour pattern of respondents in four categories. As a group and within the group, whether or not they have same opinion on the question of Government funding is ascertained with the help of Chi Square test. This test is also useful in understanding whether the differences, if any, are due to chance or are they real or actual differences.
2.6 CHAPTER SCHEME:

1. INTRODUCTION

Background and History
Higher education-Nature and Importance
Higher Education as Merit Good
Benefits of Higher Education

References

2. LITERATURE REVIEW AND METHODOLOGY

Literature Study
Objectives
Specific Objectives
Hypothesis
Methodology and Scope.

Chapterization Scheme

References

3. GROWTH OF HIGHER EDUCATION

Growth of Tertiary Education-International Scenario
Brief History and Growth of Higher Education-Indian Scene

11th Five Year Plan Proposals

Enrolment in Higher Education-National and International Perspective
Recent spurt in Self Financed Courses and Colleges
Inter-State variations in GER

References
4. CHALLENGES IN HIGHER EDUCATION-INDIAN CONTEXT

Issues of Access and Equity
Privatization of Higher Education
Students' Fees and Cost Recovery
Regulatory Aspects of Higher Education
Internationalization of Higher Education
Global Ranking of Universities
Linkages of Academia with Industry

References

5. ANALYSIS OF BUDGETARY ALLOCATION TO EDUCATION

Public Expenditure on Education
Correlation Between GDP and Expenditure on Education
Correlation Between GDP and Expenditure on Higher Education
Relative Share of State and Central Government Expenditure in Education
Government of Goa's Expenditure on Education
Correlation Between GSDP and Education
Achieving the Target of 6% of GDP Expenditure on Education-Options and Road Map

Share of Different Levels of Education in Expenditure (Inter Sectoral Share)

References
6. Stakeholders’ Perception on Funding of Higher Education in Goa.

Introduction, Objective and Methodology of the Survey

Survey Analysis

Testing of the Hypothesis- Chi Square Test

Additional Survey of Industry Stakeholders

7. Findings and Suggestions

Suggestions and Conclusion

Further Scope for Research

Annexure

Bibliography

2.7 References:

1) Jandhyala Tilak, CABE Committee on financing of higher and technical education- -2005.


5) Jandhyala Tilak ,On Allocating 6% of GDP To Education- EPW 18th. Feb. 2006

7) V.C. Kulandaiswami, Higher Education in India-Change in Management. Viva Books Publication 2005

