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“EDUCATION IN ASSEMBLY”

July 2015-16



sio

PREFACE

Education has always been important and it is crucial for the entire developmental process of a country, its welfare and progress. But, today we see that Educational sector has direct & great influence of politicians and lawmakers. In the recent Karnataka Legislative Assembly session (March 2015), far reaching and serious discussions were made on the prevailing conditions in Educational sectors as well as the proactive steps needed to be taken to improve its condition. SIO being a pioneer student's organization has collected all the proceedings of session and made a thorough study and analysis on these matters, as we had done for last 3 sessions.

In this book titled "Sadanadalli Shikshana" (Education in Assembly), experts from primary, higher, professional and other education fields have penned down their analytical views on the respective proceedings in the session.

SIO Karnataka

SCHOOL EDUCATION IN THE HOUSE: A HEALTHY ANALYSIS

Last year during Fourth session of 14th Assembly, which commenced from 23rd June 2014 & concluded on 30th July 2014, Honorable Minister for primary and secondary education has provided written replies to many unstarred questions raised by members of both the houses i.e Legislative Assembly and Legislative council. Questions posed by the Members and replies provided in the House by the Honorable Minister with the assistance of education department officials have been discussed/debated upon. The main point that arises out of this exercise i.e questions posed in the House and the written replies – wherein instead of criticism, creativity and commitment, it was felt the usual mechanical exercise of posing a question and getting answers for it.

If one looks closely at the questions that were raised in the session on school education, the main thing that strikes is that the questions lacked analysis on the topics like inequality in education, partiality, privatization, commercialization of education etc. A blunt analysis was made by us in the previous report on this aspect. I had tried to analyze how the replies provided by the Hon. Minister or departmental officials lacked any concern to provide qualitative education to children.

Surprisingly, in the 6th Session of 14th Assembly that was held at Bangalore from 13th March 2015 to 31st march 2015, many MLAs have posed straight and meaningful questions. Apart from the infrastructure & capitation-donation, questions posed by the Honorable members on quality education, impact of globalization and privatization of school education etc is a healthy development indeed!

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Now, this analysis is an attempt to understand and analyze the written replies provided by Honorable Minister for primary and secondary education in the current session.

The questions posed during the session may be classified as follows:

1. Infrastructure at schools and colleges.
2. Basic amenities at the pre-university colleges.
3. Huge capitation and donation charged in schools.
4. Recognized and unrecognized schools in the state.
5. Implementation of RTE Act in the state.
6. Holistic education in schools.
7. Public libraries.

When we analyze the questions that are raised by the Members, we notice the following aspects:

Infrastructure in schools and colleges:

In this matter, in the Legislative Assembly, 19 members by raising unstarred questions have received written replies from the Honorable minister for primary and secondary education. The main aspects that were raised are sanction of buildings to primary and High schools, building construction, lack of rooms, repairs to rooms, lack of office spaces to BEOs, lack of rooms for Akshara Dasoha scheme and certain schools not having rooms leading to functioning in hospitals etc.

The questions on the amount of funds received for different civil works from different sources was also raised by the members. Answering on behalf of the Government, the Honorable Minister being aware of the question raised by the members provided detailed written replies for those questions.

During 2012-13 and 2013-14 for the progress of education from the Central Government, an amount of 133821.915 lakhs for Sarva siksha abhiyan and under RMSA scheme, an amount of 12121.95 lakhs for the development of primary education has been received. During 2014-15, state Government has sanctioned Rs 38.55 crores for 659 extra rooms, Rs 2.29 crore for major repairs of 179 rooms

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in lower primary schools & Rs 6.39 crore for 300 rooms in higher secondary schools.

The problem of infrastructure raised by the Honorable Members symbolically portrays the collective problems across the state. If we observe the sample studies of Kalburgi, Madhugiri, Belgavi, Madikeri, Ramanagar, Bangalore Rural, Mandya, Koppal, Dakshina Kannada and Dharwad Districts, there is no denying of the problems faced in other educational districts too! However as per the replies provided to the members, the amount spent for 32 educational districts during 2014-15 is mere Rs. 47.25 crores. This grant has been reduced every succeeding year. For example, the grants extended for the civil works at primary schools during 2012-13 is about Rs. 629 crores. During 2013-14 this amount was reduced to 19.2 crores. Surprisingly during 2012-13, no grants have been sanctioned for the civil works at the High Schools of the state. During the 2013-14 the funds released for the civil works of High schools is 22.56 crores. It is important to know the reasons as to why the funds released during 2013-14 for the civil works at Primary schools of the state came down all of a sudden from Rs. 629 crores to mere Rs. 19 crores!

As far as the replies on most of the Honorable Members questions relating to infrastructure are concerned, the answers are in these words;

- Has come to the notice of the Government.
- On the Basis of availability of grants, action will be taken.
- Annual action plan is submitted to the Government.
- Directions has been given to contractors to commence the civil works immediately.
- Proposals are being examined, etc.

All the replies prepared by our intelligent officials are either evasive or routine replies, where by taking the problem seriously to explore an immediate solution is not apparent! To fix responsibility and accountability, I feel it is important to get an action taken report from the concerned officers/officials for the replies submitted in the previous Session.

Infrastructure at Pre-University colleges:

Regarding the infrastructures at Pre-university colleges, a total of 12 members have posed questions. Most of the questions are related to sanction of new colleges, buildings, deficiency of lecturers and principals etc. For all these questions, diverse replies are received. It is surprise to know that there isn't any pre-university Urdu college in the entire state. So there is no surprise that this factor is dissuading many students (who wish to continue their higher studies in Urdu medium) to opt higher education in other languages or discontinue their education. The answers provided by the Government for not opening an Urdu college are ridiculous.

As said by the Government, the pre-university education department has submitted proposals to commence 435 new Government pre-University colleges. In order to commence these colleges, right from the construction of rooms, library, furniture, creation of posts for the teaching and non-teaching staff etc a total of Rs.539 crores expenditure is assessed. When this proposal was sent to the Finance department, it has given the opinion that this will be huge financial burden on the exchequer! In the meantime, it has observed to provide necessary building, laboratory, equipments, library and other basic infrastructure to the existing pre-university colleges and to examine the necessity of opening new pre-university colleges later”

If we look at this reply, though there is huge demand for new pre-university colleges, the Government by referring it to the finance department saying that the proposal is being examined is quite ridiculous indeed! Finance department is not an island in itself to reject the demands of the Government! If we look at this evasive answer of the Government, it shows clearly that the Government doesn't have the political will to fulfill the demands of students and to create new employment opportunities. The question naturally arises- how truthful is “To provide necessary building, laboratory, equipments, library and other basic infrastructure to the existing pre-university colleges and to examine the necessity of opening new pre-university colleges later”. The Government which barks on

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the importance of girl's education, regarding a question on women pre-university college has provided the same stereo-type reply.

Another aspect relating to the pre-university colleges being the full time principal's postings. As per the Government, there being a total of 1203 pre-university colleges in the state, the number of full time principals working in them is 801, which means there are no regular principals in 402 colleges. So we can imagine how these colleges function without a functioning Head?

The question of shri Bhusanur Ramesh Balappa of Sindgi reflects the impact of privatization at north Karnataka. In vijayapura district out of 172 pre-university colleges, the number of government colleges is 30. Out of 142 colleges 88 are private unaided colleges while 54 are aided colleges. More than the school education, the winds of privatization is more pronounced in secondary and higher secondary sectors.

The Government laments the lack of students at Government schools; however, where students are available it looks towards the central government to provide infrastructure! For example, in the high school section of 8th, 9th and 10th standard, the boy-girl proportion is 94-94, 130-126 and 137-128 respectively & total students in the school are 709. If we calculate 40 students per class, the number of rooms required is 18. But the rooms existing at present are only 8. To a question "What actions are taken to redress the problems of rooms?" The reply provided is "during 2015-16, a proposal for 7 rooms was submitted to the Central Government. Deputy Director having given an endorsement as per RMSA rules opines that since there is no provision to build rooms, the proposal is not accepted. After the allotment of site, based on the availability of grants, action will be taken".

One feels that this is the most irresponsible reply! Till the rooms are finally allotted, either the students getting frustrated leave the school or they have to go private institutions! The members have to raise the question in the house, why Government which acquires land for opening special Economic zones is reluctant to acquire land for children's education!

Exorbitant capitation and donations in schools:

On this matter, only two Members have posed the questions. “Whether it has come to the notice of the government regarding the swindling in private educational institutions from pre-elementary to pre-university sections in the name of donations? “Written reply says “Some instances have come to the notice of the Government. Action is being initiated against those schools”. To another question “How many cases have been discovered” the reply being “no serious violations have been reported”. If so, is it not a ridiculous answer for the first question? For the question, what action has been taken by the Government? Same routine reference of “District education monitoring committee” (DEMC) is given. However, there is not a single example of DEMC having conducted comprehensive inspection and having recommended the cancellation of recognition of a school. This is a witness to the helplessness of the Government and the highhandedness and money power of education lobby.

Though there is definite scope for the prevention of donation and admission test/interview for the admission of children under section 13 of RTE Act, the Government’s inaction in taking action exposes the illegitimate nexus of Government and private schools. Even after five years of enactment of RTE Act, not implementing the main provisions of the Act is regrettable. To another question “Is there any rules for the regulation of fees in Government schools? The reply was “Government has constituted committee & it has submitted draft proposals”.

Recognized and unrecognized schools:

Regarding the unrecognized schools in the state, the Government has provided written reply in the house. There being 1132 unrecognized schools, out of which the maximum schools are found in Bangalore city (972) alone, the rest are in Bangalore Rural -107, chikkaballapur-15, Hassan-1 and Mysore -37. Out of the 34 educational districts the statistics pertaining to 5 districts have been made available, while statistics relating to other districts are not available. The members

have to raise the question as to whether the unrecognized schools are limited to these 5 districts in the forthcoming sessions.

To a question of Hon. Member shri Shivanand patil (B. Bagewadi) “the number of schools closed during the last three years”, the reply from the Government was “during 2012-13, 2013-14 and 2014-15, no schools have been closed”. This is not a proper reply. If we go through the analytical reports of 2013-14, if the status of schools is examined, the number of Government lower and higher primary schools during 2012-13 is 22,105 and 22,567 respectively. During 2013-14 this number has come down to 21,996 and 22,517. In one year a total of 159 Government lower and higher primary schools have been closed. To say in the Government lingo, the schools are “integrated”. But in the House, the Government has provided incorrect reply to the Members question. Is this not the breach of privilege?

During the same period 2012-13, private unaided lower and higher secondary schools number being 3486 and 8259 has shot up during 2013-14 to 3702 and 8577. In one year, the number of private schools has jumped from 11745 to 12259. Which means in lieu of total of 159 Government lower and higher primary schools closed, 514 private schools have cropped up! We could say that in the space of Government schools, three times the proportion of private schools have occupied. During 2012-13, if the number of private unaided lower and higher primary schools have gone up from 17355 to 17884, the number of govt lower and higher primary schools have come down from 49114 to 49055.

Implementation of RTE Act in the state:

To a question by shri Dr. Rafiq Ahmed S “whether the implementation of RTE Act has been successful in the state?” The Government replies “yes”. The replies pertains to RTE Act 12(1)(c) related question. The Government has not made honest efforts to implement the remaining 38 sections of RTE Act. When this is so, the Member is duty bound to pose “on what basis the Government has claimed the total implementation?”

Under the same subject, Hon. Legislator Shri Suresh Kumar S has raised a fundamental question. Under the RTE Act, the children's proportion must be 1:30. What action has been taken to adhere to this ratio by the aided, unaided and those following central syllabus schools in the state? The Government replying to the member's question as per the Karnataka Education Act 1999, in aided and unaided schools, teacher/student ratio is 1:40. However under the Right to Education Act 2009, the teacher/student ratio is fixed as 1:30. This applies to unaided and CBSE schools as well. By adding that 'A proposal is under consideration on this matter' vague reply is provided. After the enactment of Right to Education Act 2009, within a period of five years, say within 31st march 2015, it was the responsibility of the Government to see that trained teachers in the proportion of 1:30 are available in aided, unaided and those following central syllabus schools in the state. But in an reply given to a Hon. Member on 18-03-2015, if the answer is 'proposal is under consideration', members should know how irresponsible the Government is in providing replies to the House?

Another factor to be considered here is during the last three years, namely during 2012-13, 2013-14 and 2014-15, as per RTE act, 75924 (26665), 100550 (27932) and 130615 (36925) children respectively have sought admission in private schools. These children otherwise would be joining the Government schools. By paying an amount of 307,089 children, the Government has sent the children to private schools. There is not a better example of Government sponsored privatization!

As all of us know, RTE Act came into force in the state in the year 2012. In the light of education being a fundamental right, during 2012-13, those children who remained away from schools must have been zero. However as per the statistics provided by the Government, the children who remained away from schools are subsisting. This figure for 2012-13, 2013-14 and 2014-15 is 51,994, 22741 and 168,621 respectively.

Qualitative Education in schools:

In this matter, Honorable Members; shri Mallikarjuna Sidramappa Khuba, Dr.Sudhakar K, Shri Suresh Kumar S., Shri Sunil Kumar v, shri Gopalaiah K., and Shri Haarish N. A. has raised questions.

The Government conceded that compared to other districts, the districts in Hyderabad Karnataka region have qualitatively suffered. Honorable Minister has replied that the lack of infrastructure and the deficiency in the teaching faculty are the prime reasons. Have the workforce constituted to visit the unaided schools to assess the factual situations before submitting reports? If so, what are the main aspects in the current and previous year's reports? To these questions of Shri Suresh Kumar, the Government has provided vague replies. At one place, it is said that the report is submitted online and at another place it is said that it is in a review stage, or action is taken to get the reports.

“What are the policies in fostering Government schools and to make them equal with private schools?” to the question posed by Mr. Haaris, the Government by providing a list of motivations to improve enrolment & attendance, has exhibited its subtle honesty!

To a question “to avert the dangers faced by the Government schools for their survival due to globalization, privatization and liberalization and steps taken to popularize the Government schools”, misleading reply like ‘encouraging programs are being conducted’ is provided.

To a straight question “In the model of Kendriya vidyalayas of Central Government, whether the State Government is taking steps to block privatization by upgrading the Government schools?”, the Government has provided the routine reply saying that “by providing infrastructure in a phased manner to all the government schools in the state the schools will be upgraded” and has put the issue under the carpet!

Public libraries:

Many questions have been raised regarding public libraries in the current session. Similarly many surprising matters have appeared in the reply provided by the Government. For example, a total of 199 public libraries are at Bangalore out of which those having own buildings are 11. Then the question arises as to where are the civic amenity sites, that should be compulsorily available in every major locality! Government is spending an amount Rs.54,11,300/- for the rents of these libraries. Another surprising matter being the bills payable by the Government for the suppliers of newspapers is Rs.2,63,14,107/-

As all of us know, either the Government or private parties while creating new extensions/layouts, there is a rule saying some space should be alienated for civic amenities. When we analyze the answer provided by the Government, such spaces having been appropriated by the richer ones, as it is apparent from the rent paid by the Government. Overall, it must be accepted that the plight of the common man in this state is gone to the dogs!

If we assess further, for the development of public libraries in the state, the central Government is also contributing similar funds as the state does. Under the central Government and state Government, equal contribution scheme during 2013-14 and 2014-15, both centre and state has contributed 6 crores each. This amount of Rs.12 crores, the Government says, is utilized for the books, furniture and for the upgradation of library buildings at Gram panchayats. For the development of Gram panchayat library buildings, the Government is said to have retained an amount of Rs.84.78 lakhs and Rs.174.56 lakhs during 2013-14 and 2014-15 respectively” it is said in the reply.

In total, if we closely examine the unstarred questions posed by the members, this time the members have posed many serious questions. Apart from the issue of infrastructure, issues like donations in private schools, unrecognized schools, qualitative education, children remaining away from schools etc have been raised. If we compare this with earlier Assembly Sessions, this is a good development. But if we compare and examine the dimension and complexities of

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educational sphere, this is nowhere! In the forthcoming assembly sessions, the Honorable Members may have to raise more questions on the learning process, teaching methodology, the hierarchical inequalities in education, education instead of being a social utility turning into privatization and commercialization, implementation of equal education system in the premise of qualitative education to all children etc. Above all, the Honorable Members by raising fundamental questions relating to the overhaul of educational system and by analyzing the programs, there is a need to pressurize the Government to formulate fresh rules, policies and programs. Finally, all the questions, replies and debates keeping in focus the interests of children have to pave the foundation on which a schooling system where all the children derive equal qualitative education. In this context, the elected Representatives have grave responsibilities.

By Dr. Niranjana Radhya V.P.

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Spread of schools for equal quality education

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Higher Education in Assembly

Higher education in India has got lot of importance since the ancient age. Educational institutions have been attracting students and teachers from across the world. When we see growth in higher education, Human resource in the country also develops in parallel. This development in turn empowers social change in the country.

Education is one of the top priorities of the modern democracy and we should ensure that it is available for free. Education and employment should be the basic rights of every citizen but through privatization and FDI, centre and state governments are trying to escape from these responsibilities.

In the democratic state there is a space for citizens to participate directly or indirectly in the democratic process of policy making. Centre and state can find out answers to many issues through their discussions in the parliament/assembly sessions.

Our state government has target to increase the current rate of 12% higher education to 30% by 2025. That's the reason we see there are lot of discussions going on to solve the higher education issues and challenges. We all hope that these discussions bring a positive change in the future.

Students Islamic organization of India, Karnataka has taken up very good initiative and its idea of "Education in Assembly" to discuss on very important topic of education is really unique. I believe this is the great effort to understand our vision on education through the questions asked and answers provided by our Legislative assembly & Council members.

6th Session of the 14th state legislative assembly took place from 13th March 2015 to 31st March'15 in Bangalore. In this session 17 questions were raised regarding higher education by 12 legislative assembly members. Honorable higher education minister answered these questions.

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The quality of the question and answers regarding higher education looks good but they aren't enough to find a comprehensive solution to the issues.

Employment:

On 18-03-2015, Mr. Putta Rangashetty C asked question regarding the teaching and non teaching staff vacancies in universities, Government colleges and aided colleges. In the state, the total vacancies in government first grade college for teaching staff is 2034 and for non teaching staff its 2820, in aided first grade college for teaching staff its 4290, non teaching staff is 33458. Honorable Minister assured that government has instructed KEA to start the process to fill in the vacant teaching staff seats in government first grade colleges and he also assured that they will appoint 12047 guest faculties for 2014-15 to avoid any problems to students due to lack of staff. The non teaching staff's positions went vacant because of death or resignation or retirement and for some other reasons after 2008 in aided colleges that were not filled. (1)

The total allocated posts for Hampi Kannada University are teaching 73, non teaching 199. Among which total appointed are Teaching posts 26 and non teaching posts 175. MLA, Mr. Iqbal Ansari collected these answers. (2)

Language Policy:

There is no language policy as such for higher education, Kannada and English is used as medium of instruction. (3)

Foreign Tour:

Answering to a question asked by Mr. Jagdeesh Kumar regarding foreign tours in higher education, Honourable minister said in the last 3 years, the number of applications accepted for foreign tours by various posts in education department are 307 and rejected are 08. The government has given conditioned approval to take up foreign tours as and when required. (4)

Rural Development University:

On 18-03-2015, Mr. Banakar U.B asked a question to the government whether they have considered opening a rural development university, if so when and where and what is its purpose.

Answering to his question, Honourable Minister for rural development said, government is considering the proposal for opening a rural development university. Government is considering to open it in Gadag as per Dr.Nanjundappa's report since it falls under North Karnataka's one of the Most backward places. There are many purposes for it including implementation of projects taken for rural development. (5)

Private/Deemed University:

On 24-03-2015, Mr. Suresh Gowda asked, how many educational institutions have applied for private or deemed university in the state? What are the eligibility criteria and guidelines for these institutions?

There were total of 22 applications were submitted for private universities. Among which till now government has approved 9 private universities. Deemed universities work as per the UGC's guidelines. To open a private university they should have 25Crores of permanent fund, Basic facilities and eligible staff. They should have a quality certificate from the centre and most importantly there should be a required land registered under the university's name. (6)

Corruption charges on vice chancellors' of the universities, Research centres and their activities in the state universities, Activities of the deemed universities in the state, Service of the guest faculties in the government colleges across the state, these were some of the topics that were discussed in the assembly. Though there was lot of discussion on these topics, the lack of quality questions regarding the educational progress of the state was clearly visible.

By 2020 India has target to become leaders in Higher education. To achieve this target, India and America had formed an education committee on 12th Oct'09 and they decided that they will work together for the development of higher

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education in both the countries.(7) In this regard, HRD department of centre as well as UGC have formed many policies. There are lot of discussion in the state government and even in assembly to form a road map to achieve the above said target but still higher education is a dream for many poor people in India.(8)

Today Higher education is developing as a service business market. In the world higher education, corporate have invested around 55 lakh crores. To make higher education a profitable business, government has come forward to legalize Private universities. In this way government is promoting commercialization of education. (9)

In Karnataka, among 15 deemed universities, 13 are private Deemed universities and 3 are government deemed universities. Among 26 universities, 17 are government and 9 are private universities. In this session, among the proposals put ahead for new universities, 20 are private and only 1 Government University. These figures clearly reflect that government has opened the door for FDI, Multinational companies and corporate to invest in higher education, making it a commodity in the market. Central government in the budget has just allocated 8% for the higher education and has plans to collect rest of 92% from the private investments. (10)

In Karnataka the number of students taken up higher education in the age group of 19-25 is just 12%. Among which only 5% are from Dalits and 8% from Muslim community. With this kind of statistics, how can we expect that social justice will be done to these communities by private institutions?

From the questions raised regarding the higher education by respected MLAs and the answers given by honorable minister, we could notice that there was lot of discussion on future programs of higher education, its policies and to implement higher education for all, its pros and cons.

But there was hardly any discussion regarding the facilities in the universities and government degree colleges, quality of education, Injustice, education of Muslims and Dalits, Privatisation of education and there were no strong questions asked regarding these issues keeping betterment of students

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and society in focus. Our respected members of legislative assembly should create a system and provide space for discussing the above said issues in the assembly or else it's not too far that we see our higher education ruled by corporate.

Note:

1. Question asked by Mr. Uttaranga Shetty C, Question # 3366
2. Question asked by Mr. Iqbal Ansari, Question # 4126
3. Question asked by Mr. Moiddin Bawa, Question # 3207
4. Question asked by Mr. Jagdeesh Kumar R, Question # 3387
5. Question asked by Mr. Banakar U.B, Question # 2232
6. Question asked by Mr. Suresh Gowda B, Question # 410
7. PIB October 15,2009, " India vs Education Council proposed to be set up, Shri Kapil Sibal meets US under Secretary of state William Burns"
8. Vijendar Sharma facilitating trade in higher education (New Delhi 2012) p16-21
9. Chandarppa C. " Videshi Khasagi VV sthapane Deshada Sarvabhaumatege Dhakke", Vidhyarti Dhvani, Edition1, Bangalore,page 10,June-July 2012.
10. Question asked by Mr. Basavraj Bommai, Question # 3916

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PROFESSIONAL EDUCATION IN ASSEMBLY

Indian higher education has expanded at a fast pace standing at third position in the world. The state of Karnataka is at par as compared to other state in the country in higher education. The higher education in India refers the 4 or 3 years program after 10+2 course commonly known as PUC in Karnataka.

Among all the courses of 3 or 4 years program, the professional education programs are on priority list of students and aspire to make their career in professional field. The professional education in Karnataka is at its core, and it is important to note that the politicians and member of constituent assembly of the state are concerned towards it and very evenly raise their question and discusses in assembly about professional education. Many queries and discussion are done related to profession education in assembly. We have also seen many acts and amendments are passed in assembly related to professional education courses to regulate fee structure, monitoring of colleges, seat sharing by colleges etc. The very popular professional education act (2006) and likewise are results of interest and involvement shown by Members of legislative assembly .we believe the more healthy discussion would be carried out by Members of legislative assembly in upcoming session pertaining to professional education.

The courses which come under professional education as asked by one of respected member of constituent assembly Rafeeq Ahmed and relevant answer provided by minister of higher education and tourism as the courses includes engineering, medical, dental, Indian medical practices, pharma sciences and pharmacy (B.pharm amd D.pharm). (Dated 18-03-2015 question no 2889. the reason for asking question is not mentioned)

The admission to professional education in Karnataka is done through process of seat sharing by management and CET (common entrance test) quota. The ratio of seat sharing in any particular college in the state is always critical as it

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directly affects the student community coming from different backgrounds .The present seat sharing is 55:45 for management and CET respectively.

Common Entrance Test (CET):

Common entrance test is facility provided by state government to students of state of all backgrounds to compete and pursue higher education with less fee structure for the admission as compared to management quota with higher and uncapped fees. The fee structure of CET is regulated by body or committee assigned by Govt. of Karnataka.

The number of students appearing for CET which is restricted to state students only has gradually increased every year. The number of students appearing for CET 2012 to 2013 has seen a sharp increase but 2013 to 2014 there is no significant change. Data is provided on answer to question no 2889, part3 of question.

The increase of fee has shown on number of seats vacant through CET. With increase of fee from 2012 to 2013, numbers of seats vacant were 13000. The same fee structure without any hike in 2014 has a less effect; in spite more students appearing for CET 8900 seats were vacant. Again a fee hike in 2015 has put students of middle class background in jeopardize.

Reference annexure-B question 2889 dated 18-05-2015.

Autonomous Engineering College:

The number of engineering colleges given autonomy by VTU in the state is 18. The data is provided on questioning of member of legislative assembly shri Ishwar khandre on 18-03-2015 answered by honorable higher education and tourism ministers. However the motive of asking for statistic is not described. There are two aspects always in discussion with students of VTU affiliated students.

- 1) Grading gap between autonomous and VTU affiliated college students.
- 2) Credit system in autonomous.

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The student studying under VTU affiliated college and that of autonomous college there is a large gap of grades when they graduate. The autonomous college students' grades are always higher because of grade system (CGPA) as compared to percentage system. There may be other reason of such gap that needs a critical analysis. The other aspect is year out system in VTU affiliated and that of autonomous colleges is simple to understand as autonomous college conducts supplementary exams as compared to VTU colleges which give chance to a student's only with following semester exam. Another important aspect is gate system of VTU on which serious question needs to be raised. Shri iswar khandre has raised question pertaining to higher education that are appreciable he may also look into this aspects.

Government Engineering Colleges:

The number of engineering colleges in Karnataka is far less than private engineering colleges. The established engineering college's quality except UVC Bangalore as compared to private colleges is analogous to government school as compared to private schools. The other aspect is number of government engineering colleges; the discussion on questions earlier in assembly is every district should have at least one engineering college in its geography. The present status of number of Govt. colleges shows far less numbers. The analysis on one angle shows students prefer to study in government colleges because of less fee as we can see from the data. Out of 12 colleges, 10 colleges fill seats in almost all branches. The number of government colleges in Karnataka as in 2012 were 11 and 12 in 2014. (increase in 1 evening college).

There is another aspect of quality (academics, results, placements, infrastructure etc) in these colleges.

In case of below mentioned table, question to be raised is why student don't choose these college as compared to other students which happily choose Govt colleges in other part of state, where seats get filled?

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college	Place	Year of admission	Seat vacant/out of
Govt engg college	Huvindahalli	2012	101/240
Govt engg college	Karwar	2012	160/240
Govt engg college	Raichur	2012	98/240

However it important to note that aided engineering colleges has appreciating position in the state with both quality and numbers.

Question regarding yadgir district?

The need of engineering college in district, the neighboring district Gulbarga has more than 5 engineering colleges and yadgiri doesn't have even one.

Information in this section is referred from data in annexure to question no 2183.

Evening College:

As given in data by higher education and tourism minister to a question of evening colleges in state is only 5. The percentage of diploma students who make up to regular engineering course are only 15-25%. However these evening colleges can be increased, so that more diploma students can graduate as engineers & can complete their education along with employment. Most of engineering colleges are Bangalore based, state can also think of starting them in other parts of state.

B.Arch:

In analysis to question number 2183 raised by respected Ishwar khandre, MLA, bhalki constituency, there are 12 colleges that offer B.arch course and point here to note is Mr ishwar may have also noted and have came to notice of state government that there is no government college which offers B.Arch program, all are offered by private colleges.

Vacant seat: a analysis based on annexure of question 2183:

Year	No of seat vacant
2012-2013	22385
2013-2014	23672
2014-2015	23681

On an average 22,000 seats are vacant every year. Is this not a serious concern? And the point to note is that with increasing vacant seats, numbers of engineering colleges are also increasing which appears to be contradicting. The other point of this is very critical i.e there are nearly 50% colleges in Bangalore whose seats remain vacant. There are also colleges in state in which number of filled seats are less than vacant seats. Increasing number of colleges has created competition among engineering colleges i.e private engineering colleges making engineering education to be more commercialized. It is becoming mere business and it's obvious to run institution, business strategies are applied than I think this should be a concern??

Note: From 2012 to 2014, number of colleges increased from 164 to 171 (day) with approximate vacant seats of 22000 in the state annually.

Comment:

The professional colleges in north Karnataka, which includes bidar, Gulbarga, yadriri, bagalkot, Raichur & bijapur are 80-90 as compared to south Karnataka, Bangalore alone has 155-160 professional college. Though this comparison may be inappropriate but numbers of Profession College are greatly higher in south Karnataka than north Karnataka, overall development of state is also important. Comment made based on the data of annexure-B provided districtwise details to question number 2889 .

Education In Assembly

A view on medical college:

The Honorable health minister can give thought on that, there are 9 districts in state without medical (allopathic) college. They include Chamrajnagar, Chickmangalore, Gadag, Haveri, Koppala, Kodogo, Ramnagara, Uttar Kannada and Yadgiri.

Questions Analyzed:

The following questions raised by respected members of legislative assembly are analyzed as below:

- 1) Question raised was very appropriate.
- 2) Proper and relevant answers were given by honorable ministers.
- 3) Sufficient and necessary details are provided for the questions.

Question number	Answer	Dated	Details provided	remarks
3381	Good and relevant	18-03-2015	Enough details are provided	
2932	Good and relevant	18-03-2015	Enough details are provided	
4496	Good and relevant	26-03-2015	Enough details are provided	
4902	Good and relevant	26-03-2015	Enough details are provided	Analysis of only part a and b is done
3861	Good and relevant	26-03-2015	Enough details are provided	MCA
3085	Good and relevant	26-03-2015	Enough details are provided	Deadlines not mentioned
4510	Good and relevant	26-03-2015	Enough details are provided	
3094	Good and relevant	26-03-2015	Enough details are provided	
4292	Good and relevant	26-03-2015	More details are required	More details are required

Education In Assembly

3836	Good and relevant	26-03-2015	Enough details are provided	
3088	Good and relevant	26-03-2015	More details are required	More details are required
4925	Good and relevant	26-03-2015	Enough details are provided	

Further discussion can be done in assembly on above raised questions listed in table. Some of the question mentioned here are very relevant and appreciable.

We believe the more healthy discussion would be carried out by Members of legislative assembly in upcoming session pertaining to professional education.

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