CHAPTER VI

SUMMARY CONCLUSIONS, FINDINGS AND SUGGESTIONS

This chapter presents the summary conclusions and findings of the study and also enlists the policy recommendations.

Education is universally recognised to be an investment in human resources. In the present information age, new knowledge and technology are crucial for improving productivity of human and material resources. Needless to mention, the green revolution in agriculture ushered in high productivity and prosperity through the use of technology. With vigour and effort, a similar revolution in education that embraces information and communication technologies, that fosters freedom and innovation and induces a market oriented competitive environment, is vital for the progress and prosperity of the country. This is more so because society and economy are integrated to the world economy. And for the success in the competitive world it would require that productivity of resources should improve, which is however not possible without widening the base of human capital formation through education, training, research and development activities. In this context, the problems and issues faced by higher education should receive due attention with a view to improving the internal functioning of different sectors of
economy, as they utilize the services of higher education and research. One is to identify the major problems and issues in the development of higher education and the other is to recommend the policy measures that are urgently required to be initiated with a view to vitalizing and strengthening the system.

Most of the studies concentrated on the development of higher education, its role in the formation of human capital, and the problems particularly financial crisis faced in the higher education in recent years. Many of these studies are at macro level. Hence, an effort is made to study current status of higher education particularly collegiate education and students demand for traditional degree viz., B.A. B.Sc and B.Com at micro level by selecting a sample of colleges in Bangalore city.

The present study examines the human resource formation through higher education in India. However, the specific objectives are as follows:

a) To study the current structure and organizational aspects of collegiate education in the State of Karnataka.

b) To examine the quantitative expansion of collegiate education in Karnataka in the 1990s.

c) To assess the pattern of financing of collegiate education in Karnataka over a period of years.
1) To study the student demand for undergraduate degrees in three types of selected colleges (government, private aided/unaided colleges) in Bangalore City.

2) To study the performance by broad student categories (boys, girls, SC/ST) in the selected colleges in Bangalore.

3) To suggest the measures for policy making.

The higher general education comprises the university education and collegiate education. Collegiate education is an important component of higher education in Karnataka State. Institutions of higher education in the State provide general education, technical education, medical education and agricultural education. Up to 1976, education was in the list of State Subjects under the Constitution of India. However, since the 42nd amendment to the constitution in 1976, education has been placed under the concurrent list. Thus, both Union Government and State Governments can formulate policies and programmes for development of education including higher education in the country.

The scope of this study was limited to collegiate education which leads to the award of undergraduate degrees in general education such as B.A, B.Sc and B.Com... but the study did not include degree courses in law, fine arts, computer application, business management, hotel management courses in
colleges of education, postgraduate degree courses within the general
degree colleges.

Further, collegiate education is imparted through, regular education and
distance education. The scope of this study covered only the regular
education. Regular education is college-based or provided through
Government colleges (GCs), Private aided colleges (PACs), Private unaided
colleges (PUACs) and University colleges (UCs) which are affiliated with
the State universities under section 53 of the Karnataka State Universities
Act, 1976. Since Bangalore University does not have any university
(constituent) colleges a sample of twenty one colleges, seven each from
Government Colleges, Private aided colleges and Private unaided colleges
were selected for this study.

The geographical area of the study was restricted to Bangalore city as a large
number of government, private aided and private unaided colleges are
located.

This study is based on only the secondary data. The secondary data were
collected from published, unpublished, unprocessed data from the
Department of Collegiate Education, Department of Finance, Bangalore
University. Unpublished, unprocessed data and information were also
collected from the office records of sample colleges.
The collected data were processed and presented in the tabular form. Data were analysed using simple statistical tools like ratios and percentages. Students' demand for collegiate education was analysed using the enrolment data in different courses over a period. Performance of selected colleges was measured by pass percent of students in the final years' examinations and also by calculating the retention rate of students by courses in different types of colleges among the selected 21 colleges.

The thesis is organised into 6 chapters.

Chapter I contains introduction, importance of the study, statement of the problem, review of literature, objectives and methodology.

Chapter II gives an elaborate description on the role of education particularly higher education in human resource development.

Chapter III discusses the growth of higher education in India.

Chapter IV has two sections. The first section gives the picture of current structure and organizational aspects of collegiate education in Karnataka. The second section throws light on public financing of collegiate education by the State Government viz., the Government of Karnataka.

Chapter V examines the student demand for undergraduate degrees in Section A and their performance in the selected colleges in Section B.

The last Chapter contains summary of findings and suggestions.
Conclusions and Findings of the Study:

1. As India achieved freedom in 1947, the Department of Education created in 1945 was converted into full-fledged Ministry of Education. Higher education was the first sector of education to attract the attention of the Union Government. As a first step, the University Education Commission (1948-49) was appointed, which recommended rapid expansion of higher education in India on a priority basis. The Commission also made several other recommendations having significant bearing on future development of higher education in the country. During the period of three years from 1947 to 1950, seven new universities were created raising the total number to 27 with 695 colleges affiliated to them. The total enrolment in these institutions of higher education was 174,000 (excluding those enrolled in PUC) in 1950-51. The total number of teachers working in these institutions was a little more than 21,000. It was from this point onwards the ‘era of unplanned expansion’ of higher education in our country began.

2. During the period of 50 years since 1950-51, the growth of higher education has been phenomenal. On the average, four to five universities and 225 colleges were established annually. The total number of universities at present is 273 and that of affiliated colleges is 11,831 with a
total enrolment of over 77.34 lakhs. During the last 50 years, the total number of teachers in the universities and colleges has also increased to more than 3.51 lakhs. The growth rate of higher education had been as higher as 13-14% during the 1950s and 1960s, but declined to about 2-3% during 1970s. During 1980s and early 1990s the overall growth rate had been about 4.2%. However, at present the growth rate is around 5% per annum.

3. The quantitative development of higher education during the post-independence period has been apparently very impressive. Unlike the pre-independence period, the benefits of higher education are now reaped by a sizeable number of youth even from under-privileged sections of the society. At present, we have one college for every 11,000 and one university for every 4.7 lakhs of persons in the relevant age group (18-23 years), but in the real terms, only about 6-7% of the eligible age group are getting the benefit of higher education. This is insignificant compared to the corresponding figures of over 50% for the countries belonging to the Organization of Economic Cooperation and Development (OECD) and about 30% for some other developed countries.
4. The State’s share in the expenditure on higher education was 88% in Australia (1988), 89.5% in France (1984), 90% in India (1990). As higher education continued to be elitist and benefited only a few, the economic policy of the State changed. As the return from elementary education is 25% and that of higher education less than 1% the latter was considered to be a ‘non-merit’ good and, accordingly, subsidies were slowly withdrawn. The expenditure on education as a proportion of GNP marginally increased from 1.2% in 1950-51 to about 4% in 2000. In terms of plan expenditure, the share of education as a percentage of the total plan outlay also decreased from 7.86% in the First Plan to 2.97% in the Sixth and to 3.87% in the Eighth. This is still lower than 6% of the GNP as recommended by the Education commission in 1964-1966. Conversely, student fees decreased from more than 20% to 7.5% during 1950-1951 and to less than 6% at the present time.

5. Expenditure on higher education has registered a considerable increase from Rs 7.23 crore in 1951-52 to Rs 2915.56 crore in 1993. Though the per student expenditure has increased by 11 times, the students do not benefit much out of it due to inflation. Inspite of this steep increase in student enrolment, number of institutions and consequently expenditure on higher
education, our higher education system caters still to only 6 percent of the relevant age group who could go to higher education.

6. Data reveal that the share of higher education sector in the total outlay for education remained between 11 and 13 percent during 1951-52 to 1991-92. It was only in 1981-82 that higher education could receive 15 percent. Even this percentage is much lower than that in many of the developed countries. If we look at the plan grants, in the First Five Year Plan, allocation to higher education was 9 percent only. The allocation was almost doubled in the Second Five Year Plan and declined slightly in the Third Five Year Plan. The allocations in the Fourth, Fifth and Sixth Plans were relatively high, accounting for as much as 25 percent, but declined sharply in the subsequent Five Year Plans and reached 8 percent in the Eighth Five Year Plan. This is even less than the allocation made in the First Five Year Plan. Even adult education has got higher allocation than the entire higher education in the last plan. The allocation to adult education in the Sixth Plan as well as the Eighth Plan was 9 percent. If the responsibility of adult education is given to the elementary and secondary education sectors, the flow of funds to school education will not only strengthen the infrastructure facilities and support services of the schools but also lead to optimum utilization of
available resources including human resources. A comparison between the allocations for adult education and higher education during these plan periods reveals that the priority given to adult education is consistent while the funding pattern of higher education is towards steady decline from 22 percent in 1980-85 to 8 per cent in 1992-97. In fact, in the Eighth Plan, adult education got 9 percent while higher education got less than that.

7. There are three main sources of educational finance in India-Central and State governments, local bodies, and private sector including the students who are its potential beneficiaries. As the system of higher education grew in size, it required increased funds even for its maintenance. Simultaneously, due to successive reduction in the private contribution, its dependence on government for funds also increased. Consequently, the government contribution to educational finance increased from about 57% in 1950-51 to about 90-95% during 1990s. During the same period the contribution of students in terms of fees decreased from about 20% to less than 5%. Moreover, the allocation of funds for education over the nine five-year plans has not shown noticeable improvement, rather, in relative terms, it has been declining continuously.
8. The institutions in collegiate education in Karnataka include university, government and private colleges. The agents include both institutional agents (i.e. the State Government, State universities, and private management of colleges) and non-institutional agents (i.e. staff and students of colleges). These institutions and agents constitute the structure of collegiate education, and interactions between all institutions and agents constitute the organized system of collegiate education in the State. In essence, the organized system specifies the functions and responsibilities that each institution and agent should do, as per the rules and regulations framed within the institutions as well as for all the institutions in the State.

9. The analysis on the structure and organization of collegiate education in the State clearly indicates the following. First, colleges, courses and admission of students are different within and between the universities. Second, establishment, functions, administration and management of government colleges, private aided colleges, private unaided colleges and university colleges are different in the state. Third universities have important roles in collegiate education mainly in affiliation, curriculum and examination matters. Fourth, state government has the vast powers in effecting the establishment, organization, management, promotion,
regulation and financing of collegiate education. Thus, state government policies and programmes are of critical importance in explaining past and current development and in influencing/determining future developments in collegiate education in the State.

10. Broadly speaking, the growth of collegiate education is the culmination of all interactions between all the institutions and their agents. Over the years, this culmination of interactions has resulted in many changes (growth) in the collegiate education. The growth of collegiate education is analysed here by the growth and distribution of number of colleges by government colleges, private aided colleges and private unaided colleges and university colleges. The total number of government colleges has increased from 99 during 1990-91 to 138 during 1993-94 and to 148 during 1996-97. However, from 1997-98 to 2000-2001, only 2 new government colleges have been established in the State. Thus, the annual growth of total government colleges in the State was 16.16 percent during 1991-92, 13.91 percent during 1992-93, 5.34 percent during 1993-94 and 6.47 percent during 1996-97. For the remaining years, the annual growth has been less than one percent.

11. Of the universities in the State, Bangalore (Mangalore) University has the highest (lowest) share of government colleges, but the share has declined
(increased) over the years. For instance, the share of Bangalore (Mangalore) university in the State's total was 31.31 (5.05) percent during 1990-91, but has declined (increased) to 25.83 (9.93) during 2000-01. The declining share of Bangalore University is due to increasing number of government colleges in other universities. For instance, during 1990-91 to 2000-01, 52 new government colleges have been established in the State and of which only 8 have been established within the jurisdiction of the Bangalore University.

12. Table 4.3 & 4 present: the number and growth of private aided colleges. The total number of private aided colleges has remained the same at 290 during 1990-91 to 1998-99. Consequently (a) the annual growth of total number of colleges by universities and districts is zero during these years and (b) the share of private aided colleges does not vary between universities during a year and for each university over the years. Thus, there exists uniformity in the distribution of number of private aided colleges by universities and districts in the State during 1990-91 to 1998-99.

13. Table 4.5 & 6 present: the number and growth of PUACs,. The table indicates that there has been a phenomenal increase in the total number of PUACs in State over the years. For instance, the total number of PUACs
colleges in the State has increased from 42 during 1990-91 to 95 during 1991-92 and from 150 during 1992-93 to 259 during 1994-95 and to 473 during 2000-01. The highest annual growth of 126.19 percent is evident during 1991-92 and is followed by 57.89 percent during 1992-93, 8.24 percent during 2000-01 and so on.

14. Of the three types of colleges, the growth of private unaided colleges in the State was remarkable during the last five years. Further, between PACs and PUACs both absolute and relative variations in inter-district distribution of colleges are the largest in case of PUACs since 1994-95. In other words, there is a slowness in growth of GCs, stagnation in growth of PACs and UCs and phenomenal growth of PUACs marks the trends in the growth of collegiate education during 1990s in the State.

15. General Characteristics of all PACs, PUACs and GCs in the State are as follows: One, the number of Mens’ (Women’s) colleges is relatively higher within the GCs (PUACs). However, co-education colleges (i.e. total number of colleges less Men’s and Women’s colleges) are the highest among the GCs, PACs and PUACs. Two, composite colleges (i.e. degree colleges with pre-university education) are highest in aided colleges than in GCs and
Three, while there are no evening GCs, the share of evening colleges in the total PACs (PUACs) is about 4.11 (2.54) percent. Thus, day colleges dominate the collegiate education in the State. Four, of the three types of private colleges (i.e. General, SC/ST and Minority colleges), the share of Minority colleges (SC/ST) colleges is relatively higher in PACs (PUACs). However, the share of General colleges (i.e. total colleges less Minority and SC/ST colleges) is highest in the total PACs (about 81.51 percent) and PUACs (about 72.94 percent). Five, the spatial distribution of colleges shows that most of the colleges are concentrated either at district or taluk headquarters. Since these headquarters constitute urban areas, the location of colleges is predominantly urban in character. Thus, 75.49 percent of GCs, 81.16 percent of PACs and 74.21 percent of PUACs are urban colleges in the State. Or, 76.63 percent of all colleges in the State are located in the urban areas.

The nature of public financing of collegiate education is different between the Government colleges and private colleges. For instance, in case of Government colleges, all expenditure (i.e. net of students fee to the State government however) are met by the State Government. In case of private colleges, the State Government provides with maintenance or teaching grants in the form of cent per cent reimbursement of salary payments of
working teaching and non-teaching staff. These grants are called grants-in-aid (GIA). A college which receives (does not receive) the GIA is called an aided (unaided) college. Aided colleges need not have only those courses, which are aided. In fact, many of the aided college do have many unaided courses (e.g. professional courses, such as BBM and BHM) and subjects (e.g. electronics). Thus, what distinguishes an aided college from an unaided college is the following. In an aided college there exists at least one course, which is aided, whereas in an unaided college there exists no courses, which are aided.

17. In the State budget, expenditure on collegiate education is a part of university and higher education, which in turn is a part of general education. In principle, the budgetary allocation is divided under revenue expenditure, capital expenditure and loans and advances. Over the years, both plan and non-plan expenditure, the total plan expenditure on collegiate education shows fluctuating trends during 1990s. First, for all the years, non-plan expenditure on PACs has been higher than on GCs. In regard to plan expenditure, up to the year 1994-95, plan expenditure on PACs was more than on the GCs. Since then, however, plan expenditure on GCs has been higher than on PACs.
18. The total plan (non-plan) expenditure on collegiate education as a percentage of total plan (non-plan) revenue expenditure on general education in the State shows wide fluctuations. It was 7.15 (9.77) percent during 1990-91 but declined (increased) to 0.47 (10.66) percent during 1998-99, but has increased to 1.97 (17.07) percent during 2000-01. In the same way, total plan (non-plan) expenditure on collegiate education as a percentage of total plan (non-plan) revenue expenditure on university and higher education in the state shows fluctuations. It was 52.76 (65.67) percent during 1990-91 but declined (increased) to 10.49 (75.86) percent during 1998-99, but has increased to 58.89 (80.88) percent during 2000-01. This implies that a large amount of non-plan university and higher education expenditure is incurred on collegiate education in the State.

19. Tables 4.10 & 4.11 presents the allocation of expenditure to government degree colleges by universities and districts from 1992-93 to 1999-00. The table indicates that there exist annual variations in the absolute amount of expenditure between districts and universities during all the years. For instance, the amount of expenditure for colleges under Bangalore (Mangalore) university has increased from Rs 571.61 (225.63) lakh during 1992-93 to Rs 1035.35 (408.70) lakh during 1995-96 to Rs 1834.64 (724.20) lakh during 1999-00. In the same way, the increasing amount of expenditure
is evident for all the remaining universities in the State. Further, total expenditure for all universities or districts have also increased over the years from Rs 2241.30 lakh during 1992-93 to Rs 4059.69 during 1995-96 to Rs 7139.58 during 1999-00.

20. Most surprisingly, there exists several uniformities in the spatial distribution of expenditure in Tables 4.10 & 11. In particular, the uniformities are evident for the following variables. (a) Uniformity in the share of each district in the State's total expenditure for all the years. For instance, the share of expenditure of the Bangalore Urban district in the State's total expenditure was 7.38 percent during 1992-93 and has remained the same throughout. (b) Uniformity in the share of each university in the State's total. For instance, the share of expenditure of the Bangalore University in the State's total expenditure was 25.50 per cent during 1992-93 and has remained the same throughout. (c) Uniformity in the share of expenditure of each district in the total expenditure under each university. For instance, the share of expenditure of Bangalore Urban district in the University's total expenditure was 28.95 percent during 1990-91 and has remained the same throughout. Thus there is a proportionate rise (in percent terms) in the total expenditure for all districts or universities in the State.
21. Tables 4.12 & 13 presents the allocation of expenditure to private aided degree colleges by universities and districts from 1992-93 to 1999-00. First of all, there exist annual variations in the absolute amount of expenditure on the GIA between districts and universities during all the years. For instance, the amount of expenditure for colleges under Bangalore (Mangalore) university has increased from Rs 1494.71 (857.62) lakh during 1992-93 to Rs 2274.88 (1305.26) lakh during 1995-96 to Rs 3781.50 (2172.50) lakh during 1999-00. In the same way, the increasing amount of expenditure is evident for all the remaining universities in the State. Further, total expenditure for all universities or districts has also increased over the years from Rs 7106 lakh during 1992-93 to Rs 10815 during 1995-96 to Rs 17947.43 during 1999-00.

22. Most surprisingly, there exist several uniformities in the spatial distribution of GIA in tables 4.12 & 13. In particular, the uniformities are evident for the following variables. (a) Uniformity in the share of each district in the State's total expenditure for all the years. For instance, the share of expenditure of the Bangalore Urban district in the State's total expenditure was 15.17 percent during 1992-93 and has remained the same throughout. But in absolute amount it varied from university to university,
(b) Uniformity in the share of each university in the State’s total. For instance, the share of expenditure of the Bangalore University in the State’s total expenditure was 21.03 percent during 1992-93 and has remained the same throughout. (c) Uniformity in the share of expenditure of each district in the total expenditure under each university. For instance, the share of expenditure of Bangalore Urban district in the University’s total expenditure was 72.13 percent during 1990-91 and has remained the same throughout. Thus there is a proportionate rise (in percent terms) in the expenditure for all districts or universities in the State.

23. Table 4.14 presents the volume of budgetary subsidies to collegiate education for select years during 1990-91 to 2000-01 in the State. Since observed expenditure to aided colleges are net of tuition fee collected (if any, however) from within the colleges, no recovery rate (%) is reported. The total volume of subsidies (i.e. plan and non-plan subsidies) to all Government colleges has increased from Rs 1845.49 lakh during 1990-91 to Rs 3490.81 lakh during 1994-95, and from Rs 5410.38 lakh during 1998-99 to Rs 7686.74 lakh during 1999-00 and to Rs 8439.34 lakh during 2000-01. In addition, the recovery rate is the highest (lowest) during 1994-95 (1999-
0.0) at 1.45 (0.99) percent. Thus, recovery rate has not been more than 1.5 percent in Government colleges during the study years.

24. In case of aided colleges, non-plan subsidies have always been higher than the plan subsidies. Further, unlike the non-plan subsidies, which have been increasing over the years, the plan subsidies vary in size between years. For instance, the total volume of non-plan subsidies has increased (declined) from Rs 5066.81 lakh during 1990-91 to Rs 17183.93 lakh during 1998-99 and to Rs 43225 lakh during 2000-01.

25. The rise in non-plan subsidies is mainly attributable for implementation of new UGC pay scales and for the payment of new UGC pay scale arrears. For instance, the pay scale arrears budgeted during 2000-01 is Rs 24094 lakh for all aided general degree colleges. In sum, account for 54.86 percent of total non-plan subsidies to aided colleges in the State. In fact, the cost of new UGC pay scales since January 1996 is borne by UGC and the State Government as follows. That is, 80 percent for initial 51 (i.e. upto March 2000) by the UGC and the remaining 20 percent by State Government. Thus, from the financial year 2000-01, the entire burden is on the State Government.
26. The aggregate subsidies (i.e. subsidies to all government colleges and aided colleges) have increased over the years. That is from Rs 7,360.62 lakh during 1990-91 to Rs 13,659.76 lakh during 1994-95, and from Rs 22,649.62 lakh during 1998-99 to Rs 25,634.51 lakh during 1999-00 and to Rs 52,039.34 lakh during 2000-01. However, the growth of the total subsidies between these years is not consistent. For instance, the percent increase in total subsidies between 1990-91 and 1994-95 is about 85.58 percent between 1994-95 and 1998-99 are about 65.81 percent, between 1998-99 and 2000-01 is about 129.76 percent.

27. Further, the share of aggregate subsidies in the total revenue deficit and revenue expenditure of the State Government has fluctuated between the years. For instance, during 1990-91, the aggregate subsidies as a percentage of total revenue deficit (revenue expenditure) was 93.28 (1.85) percent during 1990-91, 46.13 (1.88) per cent during 1994-95, 18.64 (1.82) percent during 1998-99, 16.29 (1.75) per cent during 1999-00 and 32.89 (3.03) during 2000-01. Since aggregate subsidies have increased over the years, the declining share of aggregate subsidies in total revenue deficit and in total revenue expenditure would only implies that revenue deficit and revenue expenditure have increased far larger than the aggregate subsidies.
28. One of the objectives of this study was to study the student demand for different courses in selected colleges in Bangalore City. Students in general are considered to be the demanders (consumers) of collegiate education. Student demand for collegiate education may be related to demand for courses offered in colleges or for the colleges wherein the courses are offered. In either of cases, the ultimate student demand for collegiate education is the demand for courses offered in colleges. Student demand for collegiate education is a derivative demand which comes from various economic activities in primary, secondary and tertiary sectors. These activities include trade, manufacturing, business, teaching, government and agriculture. Hence, the employment changes in these activities signify changes in the demand for collegiate education. In reality, students join a course of study in a college depending on whether or not a course has employment prospects after their graduation. Student demand for collegiate education is analysed in terms of their demand for degree courses. In general, student demand for collegiate education is expressed in the form of application for admission to courses. In general, courses which are in high (low) demand receive more (less) number of applications than the availability of seats (or intake capacity or limit as fixed by the universities
with which the colleges are affiliated) in the courses. Thus, to analyse the student demand for collegiate education by courses, information at the college level on the number of applications received, intake capacity in different courses, eligibility criteria for admissions to courses in excess or deficient demand and the actual number of admission of students in the courses, are required. But these information are not available from published or unpublished secondary sources. Therefore, in this study the student demand for collegiate education in selected colleges is analysed in terms of enrolment data.

30. Table 5.1 shows that in all the four government colleges, for most of the years the total enrolment in B.A has shown a downward movement. The composition of total enrolment between boys and girls students shows that for all the years, the number of boys has been higher than the number of girls. Further, the share of girls in the total enrolment has not shown any remarkable improvement over a period of years but has always remained in the range of 30-35 percent of total enrolment. The annual growth of total enrolment shows a negative growth for most of years in all the four government colleges. And the positive growth experienced in few years by these colleges was marginal.
31. From the table 5.2, it is clear that the total number of SC/ST students in these colleges has shown a wide fluctuation between 1995-96 and 2001-02. The share of SC/ST students in the total enrolment of selected colleges is highest in Government Arts College and is followed by Government First Grade college, Vijayanagara, Maharani Arts College and Government First Grade college K.R Puram. Interestingly, the share of SC/ST students in Government Arts college was around 60 percent in most of the years while in other colleges it was in the range of 15-30 percent.

32. Table 5.3 shows that in all the sample private aided colleges, except in Christ college, for most of the years the total enrolment has either declined or remained constant over the previous year. It is very interesting to note that in all the colleges the growth in the total enrolment was not very impressive. For most of the years, the annual growth was either negative or very marginal. The composition of total enrolment between boys and girls students shows that for all the years, the number of boys has been higher than the number of girls. Further, the share of girls in the total enrolment has shown a remarkable improvement over a period of years. For instance, the share of girls in the total enrolment of Christ college in B.A was 43 percent in 1995-96 which has improved to 51 percent in 1999-00 and further to 71 percent in 2000-01.
33. Table 5.4 presents the total number of SC/ST students in B.A in selected private aided colleges. From the table, it is clear that the total number of SC/ST students in most of these colleges is less. The share of SC/ST students in the total enrolment of selected colleges is highest in RBANMS College and is followed by National college, Vivekanada college, MES College and Al-Ameen college. Interestingly, the share of SC/ST students in RBANMS college was around 35-40 percent in most of the years while it was very low at 6-7 percent in Christ College due to strict admission process.

34. Total enrolment in B.A in private unaided colleges is very less as compared to that of government and private aided colleges. Admissions in these colleges did not improve over a period, but actually declined. The composition of total enrolment between boys and girls shows that for all the years, the number of boys has been higher than the number of girls in these colleges. And the number of girls in these colleges has not increased over the years except in Surana college where the number of girls was higher than boys during 2000-01 and 2001-02.

35. Table 5.6 presents the total number of SC/ST students in B.A in selected private unaided colleges. From the table it is evident that enrolment of
SC/ST students in all the three selected private unaided colleges is either negligible or absolutely nil. For instance, in Surana and AMC colleges the number of SC/ST students was nil in all the years.

36. Table 5.7 shows that in all the four government colleges, for most of the years the total enrolment in B.Com has shown an upward movement. The number of girls in total enrolment has increased in both the government colleges at Vijayanagar and KR Puram in Bangalore. The share of girls in total enrolment was highest at around 35-40 percent in K.R Puram government college and about 20-30 percent in Vijayanagara government college. The share of girls in the total enrolment was highest at 40.4 percent in 1999-00 in K.R. Puram government college and lowest at 4 percent in the same year at RC college. The annual growth of total enrolment in B.Com shows a positive growth for most of years in the selected colleges except Maharani Arts college where we find a negative growth in enrolment for most of the years.

37. Table 5.8 presents the total number of SC/ST students in B.Com in selected government colleges. From the table, it is clear that the total number of SC/ST students in these colleges has shown a wide fluctuation between 1995-96 and 2001-02. In most of the years the annual growth of
enrolment of SC/ST students has shown a positive growth in all the selected government colleges. The share of SC/ST students in the total enrolment of selected colleges is highest in Government RC College and is followed by Government First Grade college, Vijayanagara, Maharani Arts College and Government First Grade college K.R Puram. Interestingly, the share of SC/ST students in Government RC college has continuously declined from 39.7 percent in 1996-97 to 27.2 percent in 1999-2000 and further to 25.7 percent 2000-01 but increased to 30.3 percent in 2001-02. The share of SC/ST students in total enrolment was the lowest in K.R Puram government college in the range of 1.5-23 percent.

38. Table 5.9 shows that in all the selected private aided colleges total enrolment in B.Com has registered a positive growth over the previous year for most of the years between 1995-96 and 2001-02. It is very interesting to note that in all the colleges the growth in the total enrolment was positive for most of the years and the decline in the total enrolment was marginal or negligible. The composition of total enrolment between boys and girls students shows that for all the years, the number of boys has been higher than the number of girls in all the selected colleges except in MES College where the girls outnumbered boys. Further, the share of girls in the total enrolment has shown a remarkable improvement over a period of years.
Further, the share of girls in the total enrolment was highest and higher than that of boys at MES college at around 50-56 percent for most of the years while it was about 30-40 percent in Christ college followed by RBANMS college with about 28-30 percent. The share of girls in the total enrolment was lowest at Al-Ameen college with less than 10 percent for most of the years.

39. Table 5.10 presents the total number of SC/ST students in B.Com in selected private aided colleges. From the table, it is clear that the total number of SC/ST students in most of these colleges is less except in RBANMS college where the number of SC/ST students has crossed 100 for most of the years. The annual growth of enrolment of SC/ST students was positive for most of the years in these colleges. It is very interesting and also disheartening to note that in Al-Ameen not a single SC/ST student is admitted to B.Com course during 1995-96, 1997-98 and 2000-2001 and remained less than 10 for rest of the years.

40. Table 5.11 presents the nature and pattern of students enrolment in B.Com in selected private unaided colleges in Bangalore during the period from 1995-96 to 2001-02. Total enrolment in B.Com in private unaided colleges is very less as compared to that of government and private aided
colleges except in Jain college. Annual growth in the total enrolment is positive in all these colleges for most of the years. The composition of total enrolment between boys and girls shows that for all the years, the number of boys has been higher than the number of girls in these colleges. The number of girls in Jain, Reddy Janasangha colleges has increased over these years. The proportion of girls in Surana college is the lowest as compared to other sample private unaided colleges during the reference period.

41. Table 5.12 presents the total number of SC/ST students in B.Com in selected private unaided colleges. From the table it is evident that enrolment of SC/ST students in all the three selected private unaided colleges is either negligible or absolutely nil. For instance, in Surana and AMC colleges the number of SC/ST students was nil for most of the years. In Jain and Kengeri colleges the number of SC/ST students is negligible (1-2 percent in the total).

42. Table 5.13 presents the nature and pattern of students enrolment in B.Sc in selected government colleges in Bangalore during the period from 1995-96 to 2001-02. The annual growth of total enrolment in B.Sc shows a negative trend for most of years in the selected colleges and also the negative growth is remarkably high in some years.
43. Table 5.14 presents the total number of SC/ST students in B.Sc in selected government colleges. From the table, it is clear that all the three colleges have shown a declining trend in the enrolment of SC/ST students. The annual growth of enrolment of SC/ST was negative for most of the years in these colleges. The highest negative growth (-40 percent) was registered by Maharnai Science college and Government First Grade College KR Puram during 2000-01 and 1997-98 respectively. Interestingly, the share of SC/ST students has come down in all the three colleges during 2000-01 and 2001-02 over the previous years.

44. Table 5.15 shows that in all the selected private aided colleges total enrolment has registered a down ward movement during the study period. Growth in the total enrolment was negative in all the selected colleges for most of the years. Though in few years, total enrolment has increased, this increase was marginal. Further, the decline was sharper and faster in RBANMS, Al-Ameen, National and Vivekananda colleges as compared to Christ and MES colleges. The composition of total enrolment between boys and girls students shows that for all the years, the number of boys has been higher than the number of girls in all the selected colleges except in MES College where the number of girls is higher than boys. The share of girls in Al-Ameen College, particularly after 1999-2000 has come down to
low level of less than 10 percent. The annual growth in the enrolment of girls has shown a wide fluctuations. The growth is positive and impressive in few years while is negative in rest of the years and thus a consistent trend could not be noticed.

45. Table 5.16 presents the total number of SC/ST students in B.Sc in selected private aided colleges. From the table, it is clear that the total number of SC/ST students in all these colleges is less and did not cross 50 for most of the years. The annual growth of enrolment of SC/ST students was negative for most of the years in all the colleges. The share of SC/ST students in the total enrolment is also very less in all the colleges. The share of SC/ST students in RBANMS college was in the range 10-20 percent while in other colleges it hardly reached 10 percent. It is very interesting and also disheartening to note that in Al-Ameen the share of SC/ST student is less than 5 percent for most of the years and in 2001-02 there was no SC/ST student in B.Sc course.

46. Table 5.17 presents the nature and pattern of students enrolment in B.Sc in selected private un aided colleges in Bangalore during the period from 1995-96 to 2001-02. Annual growth in the total enrolment of these colleges does not exhibit a consistent trend as both negative and positive growth
could be noticed during the study period. The composition of total enrolment between boys and girls shows that for all the years, the number of boys has been higher than the number of girls in these colleges. The share of girls in total enrolment was higher in Jain and Surana and Reddy Janasangha colleges as compared to other selected colleges. The number of girls in the selected colleges has not increased much but declined in few colleges.

47. Table 5.18 presents the total number of SC/ST students in B.Sc in selected private unaided colleges. From the table it is evident that enrolment of SC/ST students in all the three selected private unaided colleges is either negligible or absolutely nil. For instance, in Surana, AMC and CMR colleges the number of SC/ST students was nil for most of the years. In Jain, Oxford and Reddy Janasangha colleges the number of SC/ST students is negligible and even nil in some years. (less than one percent in the total)

48. In general, the description of patterns of enrolment of students indicates that, in recent years, there has been a decline in enrolment of male and female students in traditional courses for all sample college in regular education in the state. In recent years there has been an increase in-take of students in technical education in the state. If this intake is added to the
growing intake of students in other types of professional education, the resultant total intake of students in professional education does offer an immediate support for the decline in demand for degree education in colleges due to increase in intake in professional education during 1990's in the state. The following factors may have been contributed for this decline in student demand for collegiate education.

1. A rise in the enrolment of student in vocational education.

2. A rise in enrolment of non general education, especially in technical education.

3. A rise in unemployment of college graduates in traditional courses with special reference to the problem of decline in organised public sector employment opportunities.

4. Demographic factors, especially a decline in population of the college going age groups.

5. A rise in dropout of students in traditional courses.

6. A rise in demand for non traditional courses (i.e. for professional and vocational courses and subjects) within collegiate education.

49. One of the objectives of this study was to assess the performance of students in selected colleges, using certain indicators. One such indicator is
pass percentage. It should be noted here that, there exists heterogeneity in terms of passing the degree examination with a I Class or II Class or III (pass) Class. Although class distinctions are not essential to obtain a degree, heterogeneity in pass percentage of students in terms of I Class, II Class and Pass Class is important to understand the distribution of quality of student performance in the final year examinations.

It should be emphasized that pass percent of student in a course/college may be influenced by various factors, such as, retention rate (or low dropout rate) of good students, number and quality of teaching and non-teaching staff, and infrastructure facilities. Thus, a college with high retention rate (or low dropout rate) may be presumed, other things being equal, to have high pass percent of its students. Thus, these two broad indicators namely, pass percent and retention rate of students are used to measure the performance (quality) of students of B.A. B.Com and B.Sc in selected colleges in Bangalore.

50. Table 5.20 presents the distribution of number of passes in I, II, Pass Class and total pass percentage of students in B.A in selected government colleges. From the table it is evident that pass percent in selected
government colleges was low during the study period. For instance, pass percent in Government First Grade College Vijayanagara was 14.75 percent in 1999-00. Further, the number of students passing in I, II classes is also low in government colleges. For instance in 2000-01, in KR Puram Government College 31 percent passed with I Class, while this percent was 10 in Government Arts College, 8.8 in Maharani Arts College and zero in Government First Grade College, Vijayanagara.

51. Table 5.21 presents distribution of number of passes in I, II and pass classes and total pass percentage of students in B.A in selected private aided colleges. From the table it is evident that there is a difference in the performance of students for various years across the sample colleges within the private aided colleges. For instance, pass percent of students was highest in Christ college and MES college as compared to other selected colleges for most of the years. Further, in these two colleges, the number of students passing with I and II class is higher than other colleges.

52. Table 5.22 presents the distribution of number of passes in I, II , Pass Class and total pass percentage of students in B.A in selected private unaided colleges. From the table it is evident that pass percent in B.A in
selected private unaided colleges was lower than that in private aided colleges but higher than that in government colleges during the study period. The number of students appeared for examination was also less in private unaided colleges as compared to government and private aided colleges. For instance the number of students appeared for examination has remained below 50 and in some selected colleges, it was less than 10 during 1996-2002.

53. Table 5.23 presents the distribution of number of passes in I, II, Pass Class and total pass percentage of students in B.Com in selected government colleges. From the table it is evident that pass percent in selected government colleges was low during the study period. However after 1999-00, pass percent of these colleges improved to some extent. But pass percent in B.Com in the sample colleges never crossed 50 during the reference period. Further, the number of students passing in I, II classes is also low in government colleges.

54. Table 5.24 presents distribution of number of passes in I, II and pass classes and total pass percentage of students in B.Com in selected private aided colleges. From the table it is evident that there is a difference in the performance of students for various years and between the sample colleges.
within the private aided colleges. For instance, pass percent of students was highest in MES, Christ, PES and Al-Ameen colleges as compared to other selected colleges for most of the years. And pass percent in B.Com was lowest in Vivekananda college during reference period. Further, in the colleges, where the pass percent was high the number of students passing with I and II class was also high.

55. Table 5.25 presents the distribution of number of passes in I, II, Pass Class and total pass percentage of students in B.Com in selected private unaided colleges. From the table it is evident that pass percent in B.com was higher in Jain and Kengeri colleges as compared to other sample colleges. Further except for Jain college, the number of students appeared for examination was below 50 in all the sample colleges during the reference period.

56. Table 5.26 presents distribution of number of passes in I, II, and pass classes and total percentage of students in B.Sc in sample government colleges. From the table it is evident that the pass percent in B.Sc in government colleges is very low which has not improved over a period. It is very interesting to note that the number of students passing I and II classes
was higher than the number of students passing in pass class in sample government colleges during the study period.

57. Table 5.27 presents distribution of number of passes in I, II and pass classes and total pass percentage of students in B.Sc in selected private aided colleges. From the table it is evident that there is a difference in the performance of students between the sample colleges within the private aided colleges. For instance, pass percent of students is highest in Christ college and PES college as compared to other selected colleges for most of the years. Further, the number of students passing with I and II class is higher than the number of students passing pass class in all the colleges for most of the years except in National college.

58. Table 5.28 presents distribution of number of passes in I, II and pass classes and total pass percentage of students in B.Sc in selected private unaided colleges. From the table it is evident that pass percent is highest in Jain college as compared to other sample colleges. Further, except in Jain college, the number of students appeared for B.Sc examination has remained below 100 for all the years in all the colleges.
59. Table 5.29 presents the retention rate of boys, girls, SC/ST and total students in B.A course in government colleges. Table shows the inter-college variation in retention rate for boys, girls, SC/ST and total students. Retention rate for boys and SC/STs was as high as 100 and 90 percent in Government Arts college upto 1998-99. But after 1999-00 the retention rate for boys as well as SC/STs has declined to 60-70 percent. Accordingly the total retention rate has also come down from more than 90 percent to less than 70 per cent in recent years.

60. Table 5.30 presents the retention rate of boys, girls, SC/ST and total students in B.A course in private aided colleges. Retention rate in selected colleges show a marked fluctuations between years. For instance, in Vivekananda College, retention rate was 100 percent in 1998-99 which has declined to 70 in 1999-2000. In the sample colleges retention rate for SC/ST and girls was higher in most of the years.

61. Table 5.31 presents the retention rate of boys, girls, SC/ST and total students in B.A course in private unaided colleges. Table shows wide fluctuation in the retention rate of sample colleges for different years. For instance, in Surana college retention rate was 33 percent in 1999-00 which has increased to 83.3 percent in 2000-01 but declined to 75 percent in 2001-02. Further, in the sample only in Kengeri college we find SC/ST students
and the retention rate of SC/ST students in this college was low as compared to other categories of students.

62. Table 5.32 presents the retention rate of boys, girls, SC/ST and total students in B.Com course in government colleges. From the table it is evident that retention rate in Government RC college and Maharani Arts college was higher as compared to government first grade colleges at Vijayanagara and KR Puram. However, the retention rate for girls was 100 percent in Government First Grade College Vijayanagar for all the years except in 2001-02 and the this rate for SC/ST students was highest in RC college and lowest in Government college Vijayanagara.

63. Table 5.33 presents the retention rate of boys, girls, SC/ST and total students in B.Com course in private aided colleges. Retention rate in selected colleges show a marked fluctuations between years. The retention rate for SC/ST students varied between the colleges during 1995-96 to 2001-02. For instance retention rate for SC/ST students is lowest in Al-Ameen Colleges as compared to other selected colleges. The retention rate for girls was also lowest in Al-Ameen college as compared to other colleges. Retention rate for boys and SC/STs and girls was as high as 100 percent in some years in some of the colleges. Retention rate is lowest for all
categories of students in Al-Ameen college. Further for all colleges retention rate for all categories of students has come down in 2001-02.

64. Table 5.34 presents the retention rate of boys, girls, SC/ST and total students in B.Com course in private unaided colleges. Retention rate in selected colleges show a marked fluctuations between years. For instance, in Surana college retention rate for total students in 1999-00 was 28.8 percent which has increased to 86.4 percent in 2000-01 and declined to 70.2 percent in 2001-02. Retention rate in Jain college was higher for all categories of students. In the years when there was an admission of SC/ST students in Jain college, the retention rate for SC/ST was 100 percent. In Surana college SC/ST students were not admitted to B.Com course in most of the years. However the retention rate of SC/ST students was low in most of the colleges compared to that boys and girls in these colleges. In Kengeri college retention rate for girls and boys was almost equal in all the years and Retention rate for girls is higher than boys in Jain and Reddy Janasangha college.

65. Table 5.35 presents the retention rate of boys, girls, SC/ST and total students in B.Sc course in government colleges. Retention rate varied between the selected government colleges. For instance, as compared to
other sample colleges, retention rate was highest in Government Science college and it was lowest in Maharani Science college for most of the years during the study period. Retention rate for SC/ST was high in Government science college as compared to other two sample colleges. Only in Government First Grade College, K.R. Puram, we find all the categories of students, and in this college, retention rate was higher for girls than that for boys and SC/STs. For instance in 1999-00 retention rate for girls was 93 percent, while it was 39 and 75 percent for boys and SC/STs.

66. Table 5.36 presents retention rate of boys, girls, SC/ST and total students in B.Sc in private aided colleges. Retention rate in selected colleges show a marked fluctuations between colleges as well as between years. For instance, retention rate for students in total was highest in Al-Ameen Christ and RBANMS colleges among the other sample colleges. However the retention rate for these colleges has continuously declined in recent years. The retention rate for girls was higher in these colleges for most of the years particularly in PES and Christ colleges. However the retention rate for SC/ST students was high in some of colleges like Christ, RBANMS and PES colleges as compared to other categories of students. In Al-Ameen
college retention rate for SC/ST was 100 percent in most of the years whenever there was admission of SC/ST students.

67. Table 5.37 presents the retention rate of boys, girls, SC/ST and total students in B.Sc course in private unaided colleges. Retention rate in selected colleges has increased over the years. For instance retention rate in Jain college has improved from 62.5 percent in 1997-98 to 92.8 percent in 1999-00 and further to 100 percent in 2001-2002. Retention rate in Jain college was higher for all categories of students as compared to other colleges. For most of the years the SC/ST students did not join these colleges. The retention rate for girls is higher than boys in these colleges.
Suggestions:

The Suggestions are merely indicative of the direction in which the improvement in the system is desired. These are specifically related to the General Education of traditional courses. The following are some of the important suggestion for policy purposes.

1. The decline in enrolment of students in traditional degrees is often attributed, among others, to rapid expansion of management and professional courses in private unaided colleges. Government and Private aided colleges should be encouraged to start vocational papers in the existing traditional degrees and also management and professional courses.

2. The future planning for the quantitative growth of collegiate education should not be based on mere permission to start a large number of PUACs. Rather, the planning may also aim at making all-out efforts by all stakeholders (i.e. the State Government, affiliating University, and college management) for inter-institutional collaboration (e.g. between GCs and PACs, or between colleges and university, located within the same area) to avoid creating parallel facilities and, thereby, promoting net work of personnel and institutions of long run reduction in total social cost of providing collegiate education in an area. Thus, consolidation and cooperative sharing of facilities rather than a numerical expansion of colleges
should guide the future quantitative expansion of collegiate education in the State. In essence, this strategy calls (a) for an area-based rather than college specific planning and utilization of resources in and (b) helps in assessing the unmet demand for collegiate education.

3. In future planning for regular collegiate education, the complementary role of distance education should be considered. In fact, only that unmet aggregate demand for the existing regular and distance education should form the basis for future expansion of either regular or distance education in the state.

4. Colleges get students of different levels of quality. The problem is severe in Government Colleges, where a large number of student get admitted with a pass class in their qualifying examinations. Very often these students are not sure of their objectives for and options in pursuing collegiate education. Thus, there is a strong need to counseling students on vocational education and distance education, before they start their collegiate education, and get only the most motivated and interested students to pursue collegiate education. This shall also go a long way in increasing retention rate or enrolment of students in colleges.
5. In a globalizing economy, the biggest beneficiaries are those whose skills are transformable and those who are mobile. Unfortunately, at present, the collegiate education in traditional courses is not transformed in tune with the requirements of digitalization of the economy. Thus, introduction of digitalization is most desired in the collegiate education. In this regard, the experience of Bangalore University, Mangalore University, and the Government of Tamil Nadu, in introducing and financing the computer training programme in colleges, especially in Government colleges, deserve special consideration by the Government.

6. In the process of providing computer-training facilities to students, colleges can also directly access the most update knowledge and information through internet services for both teachers and students. The access to knowledge has the immediate impact on reducing physical investment (i.e. on building and printed books) on library in colleges. For instance, the literature on World Trade Organisation, WTO, (continuously updated, however) is available on free website: www.wto.org. in the same way, innumerable free websites are now available for science and commerce improving the quality of teaching and learning in the colleges.
7. An important determinant of relevance of collegiate education is the prescription of curricula for courses. At present, the universities fix the curriculum for their colleges. And, colleges lack autonomy in designing of their own curricula according to the particular needs of students and areas within the universities. To bring in innovations, dynamism, and for improving quality and relevance in collegiate education, autonomy be given to colleges. It should be emphasized that improvement in the relevance of education along with quality of education is also the most important way of increasing the demand for collegiate education by halting the declining enrolment of students in the colleges.

8. At present, the annual examination system in affiliated colleges lacks specific mechanism for continuous monitoring of students learning performance, is heavily dependent of memorization and involves examination centred teaching learning process. Further, the nature and number of subjects of study in the present degree courses are decided (if only, there exists few combinations of subjects) at the beginning of the study. Students do not have options to choose subjects according their levels (i.e. from elementary to advanced levels through an intermediate level). Thus, there is a need to introduce a system wherein students have flexibility
of choosing subjects and their levels in a degree course with scope for
continuous monitoring of their learning performance. This need calls for a
change in the examination from the present annual examination system to,
first, semester system and then credit based or marks based semester
scheme. Over the years, the University of Agricultural Sciences (UAS) in
the state have been successfully practicing the credit based semester system
in its undergraduate and postgraduate courses. In the 1980s the University of
Mysore had introduced marks based semester scheme for post graduate
courses. Thus, the current experience of UAS and past experience of
University of Mysore are of vital guidance for introducing credit based,
semester scheme in degree colleges in the state.

9. There is a need for both increasing and diversifying the fee structure
between courses and colleges within the collegiate education. At present,
this can be done only by the state Government (or university in case of
UCs), as colleges do not have powers to prescribe their own fee for students.
However, the fee revision should be periodic with built in safeguards for
poor students in terms of providing education loan facilities and access to
distance education. To start with, the recommendations of Punnayya
Committee, Pylee Committee, Ananadakrishnan Committee and Mahmood –
ur- Rahman Committee may be considered as scientific guidelines for fee revisions.

10. At least, in the short run and other things being the same, it is feared that a reduction in the volume of budgetary subsidies (or, subsidies, in brief) to collegiate education may lead to a reduction in provision of teaching and non-teaching staff services of collegiate education. To avoid such a situation, a policy of reduction in subsidies may be announced well in advance (e.g. about 3 years in advance) such that the colleges may prepare themselves to cope with the new situation.

11. Given the diversities of college education, a policy of reduction in subsidies may not be realistic if formulated and implemented uniformly across types of colleges and places in the state. This underlines a need for evolving the management specific and/or area specific policies and instruments for reduction in subsidies to collegiate education. In the meanwhile, subsidies should not be cut to colleges, which are located in backward and rural areas and in which large number of students come from poor families.

12. Role of charity from religious institutions (e.g., temples that under the Endowment act) should be recognized. If permissible the limits to charity
under the endowment act may be increased, subject to the condition that increased charity must be spent only on improving educational institutions, which are financially maintained or supported by the temples.

13. There is a misconception that under the economic reforms in India, the role of the government is reduced including in collegiate education. However, the correct perception is that the role of the government is redefined in collegiate education. The redefined role is to (a) increase private finances in Government colleges and to reduce public finances to private colleges; and (b) improve the quality and relevance of education in Government colleges, as per the recommendations made for all colleges above. In addition, Government colleges are generally composed of students (especially, SC/ST students) with low performance in qualifying examinations and poor economic background. Thus, over the years, students have benefited from various forms of fee concessions, scholarships and under special component plan and tribal sub-plan. However, the real challenge for the government colleges is to train their students such that they become competitive in university level, state level and national selections (e.g. through union Public Service Commission or Karnataka Public Service Commission), examinations (e.g. UGC's NET or Government of Karnataka's
SLET, and admission to post graduate courses) and in employment markets (i.e. number of placements in government and private sector jobs).

14. This study has demonstrated that there exists wide disparities in all variables of growth and distribution of collegiate education by sex of students, by social categories of student, by types of colleges. In particular, there exists considerable disparity in the growth and distribution of male and female students and SC/ST students. Thus, the results of this study are useful for state policy makers in designing a scientific policy for achieving balance between the colleges in enrolment, improving pass percent and retention rate.

There are several long run impact of recent decline in demand for collegiate education on (a) demand for post graduate general education in the universities, and its attendant impact on the reduction in the supply of post graduated for teaching jobs and research in universities and colleges; (b) current and future number and investment in collegiate education; and (c) supply of teachers for school education in the State. A systematic analysis of these impacts is an area of future policy study on collegiate education in the state.