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ORIGINAL ARTICLE

PUBLIC AND PRIVATE EXPENDITURE ON HIGHER EDUCATION IN INDIA

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Abstract:

Education in India is provided by the public and private sector in India with control and funding coming from central, state and local level. The Nalanda University was the oldest University system of education in the world. Education in India falls under the control of both Union and state Government with some responsibility lying with the Union and the having autonomy for others. In this context India's higher education system is the third largest in the world, after China and the United States. The main body at the tertiary level is the University Grant Commission (UGC) in India, which enforces its standards, advises the Government, and helps coordinate between the center and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by University Grant Commission. India is the one of the largest education hubs in today's society for its improvement Government of India introduce some policy and in 2009, the parliament passed the historic Right to Education (RTE) Act, which provides the framework for policy in the years to come. The budget for the fiscal year 2011–12 was also the last budget for the 11th Plan, and the latest (2012–13) is the first one for the 12th Plan.

KEYWORDS:

Public and Private Expenditure , Education , University Grant Commission (UGC) .

1.INTRODUCTION

India is undergoing a historic demographic transition where the majority of the population is below the age of 25. It is increasingly being recognized that education will play a major role in the country for reaping the expected demo- graphic dividend over the next decades. In this background, the 10th and 11th Plan periods corresponding to the last 10 years (2002–12) have witnessed a concerted effort to provide. Comparatively, adult and technical education sectors have lacked a coherent strategy, although it is being recognized that they form an integral part of improving literacy among the general population and upgrading their skills (Mukherjee2007). As one is seeking to provide quality education, the process of accreditation as it exists in the country is assessed. Some indications of the level of public spending on higher education are also provided. We briefly review the role of the private sector (including the entry of foreign universities) in the imparting of higher education in the country.

As public funding has its limits, the role of private sector as key to meet this challenge has been highlighted. This provides an opportunity to review the objectives of the Plan and how they have been translated into budgetary allocation by the Government of India over the last five years. The education budget of the government can be disaggregated into five broad components, elementary, secondary,

university, higher and distance learning, technical education; and others, which includes adult education, promotion of language, etc. This paper provides as analysis of the public and private expenditure on higher education and number of public and private institution in India. We provide a brief description of some of the salient features of India's education system, especially in the context of higher education. The concluding section explores the likely challenges ahead for India in deriving full advantage from the ongoing boom and the globalization of the knowledge sector.

II. OBJECTIVE

1. To provide a comprehensive assessment of the allocations made by the Private and Government Of India through its budgetary provision in the higher education sector over the 11th Plan period.
2. To analyses the distribution of private and government higher education institution and Expenditure in India.

III. REVIEW OF LITERATURE

Rolle (2006) examines the concept of equity and efficiency in higher education, but also address the ideas of adequacy and liberty around the central issues in the policy and research finances. It provides an overview of the goals of equity and efficiency and also presents a discussion of the challenges in the public sector education that have undermined the pursuit of each goal.

Tilak(2004) His studies states that the main sources of financing higher education or the government grants , funds from self Government agencies tuition fees , charity , donation, scholarship educational censes, and so on.

Dr N Prabhu Dev 14 Mar 2012 This review has stressed on the need to hike the expenditure of higher education, scientific research particularly in biotech. While stressing on the need of Public Private Partnership (PPP) model, he said, Around 46,000 crore is being spent on the education sector, but Rs 1, 14,000 crore is what should be set hence forth. We have 505 universities in India but the need of the hour is that we require 1,500 universities all over the country. I have written to the HRD ministry to open schools, colleges, and university in each district. At present only 14 per cent students are continuing with their higher studies after their PUC and an alarming percentage of 30 per cent to 40 per cent are dropping out of school, leading to crime in the country. He also highlighted that importance of Industry and University partnership to meet the higher education challenges in India, to realize the dream of India, we need to have a tie-up with industries, and there is provision that each industry has to divert 2 per cent profit towards education research and development, but most of us are not aware of this. He further said there are 38,000 colleges in India and only 9,000 are NAAC accredited and made a comparative study of education system in America, England and other countries.

Anil Gupta Jul 27, 2012 This indicates the English language advantage and the government's enhanced focus on higher studies, India's top educational and research institutes, including the IITs and IIMs, lag Chinese universities in global ranking. The Times Higher Education World University Rankings has nine universities from China in its 2012 list of Top 400 compared with just one from India. Another latest ranking by Guardian Higher Education Network shows nine Chinese universities among top 50 Asian universities, while no university from India makes it to the list. China has been consistently scoring over India in higher education for several years, as reflected even in previous rankings. The Times ranking, based on five broad parameters: teaching, research, citations, industry income or innovation and international outlook in terms of staff, students and research, covers subjects including engineering and technology, arts and humanities, health, life sciences, physical sciences and social sciences. "China has invested heavily in infrastructure, research resources and that too from local councils and state bodies, not just from central government," says Anil Gupta, professor and founder, Honey Bee Network, IIM-Ahmedabad.

The draft document of the 12th Five Year Plan proposes to increase investment on higher education to 25% of all government education spending, or 1.5% of GDP from the current 18% and 1.12% respectively. An increase of 0.38% of GDP means an additional allocation of about Rs 25, 000 crore to higher education for the Centre and the states together. On the other hand, China's expenditure in education from the central public budget reached more than 1.2 trillion yuan ($191 billion) during January-November last year, an increase of 25.8% from previous year, according to reports. "The biggest gap (for India) lies in the quantum of research. A systematic approach needs to be taken to reform the structure of universities into teaching and research institutions," says Devang V Khakhar, director, IIT-Bombay. He sees a need for a significantly greater financial support for infrastructure, faculty positions and research facilities.

A UGC report "Higher Education in India at a Glance" paints a dismal picture on student

enrolment. While 86% of students complete graduation, mere 12% opt for post-graduate education and barely 1% go for research. In the past 60 years, the number of universities in India has grown 30 folds to 634 in 2011, while the numbers of colleges are 33,023, averaging 55 colleges per university, the UGC report shows. This is leading to huge pressure on the university administration in managing these institutions. However, despite having one of the largest higher education system in the world in terms of the number of seats of higher education and students enrolled few Indian institutions have earned global distinction amid shortage of faculty and poor infrastructure. While lack of ability to lure global faculty due to resource constraints is pulling down Indian universities in global ranking, China's huge investment on higher education enables it to attract international faculty and students. China has made huge investment in its scientific diaspora. It has made huge investment in higher education, by providing opportunities in terms of labs, machinery, salaries, etc, in an attempt to attract back Chinese scientists who earlier left the country to work in countries like the US," says David Johnson, dean, St Anthony's College, Oxford University. Experts say India needs to attract Indian and international teachers to Indian universities to improve quality, spend (both private and public) more on higher education and research and utilize the funds more efficiently."India neglected basic education and skills since independence and concentrated on few like IITs, IIMs. India has a future if we use demographic dividend effectively with better education and skill improvement. Less political interference is also needed," says S Mahendra, director, IGIDR. Plus, we do not see enough research publications from India that makes it to international journals on social sciences and higher education, he adds.

Agencies 2012 Shashi Tharoor, KapilSibal said that the university system was not producing well-educated graduates to meet needs of Indian companies, giving an opportunity to firms to enter the sector in the guise of training, He also said that the national education policy in the past has been out of step with the times. "The major problem remains that our national education policy in the past has remained out of step with the time. Whereas countries in the Middle-East and China are going out of their way to woo foreign universities to set up campuses in their countries, India turned away many academic suiters who have come calling in recent years," he said. Speaking at a two-day Higher Education Summit, Tharoor said, "Companies are entering the higher education space in the guise of training. Our University system simply is not producing well educated graduates to meet the needs of Indian companies today." The HRD Minister said there will be no need for many Indian students to go abroad to study if good higher education institutes were set up in the country. We will also work towards putting our reform agenda back on track, he said. Tharoor said there is a proposal to establish 50 centres for research in frontier areas of science, design innovation centres, innovation centres in different universities and also research parts of the IITs and other technical institutions. "If finally established, it would transform the research environment in our country," he said. Tharoor favored expediting setting up of National Mission for teachers and recommendations of the Narayana Murthy Committee and the Kakodkar Committee besides increasing the spending of 2 per cent on research. The minister said with the ranks of educated unemployed in the country swelling in the absence of adequate employment opportunities, there is possibility of their falling prey to the activities of terrorists and Maoists. "We must give them a better chance of employment through more and improved educational possibilities. My message is it is time to let a thousand educational flowers bloom," he said. He said even though India with 621 universities and 33,500 colleges has one of the largest network of higher education institutes across the world and second in terms of student enrolment, our gross enrolment ratio of 18.8 per cent in 2011 is still less than the world average of 26 per cent. He said there was need to develop higher levels of education and skill development and an environment must be created in which not only the economy grows rapidly but also enhances good quality employment. Tharoor said as India aims to grow at 8.2 to 8.5 per cent GDP, the country needs to invest in education and help improve the quality of education. Referring to a few world-class institutes like IIT's and IIMs and some colleges, the Minister said, "These are still islands in a sea of mediocrity". Citing a UGC survey of 1,471 colleges and 111 universities, he said 73 per cent of the colleges and 68 per cent of the universities are found to be of medium or low quality. He also said that a FICCI survey has revealed in 2009 that 64 per cent employers are "somewhat satisfied" with the quality of new graduates coming out of engineering institutes. The minister lamented that spending on education is only 1.22 per cent of GDP, against USA's 3.1 per cent or South Korea's 2.4 per cent. He also said that the student-teacher ratio in India was 26:1 against the global average of 15:1. He said the rapid expansion of higher education sector has also led to shortage of faculty.

IV. MATERIAL/METHODS

Structure of Higher Education in India: Over the last 50 years, the Government of India has provided full policy support and substantial public funds to create one of the world’s largest systems of higher education. These institutions, with the exception of some notable ones, have however, not been able

to maintain the high standards of education or keep pace with developments in the fields especially in knowledge and technology. Overtime, financial constraints with exploding enrolments, and a very high demand from primary and secondary education has led to the deterioration in the financial support provided by the government. On top of this, an overall structure of myriad Controls with a rigid bureaucracy has stifled its development. In terms of higher education, however, on the science and technology side, India has however built up the largest stock of scientists, engineers and technicians. The growth of higher education in India has been phenomenal. Starting with 1950-51, there were only 263,000 students in all disciplines in 750 colleges affiliated to30 universities. This has grown by 2005 to 11 million students in 17,000 Degree colleges affiliated to 230 universities and non-affiliated university-level institutions. In addition, there are about 10 million students in over 6500 in vocational institutions. The enrolment is growing at the rate of 5.1 per cent per year. However, of the Degree students only 5 per cent are enrolled into engineering courses, while an overall 20 per cent in sciences. The demand for professional courses is growing rapidly.10.3 In India both public and private institutions operate simultaneously. In 2000-01, of the 13,072 higher education institutions, 42 per cent were privately owned and run catering to 37 per cent of students enrolled into Higher education, that is, approximately 3.1 million out of total 8.4 million. It is also likely that most of the growth in the rapidly expanding higher education sector took place in private unaided college or in self-financing institutions. Since grant-in-aid to private colleges is becoming difficult, many governments/universities have granted recognition/affiliation to unaided colleges and many universities have authorized new 'self-financing' courses even in government and aided colleges. It is felt that as of now more than 50 per cent of the higher education in India is imparted through private institutions, mostly unaided. Government has created 221 Universities of which (6 are central Universities while156 are state Universities). There is also a concept of Deemed University. This status is given by UGC to colleges of exceptional excellence. There are 39 Deemed Universities plus seven open universities. There are 9703 colleges in India that provide mostly bachelors or sometime Master's level of education. Of these, only550 are engineering and technical colleges, 655 medical and 600 management institutions. Insofar as Universities are concerned, only the central or State Government can open a new university and that too by legislation in the Parliament or State. Universities are empowered to award their own degrees and take affiliate colleges. But UGC is empowered under its Act to grant institutes of excellence 'Deemed University' status which they have done in 39 cases. There are, however, no private Universities so far. A Private Universities' Bill has been proposed in the Parliament, but has not been approved so far. All self-financing colleges, therefore, have to also seek affiliation with a University. All of India's higher education is thus managed by the UGC and the various Councils. The UGC, established by a statute 1952, has been empowered to promote and coordinate university education in India and also approve grants to them.

Research and Development: Accreditation: In order to evaluate performance of an institution and bring about a measure of accountability a mechanism of accreditation has been developed by UGC. This is an autonomous council under UGC called National Accreditation and Assessment Council (NAAC) with a purpose to carry out periodic assessment of universities and colleges. NAAC has evolved a methodology of assessment which involves self-appraisal by each university/college and an assessment of the performance by an expert committee. Similarly, for technical education AICTE has established its own accreditation mechanism for its institutions through the National Board of Accreditation (NBA). NBA has also undertaken a detailed exercise for benchmarking the performance of reference for evaluation if performances can be initiated.

Both NAAC and NBA are in the right direction and need to be encouraged and strengthened. However, so far only 47 universities, 75 Affiliate College and 20autonomous colleges have volunteered to be accredited by NAAC. Some more universities and 25 more colleges are in advanced stage of finalizing self-study reports. There is a need to link up grants and loans to NAAC and NBC reports. This can be done when NAAC and NBC is made applicable to all Higher Education Institutions. UGC has already indicated that development support will be related to outcome of NAACs report. Establishment of Centres of Advance Studies (CAS), Department of Special Assistance (DSA) and Inter-University Research Centres of internationallycomparable standards. He objective of these centres is to provide quality inputs in higher education and research areas. Further, to cut costs of undertaking good research, especially in sciences, Inter University Centres in nuclear science, crystal growth, astronomy and astrophysics, social sciences and humanities have been formed. With India emerging as a global hub for commercial R&D (India Today International, 3 Oct 2005), R&D within the scope of Higher Education has gained greater importance. It has been stated that 150 international firms have set up R&Dcentres in India and in 2004 US patents office granted over 1000 patents to Indian units of US companies. Indian companies have also started to increase their R&Dbudgets. The demand for high quality researchers will require expansion of postgraduate research and PhDs in Indian institutions of higher learning. According to Saikat Chaudhory, a Management

Professor at Wharton, India needs to improve its research atmosphere in its universities. This is perhaps, already happening. If we look at that the CSIR, the number of US patents granted to it has jumped to 196 in2005 from just 6 in 1990-1. Indian Research Councils should now have the potential to raise research funds through industry and perhaps, capital markets. A mention must be made of SPREAD – Sponsored Research and Development of the ICICI Technology Financing Group which is helping finance commercial R&D.Similarly, Nirma Labs provides up to Rs 20 lakhs as grant. We need to expand such Support to R&D activities.

Open University System: India has also developed Open University system to encourage distance learning. Indira Gandhi National Open University (IGNOU) was the pioneer and now there are seven open universities in India offering over500 courses. IGNOU has about 11, 87,100 students on its rolls. Modern communication technology can be harnessed to effectively provide education through this medium. A distance education Council has been set up and a common pool of programmes is available for sharing. Open Universities can be highly cost effective as the cost of teaching through distance education comes down to a third compared to the traditional system. They also maintain a close relationship with the industry and is especially helpful to those who cannot afford a regular university degree due to high cost or lack of time as they are already employed. Distance education with new information and communication technology promises to expand the frontiers of Higher Education as never before. This is because it costs66 per cent less and the students need not leave their homes or profession. The internet and satellite technology are being put to use to further the cause of distance Education. The Indian Space Research Organization (ISRO) is launching a dedicated satellite for educational purposes.

Main Players in Indian Higher Education

University Grants Commission (UGC) set up under UGC Act 1956 is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations.
Professional councils that is responsible for recognition of courses, promotion of professional institutions and provision of grants to undergraduate programmes. As of today software development does not have a statutory council. NASSCOM is generally accepted as equivalent of a council. Research Councils: A number of them have been setup under the Central (federal) government.

Main features of Indian Higher Education system

Highly bureaucratized system with multiple controls and regulations exercised by Central and State Governments, statutory bodies (UGC, AICTE and others), university administration and local management.
System is heavily subsidized by the Government. Up to 90per cent of the operating costs are paid for by the state. The efficiency of fund utilization is very poor due to internal rigidities.
Salary and compensation for teaching staff is poor and, therefore, higher education institutions are unable to attract and retain qualified and trained teachers. Besides unattractive compensation packages, recruitment procedure is lengthy and working environment not conducive to retention. As a result, a substantial proportion of high ranking students who could fill up such assignments prefer to work elsewhere or go abroad. In a recent move UGC has further damaged the pay and promotion prospects of college teachers by reducing promotional grades thereby creating more stagnation and frustration amongst college teachers. (Economic Times, 15 November 2005).
Most institutions offer outdated programmes with inflexible structures and content. While course content has been updated and restructured over time in the world's best institutions, Indian university curricula have lagged behind.
Infrastructural facilities range from inadequate to dismal. Classrooms are often unattractive and laboratories inadequately stocked, leading to poor teaching. It is estimated that barely 20per cent of the institutions have the basic minimum labor a tory equipment.
Steady electric power supply is not available. Laboratories are poorly stocked andcomputerization, where it exists is generally dependent on poor communication lines.

Public Private Partnership for Education in India: One possible solution is to enhance the scale and scope of Public–Private Partnership (PPP) in the education sector in India. In one sense, the PPP model already exists in the form of 'government-aided' schools, which form the highest proportion of schools in states like Kerala and West Bengal. The rewash also a proposal to build 'Model Schools' in the PPP mode in

over 6,000 blocks of the country, which would then be a catalyst for other schools to per forms per the standards, set by these institutions. PPP in education, however, is difficult to implement, not least due to the divergence in incentives between public and private schools.

A well-crafted PPP strategy is not only essential, but also can make best use of resources, technology and capacity of the education system to deliver the ultimate goal universal and equitable access to high-quality education. The first step would be to recognize the fact that the demand for education at all levels would increase man if old in the medium term. Second, public c provision is a necessary but not sufficient condition for increasing enrolments, reducing drop outs and upgrading knowledge and skills at elementary, secondary and tertiary levels. Third, it is essential to ensure standard so quality in education otherwise parents would exercise their choice as consumers to move between public and private sectors, creating over capacity and in efficiency in resource allocation. The PPP strategy, therefore, is a combination of project- in demand for different levels of education, separation of public goods from private goods. (Private school education, technical and professional courses, employment-oriented skill form at ion, etc.), and adhering to quality standards for both. The ensuing investment plan would take into account the existing stock of human and physical capital (students, teachers, schools, technical institutions, universities, etc.) and projected demand for each, filling the gaps in educational infrastructure over the next decade and beyond. That would be the most efficient way to harness our demographic dividend in the future Five- Year Plans.

Public Expenditure on Higher Education in India: India has developed one of the largest systems of Higher Education in the world with over 230 universities and 6500 vocational colleges catering to about 10 million students. Most of these are publicly funded although some may be privately run. The financing of higher education, however, is often reprioritized due to competing demands for budgetary funds from primary and secondary education sectors. As a proportion of GNP Higher Education was only about 0.19 per cent in 1950-51. By 1980-81 it went up five fold to 1 per cent but by mid-1990s it dropped to 0.4 per cent. In the government plan outlay the share of higher education doubled for 9 per cent in the first five year plan to 18 per cent in the second. It increased to 25 per cent in the fourth but has now come down to 15 per cent in the seventh five year plan. In the eight five year plan it was around 8 per cent. It may be stated that the non-plan expenditure in education is huge compared to plan expenditure. On the source of funding, the share of government expenditure (both state and central) increased from 49 per cent in 1950-51 to 76per cent in 1986-87. The share of non-government sector, which in India is largely student fees, declined from 33per cent in 1960s to less than half of what it was in 1950s. The share of 'other sources' that is, voluntary donation, endowments etc also declined. The issue of raising fees in government aided colleges and vocational institutions remained enmeshed in politics. As a result, this source which could potentially provide approximately 20per cent of the funds is currently funding barely 3per cent of the cost of education. Resource crunch in higher education is being felt in a serious way. Other sources of financing besides the government have to be developed so that the massive expenditure required expanding, improving and bringing it to world standards could be carried out. With an expanding middle class and globalization this is possible provided innovative policies are formulated and implemented.

V. DISCUSSION

Expenditure by type of scheme: Almost the entire allocation in the budget for education by the central government is spent through different schemes. The serange from large system-wide interventions, such as SSA, to particular organization sand institutions such as the Kendriya Vidyalaya Sanga than (KVS), to targeted scholarship schemes for girl students. Most schemes have a particular motivation, a funding structure and a delivery mechanism. The serange from direct expenditure by the central government means funding for University Grants Commission for instance expenditure through state governments, and pooling resources between centre and states (SSA and RMSA). The list is not exhaustive, and several intermediate arrangements also exist. The complete list of schemes is provided in Tables 2Aand 2B.

Moreover, it is difficult to characterize the schemes into one type or the other a scheme such as the SSA has several components and hence can be described as either increasing enrolments or improving quality. Similarly, a large scheme. Such as the MDM has several externalities although the scheme provides nutrition, it also has an impact on increasing enrolment and reducing dropout. Given these limitations, the expenditure of the central government has been categorized into five major groups according to their motivation: increasing enrolment, reducing dropout, improving quality, ensuring equity, institutional allowances and grants to north-eastern states. Since all centrally-sponsored schemes have a north-east component, the allocations for the region have been separated to provide an estimate of the quantum of resources solely focused on improving education in the north-eastern states of India.

One implication of the data from Table2 is the fact that the size of the schemes vary significantly. For example, there are six schemes to increase enrolment with a total outlay of over 200,000million (of which SSA is the major recipient). On the other hand, there are11schemes with an equity focus with a total outlay of 11,670 millionin2011–12. Similarly, the numbers of funding schemes that have been near marked for the north-east increased from 19to29 during the 11the Plan period.

Distribution of Schemes in Expenditure Groups: Multiplicity of schemes with similar objectives often suf-fears from inadequate administrative attention and capacity. Therefore, it is important to understand whether the pleth-ora of schemes funded through the central government has shown any signs of consolidation. From a policy and financial management perspective, it is generally advisable to devote adequate resources to a particular scheme, rather than introducing new scheme for the same objective, which lead to fragmentation and mismanagement.

TABLE 1 Distribution of Government of India Education Expenditure, by Type 2007–08(RE) 2011–12(RE)		Number of Schemes	Allocation (`in millions)	Number of Schemes	Allocation (`in millions)
Group I	Enrolment Increasing Scheme	7	122,382.2	6	213,930.0
Group II	Dropout Reducing Scheme	7	61,794.2	8	103,047.3
Group III	Quality Improving Scheme	19	7,356.2	17	20,314.6
Group IV	Equity in Education	8	3,103.0	11	11,678.9
Group V	Institutional Grant	40	76,501.3	43	212,943.7
Group Va	School Education	5	20,228.8	6	50,129.3
Group Vb	Higher Education	35	56,272.5	37	162,814.4
Group Vb(i)	University Grants Commission	1	35,819.4	1	89,274.1
Group Vb(ii)	Non-Technical Higher Education	16	4,236.6	15	16,140.7
Group Vb(iii)	Technical Higher Education	18	16,216.5	21	57,399.6
Group VI	Grant for North-East State	19	23,661.0	29	49,707.0
Group VII	Other Administrative Expenditure		844.1		2,029.9
Source: GoI (2007, 2011).					

In this analysis, schemes have been grouped to gather according to their allocation size for different sectors of edu-cation, with four groups for every sector .Group I contains schemes with allocation of`5,000 million or more, Group II comprises those between`1,000–5,000 million, Group III covers those between`500–1,000 million ,and Group IV those below`500million (Table2.3). The complete list of schemes is provided in Table2C.TABLE2 Contribution of Education Cess to Elementary and Secondary/Higher Education Expenditure (`in millions)

TABLE: 2 Distribution of expenditure on Secondary/Higher

	2007–08				2011–12			
	Expend iture	Cess[a]	Cess Going to	Expend iture	Expendit ure	Cess[a]	Cess Going to	Met by Cess
Secondary/ Higher	92,900	27,160	NA	NA	29.2	292,510	42,920	14.7
Source: GoI (2011).Note: indicates allocation through Prarambhik ShikshaKosh (PSK).								

Table 3 Distribution of Universities & University Level Institutions 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: UGC UTs, 2012		

Table: 3 illustrate the type of institution and number institution which comes under the private and public institution.

VI. CONCLUSION:

The present paper highlights some of the underlying mechanism that can induce an educational take off and an ensuing decline in private and public spending. It analysis how the political outcome interacts with the evolution of class size and the changing political preferences of the groups supporting a tax financed subsidy as we have seen the current call for higher private contributions might rather reflect a board trend in public opinion than a short lived political moved. The demand for higher education increase in the number of educated parents because their children attend university more than proportionally and the families of students are those who support the respective tax financed subsidy as means of redistributing resources to them. But despite growing enrollments the ratio between the participation rates of the lower income and the higher income families falls equality of opportunity deteriorates.

VII. SUGGESTION:

The need for financing of higher education for students, especially those coming from low income households are eligible for a student loan without parental security or guarantee so that there is no discrimination due to the financial background of the student. Broad-band services and provision of computers is an essential requirement of higher education in research work as well as gain current knowledge

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