

## **Higher Education in the Era of Globalisation: A Case Study of Andhra Pradesh**

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**Abstract:** *Higher Education in India is one of the largest and oldest systems of higher education found anywhere in the world. As of now there are 320 Universities, of which nearly 131 are of Affiliating Universities. Besides there are deemed universities, institutions of national importance, institutes and over 15500 colleges. The higher education system in India has constantly striven to build new college as places of culture and of learning open to all and, above all, reinforcing the theme of learning throughout life, participating in and contributing to major debates concerning the direction and future of society is seen as a major task, and a moral obligation as well, of the colleges system. India has had a long tradition of inquiry and articulation of concepts of colleges, self, role of state, economy, social order and other related matters. The methodologies adopted were subjective and objective and included observation, conceptualization, verification, articulation and teaching. The higher education system in India recognize its key responsibility in training teachers, in establishing links with teacher training institutions at other levels and in training teacher trainers. Efforts are being made to bring in teachers from the commercial and social sectors to facilitate interchange and build links with the education system. The secondary education system in India is facilitating access to the common heritage of knowledge and research. It is fulfilling its moral obligation to society in exchange for the resources assigned to it by society. Recently, a task Force on Fundamental Duties laid down in the constitution has been constituted so that the same can be reflected in the curriculum. This would also lay down a code of accountability of all takeholders in the educational system. The main objectives of the Paper are study higher education in Andhra Pradesh, to study the extent of higher education in rural and urban areas in Andhra Pradesh.*

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Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of Vice-chancellors, have been politicized and have become subject to caste and communal considerations, there are complaints of favoritism and corruption.<sup>1</sup>

Higher Education in India is one of the largest and oldest systems of higher education found anywhere in the world. As of now there are 320 Universities, of which nearly 131 are of Affiliating Universities. Besides there are deemed universities, institutions of national importance, institutes and over 15500 colleges. Together they offer a wide range of degree and diploma programs across the length and breadth of the country. The higher education system in India has constantly striven to build new college as places of culture and of learning open to all and, above all, reinforcing the theme of learning throughout life, participating in and contributing to major debates concerning the direction and future of society is seen as a major task, and a moral obligation as well, of the colleges system. India has had a long tradition of inquiry and articulation of concepts of colleges, self, role of state, economy, social order and other related matters. The methodologies adopted were subjective and objective and included observation, conceptualization, verification, articulation and teaching. The higher education system in India recognize its key responsibility in training teachers, in establishing links with teacher training institutions at other levels and in training teacher trainers. Efforts are being made to bring in teachers from the commercial and social sectors to facilitate interchange and build links with the education system. The secondary education system in India is facilitating access to the common heritage of knowledge and research. It is fulfilling its moral obligation to society in exchange for the resources assigned to it by society. Recently, a task Force on Fundamental Duties laid down in the constitution has been constituted so that the same can be reflected in the curriculum. This would also lay down a code of accountability of all stakeholders in the educational system.

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<sup>1</sup> Prime Minister Manmohan Singh in 2007

### I. Mission of Higher Education

The mission of higher education is to achieve access, equality, justice, quality, employability, inclusiveness and create a knowledge society economy. To increase access, the number of institutions in the country must double in the next five years. More universities must come up from central government and the existing universities must be developed. Also, programs that allow shift system of education (morning and evening shifts), evening PG programs and integrated UG/ PG programs would help the cause of access to higher education. There should be about 20% to 30% increase in intake of students every year. In order to improve the areas of research, it is necessary to upgrade laboratories, motivate researchers and provide research funding. International collaboration of research must be promoted and the researchers must be released from undue restrictions on international travel. There should be enhanced participation rates in higher education from girls, SC/ST students, minorities and physically handicapped.

#### The main objectives of the Paper are:

- To study higher education in Andhra Pradesh.
- To study the extent of higher education in rural and urban areas in Andhra Pradesh

**World Development Report 2007** the conventional wisdom on the role of education in economic development is being revised in terms of both theory and new evidence from India and other developing countries. Tertiary education is now considered critical from the standpoint of achieving overall economic and social development. In many developing countries earnings of workers with higher education have risen substantially unlike in the past. In Latin America and the Caribbean, labour market returns to those who completed primary or secondary education have declined sharply while the returns to those with tertiary education have improved

**Tilak Nov, 2005** in words of education in general and higher education in particular, which ensures availability of manpower of right quantity and quality for all activities including health and education, has to be the equalizer on an otherwise efficiency driven market economy. "The externalities of education, including the dynamic externalities of higher education are indeed immense and they have profound positive effect on economic growth"

**Amartya Sen 2005** we in Indian should aim for a substantial increase in these ratios to lay a strong foundation for national economic prosperity and equitable development. "The importance of nonsectarian and non parochial school education that expands rather than reduces the reach of reasoning would be hard to exaggerate"

#### Performance of Universities & Colleges

Quality assessment in higher education is of global interest government and public demand for accountability from higher education institution has steadily increased over the past decade. Quality assessment is frequently undertaken in response to external authorities who expect clear, ratified criteria to be used in the accountability process. If the assessment is to be beneficial, change must be effected from within the institution. This means that administrators, faculty members, and students also need an understanding of the criteria that can guide and facilitate improvements in the way they function. Thus to be both valid and useful, the approach taken to assessment must be aligned or consistent with the goals of the institution assessment must be credible and incorporated.

#### Status of Higher Education in India

Since Independence higher education has grown in the country substantially. Now there are approximately 652 universities, 28,000 colleges, within estimated 106 lakh students enrolled in the higher education institutions. Merely increasing the number of higher educated institutions and their enrolment capacity will not achieve the national system, its access to those who desire, and equity measures ensuring fair and important treatment of the disadvantaged sections of the society.

**Table-1 Distribution of universities & University Level Institution in India**

Type of University	India (As on 17-09-2012)	Percentage
State University	299	46
Private University	140	21
Institution of National Importance	39	6
Deemed University	130	20
Central University	44	7
Total	652	100

Source of Data: UGC

The expansion of higher education without maintaining quality is not desirable. The quality is first essential requirement for an institution. It is more so in case of higher education institutions because it is where the youth is shaped. There is a growing concern for quality and those who positively respond to this will survive and prosper. Hence there is a dire need to enhance and maintain quality in our educational institutions. It is in this context of deterioration in quality, that the National Policy on Education, 1986 and the Plan of Action, 1992 spelt out the strategic plans for the education policies, and advocated the establishment of an independent national accreditation organization for higher education. To fulfill this need the National Assessment and Accreditation Council (NAAC) was established at Bangalore in 1994 by the university Grants Commission to Assess and Accredite institutions of higher education in the country. It is an external quality Assurance Agency like the higher Education Quality Control Council of the UK and is a member of the International Network of Quality Assurance Agencies in higher Education (INQAAHE)

**Table-2 Growth of Institutions in the Eleventh Plan**

Category	2006-07	2011-12	Increase	Growth Rate (%)
<b>Central Institutions</b>				
Degree Awarding Institutions	75	138	63	13.0
Colleges	58	69	11	3.5
Diploma Institutions	14	24	10	11.4
<b>Sub Total</b>	<b>147</b>	<b>231</b>	<b>84</b>	<b>9.5</b>
<b>State Institutions</b>				
Degree Awarding Institutions	253	316	63	4.5
Colleges	9,500	13,024	3,524	6.5
Diploma Institutions	2,151	3207	1,056	8.3
<b>Sub Total</b>	<b>11,904</b>	<b>16,547</b>	<b>4,643</b>	<b>6.8</b>
<b>Private Institutions</b>				
Degree Awarding Institutions	80	191	111	19.0
Colleges	13,706	19,930	6,224	7.8
Diploma Institutions	7,220	9,541	2,321	5.7
<b>Sub Total</b>	<b>21,006</b>	<b>29,662</b>	<b>8,656</b>	<b>7.2</b>
<b>Total</b>	<b>33,057</b>	<b>46,446</b>	<b>13,383</b>	<b>7.0</b>

Source of the Data: MoHRD, UGC

Above Table-2 came into being as a state of the union of India. As a result of the merger of five territories where Telugu was the language of the people. The above table shows about the particulars of "Growth of Institutions in the Eleventh Plan". Growth rate of Central Level Degree awarding institutions is 13 per cent growth rate of central level colleges is 3.5 per cent and growth rate of central level diploma level diploma institutions is 11.4 per cent, totally subtotal growth rate is 9.5 per cent. While, growth rate of state level degree awarding institutions is 4.5 per cent, growth rate of state level colleges is 6.5 per cent and growth rate of state level diploma institutions is 8.3 per cent growth rate of private level degree awarding institutions is 19 per cent, growth rate of private level colleges is 7.8 per cent, and growth rate of diploma institutions is 5.7 per cent. Finally concluded that above the table central level institutions are high growth rate and then lower growth rate central to state level institutions.

## II. Results and Discussions:

**Table-3 Status of affiliated Degree Colleges in Andhra Pradesh**

S.No	Name of the Universities	No. of University affiliated Colleges in A.P
1	Osmania University	99
2	Palamuru University	8
3	Kakatiya University	25
4	Satavahana University	14
5	Andhra University	19
6	Dr.B.R.Ambedkar University	10
7	Acharya Nagarjuna University	11
8	Krishna University	5
9	Sri Venkateswara University	14
10	Vikrama Simhapuri University	8
11	Yogi Vemana University	7
12	Sri Krsishnadevearayya University	2
Total		222

Source: Survey Data

Above table -3 shows that status of unaided degree colleges in Andhra Pradesh. The Table denoted that number of university affiliated colleges in Andhra Pradesh. Osmania University has highest affiliated colleges in AP(99), Kakatiya University has affiliated colleges are 25, Andhra University has 19, Satavahana University

and Sri Venkateswara Universities have 14 colleges, lowest colleges concerned to Sri Krishnadevaraya university.

**Table-4 Unaided Degree Colleges Area Wise in Andhra Pradesh**

Year	Urban	Rural	Tribal	Total
2006-07	13	45	5	63
2007-08	4	53	4	61
2008-09	12	66	3	81
2009-10	5	37	2	44
2010-11	9	58	1	68
2011-12	29	61	8	98

**Source:** Survey Data

The Table-4 indicates that the unaided degree colleges area wise in Andhra Pradesh, during the period 2006-12, unaided degree colleges are located in urban, rural and Tribal areas, in 2011-12, unaided degree colleges in urban area are 29, 13 colleges in 2006-07, and 12 colleges in 2008-09. In Rural area, 66 colleges in 2008-09, 58 in 2010-11, 53 in 2007-08. In Tribal area, 8 colleges in 2011-12, 5 colleges in 2006-07, and only one college in 2010-11. Totally concluded that table 98 unaided degree colleges in 2011-12, lowest unaided degree colleges in 2009-10 are 44.

**Table-5 District-Wise SC.Candidates qualified in the Higher Education in Andhra Pradesh 2011-12**

S.No	Name of the District	Male	Female	Total
1	Srikakulam	6912	6956	13870
2	Vizianagaram	7239	7137	14378
3	Visakhapatnam	8922	8668	17591
4	East Godavari	26883	26372	53258
5	West Godavari	22314	21719	44034
6	Krishna	22993	22121	45114
7	Guntur	25205	24209	49413
8	Prakasam	20088	19267	39355
9	Nellore	17968	17499	35468
10	Chittoor	21480	20943	42425
11	Cuddapah	12599	12137	24736
12	Anantapur	16002	15103	31103
13	Kurnool	19478	18497	37974
14	Mahabubnagar	18514	17786	36300
15	Rangareddy	16019	15395	31414
16	Hyderabad	9405	9153	18560
17	Medak	14326	14033	28360
18	Nizamabad	10344	10682	21031
19	Adilabad	14087	13771	27860
20	Karimnagar	19802	19474	39279
21	Warngal	17012	16296	33307
22	Khammam	13173	12602	25775
23	Nalgonda	17744	17038	34782
<b>Total</b>		<b>378522</b>	<b>366871</b>	<b>745401</b>

**Source:** Survey Data

Above Table-5 District-Wise SC candidates qualified in the higher education in Andhra Pradesh, on comparing the types of District facilitate availed for the education in Andhra Pradesh higher education in more qualification in 53,258 in East Godavari, male ratio is 26,883 and Female 26,372. Lowest rate of Srikakulam 13,870 occupied. Further it was observed that the higher education in the male ratio is 3, 78,533 and Female 3,66,871. It is going to increasing ratio.

**Table-6 District-Wise ST.Candidates qualified in the Higher Education in Andhra Pradesh 2011-12**

S.No	Name of the District	Male	Female	Total
1	Srikakulam	4575	4560	9136
2	Vizianagaram	6447	6528	12977
3	Visakhapatnam	16920	16758	33681
4	East Godavari	5788	5782	11571
5	West Godavari	2910	2827	5838
6	Krishna	3354	3146	6500
7	Guntur	6448	6126	12574
8	Prakasam	3687	3455	7142
9	Nellore	7509	7125	14634
10	Chittoor	3953	3784	7737

11	Cuddapah	1923	1784	3707
12	Anantapur	3994	3688	7681
13	Kurnool	2193	2013	4206
14	Mahabubnagar	8698	8139	16835
15	Rangareddy	4561	4262	8822
16	Hyderabad	1085	1002	2087
17	Medak	4191	3935	8126
18	Nizamabad	5052	4958	10011
19	Adilabad	12737	12421	25160
20	Karimnagar	2784	2691	5475
21	Warangal	14310	13340	27647
22	Khammam	20908	20325	41235
23	Nalgonda	10840	9863	20700
<b>Total</b>		<b>154878</b>	<b>148622</b>	<b>303494</b>

Source: Survey Data

Above the table denoted that district-wise qualified candidates in higher education in AP during the period 2011-12, in ST category. Male candidates are highest qualified in Khammam district is 20,908 and lowest qualified candidates in Hyderabad is 1085, while, female candidates are highest qualified in Khammam is 20,325 and lowest qualified in Hyderabad is 1002. Finally concluded that table male and female candidates are qualified in higher education in ST category in khammam district is highest and lowest qualified in Hyderabad district in 2011-12.

**Table-7 District - Wise Male Literacy Rate (%) in Andhra Pradesh 2011-12**

S.No	Name of the District	Rural	Urban
1	Srikakulam	66.01%	84.28%
2	Vizianagaram	68.66%	85.78%
3	Visakhapatnam	70.65%	86.15%
4	East Godavari	67.94%	86.68%
5	West Godavari	0.00	83.35%
6	Krishna	71.69%	89.10%
7	Guntur	62.66%	86.23%
8	Prakasam	71.62%	89.08%
9	Nellore	70.51%	89.42%
10	Chittoor	68.84%	87.51%
11	Cuddapah	69.50%	86.57%
12	Anantapur	64.60%	85.89%
13	Kurnool	64.00%	87.67%
14	Mahabubnagar	71.48%	84.98%
15	Rangareddy	75.79%	84.82%
16	Hyderabad	74.35%	85.96%
17	Medak	70.80%	84.41%
18	Nizamabad	70.39%	86.49%
19	Adilabad	71.68%	86.16%
20	Karimnagar	75.36%	84.31%
21	Warangal	67.52%	81.04%
22	Khammam	70.41%	83.56%
23	Nalgonda	77.73%	89.26%

Source: Survey Data

Above the table shows that district- wise male literacy rate in AP in 2011-12. According to table reveals that male rural in and urban areas. In rural area, Nalgonda district has highest Male literacy, rate is 77.73 per cent and lowest male literacy rate is 62.66 per cent in Guntur district. In urban areas, Nellore district has highest male literacy rate is 89.42 per cent and lowest male literacy rate is 81.04 per cent in Warangal district. Finally concluded that table reveals Nalgonda district has highest male literacy in rural area and urban areas and lowest male literacy in rural and urban areas in Guntur district.

**Table-8 District - Wise Female Literacy Rate (%) in Andhra Pradesh 2011-12**

S.No	Name of the District	Rural	Urban
1	Srikakulam	45.67%	98.48%
2	Vizianagaram	46.70%	71.59%
3	Visakhapatnam	49.88%	70.59%
4	East Godavari	46.37%	72.23%
5	West Godavari	0.00	78.42%
6	Krishna	51.24%	80.53%
7	Guntur	41.09%	71.11%

8	Prakasam	50.24%	75.28%
9	Nellore	49.49%	74.04%
10	Chittoor	52.40%	75.44%
11	Cuddapah	48.82%	71.54%
12	Anantapur	44.28%	71.85%
13	Kurnool	45.30%	76.28%
14	Mahabubnagar	64.46%	77.38%
15	Rangareddy	69.13%	78.25%
16	Hyderabad	63.62%	78.22%
17	Medak	54.27%	72.85%
18	Nizamabad	48.86%	71.64%
19	Adilabad	56.27%	76.82%
20	Karimnagar	51.87%	67.57%
21	Warangal	44.63%	66.13%
22	Khammam	49.05%	67.56%
23	Nalgonda	58.08%	76.8%

Source: Survey Data

Above the table indicates that district wise female literacy rate in AP during the period 2011-12. The table reveals that female literacy rate in rural and urban areas. In rural areas, Rangareddy district has highest female literacy is 69.13 per cent and lowest female literacy is 41.09 per cent in Guntur district. In Urban areas, Srikakulam district has highest female literacy is 98.48 per cent and lowest literacy rate is 66.13 per cent in Warangal district. Finally concluded that table shows highest female literacy rate in Srikakulam district and lowest female literacy rate in Warngal district.

**Table-9 Professional Colleges in Andhra Pradesh**

S.No	Name of the Course	Colleges in Andhra Pradesh
1	Engineering	306309
2	M.E/M.Tech	23898
3	B.Pharmacy	27240
4	MBA	93231
5	MCA	44530
6	M.Pharmacy	9207
7	B.Ed.	65018
8	B.Arc.	925
9	B.PEd.	760
10	U.G.D.P.Ed.	665
11	LLM	781
12	3 years LLB	7150
13	5 years LLB	2940

Source: Survey Data

The table indicates that professional colleges in AP, period is 2011-12. The table reveals that number of colleges in professional course in AP. Highest number of colleges in Engineering course is 3, 06,309, next MBA course is 93, 231 colleges, 65,018 colleges for B.Ed, and 44,530 colleges for MCA courses. While, lowest number of colleges in U.G.D.P.Ed course is 665, 760 colleges for B.PEd and 781 colleges for LLM. Finally concluded that table reveals highest priority colleges are preferred the courses are Engineering, MBA, MCA, and B.Ed courses.

**Table-10 Status of the Students in qualified for Professional Courses for the year of 2011-12**

S.No	Name of the Course	No.of the Candidates qualified
1	Engineering	2,22,859
2	M.E/M.Tech	23,448
3	B.Pharmacy	55,995
4	MBA	1,26,454
5	MCA	1,36,456
6	M.Pharmacy	65,689
7	B.Ed.	1,92,389
8	B.Arc.	67,891
9	B.PEd.	36,213
10	U.G.D.P.Ed.	26,136
11	LLM	10,387
12	3 years LLB	2,196
13	5 years LLB	1,92,389

Source: Survey Data

Above the table reveals that status of students in qualified for professional courses for the year 2011-12. The table indicates that number of the candidates qualifies in professional course. Highest number of candidates qualified in engineering course is 2, 22,859, next same highest number of candidates qualified in B.Ed and 5 years LLB courses is 1,92,389 and lowest number of candidates qualified in 3 years LLB is 2,196. While, 1, 36,456 candidates qualified in MCA courses and 1, 26,456 candidates qualified in MBA courses. Finally concluded that table shows today highest priority candidates qualified in Engineering, 5 years LLB, B.Ed, MCA and MBA courses.

### **III. Conclusion**

In India after independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resource. With the advent of globalization the character of higher education is set of change. Higher education to be meaningful and productive must have avenues for excellence to flourish and develop. There will be a premium on quality with bench making of programmes assuming importance. The impact of technologies will progressively increase. So Indian universities need to look and a head and prepare themselves for far reaching changes. Unless the quality aspect is not taken care of the malady that exists in higher education will never be eliminated.

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