

**FORMULATE A POLICY DOCUMENT ON RESEARCH IN HIGHER EDUCATION  
SECTOR OF KARNATAKA**

Ref No – KSHEC/RFD-Committee/2014-15/67

Date: 27-04-2015

**The Principal Secretary,**  
Dept of Higher Education and Executive Director,  
KSHEC,  
Bengaluru - 560001

Sir,

**Sub: Submission of the Report 'A Policy Document on Research in Higher  
Education Sector of Karnataka'**

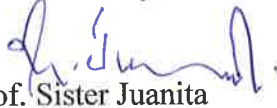
**Ref: Your Notification No : KSHEC/RFD – Committee/2014-15/67 Dt 23-05-2014 and  
RFD related**

With reference to the above, we bring to your kind notice that the committee constituted to formulate 'A Policy Document on Research in Higher Education Sector of Karnataka'. The committee members would like to place on record their gratitude for having given an opportunity to serve on this committee.

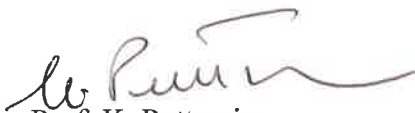
The committee herewith submits the Final Report of the Policy Document on Research in Higher Education.

Thanking you,


Yours Sincerely,

  
Prof. Sister Juanita  
Member- – convenor

  
Prof. Shadaksharaiah  
Member

  
Prof. K. Puttaraju  
Member

Prof. H.B. Walikar  
Member

  
Prof. M. Mahadevappa  
Chairman

27.04.2015

PS/Off  
27/4

**‘POLICY DOCUMENT ON RESEARCH  
IN HIGHER EDUCATION SECTOR OF  
KARNATAKA’**

## ‘POLICY DOCUMENT ON RESEARCH IN HIGHER EDUCATION SECTOR OF KARNATAKA’

### UNIT - I: INTRODUCTION

Higher education provides people with an opportunity to analyze and improve upon the critical social, cultural, moral and spiritual issues facing humanity. During the last few decades, the progress of higher education is in transition, leading to a remarkable expansion in both the public and private sectors. Such expansion is more oriented towards market-related areas as compared to arts, humanities and basic sciences. Consequently, in this process, the traditional disciplines did not make any significant progress.

After independence, the first significant step taken by the Government of India in the field of education was the appointment of the University Education Commission in 1948 under the Chairmanship of Dr. Sarvapalli Radhakrishnan. The Commission, known as ‘Radhakrishnan Commission,’ submitted its report in August 1949. It is a document of great importance. It has broadly defined the role and responsibilities of universities and made several recommendations.

Universities are the seats of higher learning from where the society gets its leaders in science, arts and various other fields of national life. University education in India aims at providing knowledge and wisdom which are the necessary attributes of a well-developed personality. University education is a centre for higher branches of learning and it provides opportunities for students to generate new ideas, conduct research and post-graduate studies, and imbibe the good aspects of their culture and to accept new values that enhance our competitiveness. The main purpose of establishing a university in a particular region is to make higher education accessible to all sections of the population within its territorial jurisdiction. Learning is a dynamic process and it calls for reforms as and when required to be in tune with the changing world.

Although the importance of higher education was stressed by the Radhakrishnan commission way back in 1949, it was included in the list and given due importance only in 1976 so that it can contribute to the process and progress of India becoming a developed economy.

In the field of higher education, teaching, research and extension services have undergone a lot of changes. The changing nature and strength of the State had a strong influence on quite a few dimensions like access, quality, equity, funding, governance, etc. Invariably, the State has been a major driving force in the expansion of higher education, primarily for enhancing its political legitimacy in the domestic and international spheres and also for boosting of its economic growth in the native domain.

Research and extension is a means of acquiring new knowledge and disseminating the same for wider knowledge and application for the well-being of the society. Obviously the higher educational institutions, particularly universities and other professional and technical institutions, play a dominant role. It is the responsibility of the State Government to provide optimum resources to such institutions, enabling them to reach out and benefit all stakeholders. All the components coming under the umbrella of higher education, beginning with the bachelor courses leading to Master's, M.Phil., Ph.D., D.Litt. and D.Sc. degrees, need dynamic learning goals and relevant curriculum design at the university level. More specifically, the research programmes leading to doctoral degrees need some uniform guidelines which were to be effectively implemented so as to keep free from the haunting problems of repetition of topics, abuse of original sources, plagiarism, etc. which is casting aspersions on the integrity of the students and system.

Public institutions like universities and other professional bodies established by the State should be in the main stream in monitoring and operating of academic activities like research, project and extension services. There is need for the setting up of effective intellectual and academic experts in the governance of research activities in the universities, which perhaps is really a serious deficit in the present scenario. The evaluation and assessment should be addressed by creating benchmark in countries like India (and State like Karnataka) wherein research projects are carried out in large numbers. A stringent academic audit and effective governance will enhance the credibility of research contributions.

Now-a-days, the pattern of higher education and research is witnessing a remarkable change more in quantity rather than quality. More than this, with an impact of liberalization and privatization, the growth rate in the traditional disciplines has drastically declined. Virtually they appear to be at a risk both in science and humanities covering all basic disciplines of study. The younger generations appear to be mostly keen in opting for professional and job-oriented fields and have fallen a prey to monotonous work culture, lacking in social responsibilities. The special emphasis of maintenance of equity and moral support also stands as the responsibility of State to work for the removal of disparities and to provide equal educational opportunities for the needy section like women, SC/ ST's, disabled classes as well as the minority and other sections.

In the process of academic exercise, the universities are encountering several problems such as erosion of essential social and civil values and an increasing cynicism in the intellectual environ. Therefore, there is an urgent need for restructuring the curriculum and process of research in order to make higher education and research much relevant. The updated syllabus and curriculum design of essential branches of knowledge is of regular necessity which the universities and higher education institutions use a forceful tool for the cultivation of social and moral value among the younger generation.

Public funding for higher education and research is a serious concern which was discussed by Dr. Radhakrishnan commission as early as in 1949. Keeping in view of liability on the State economy and that the government is experiencing the serious strain, other strategies were adopted for resource mobilization. Such strategies put the higher education into the clutches of private and elite institutions, and created a lot of imbalances between the 'haves' and 'have-nots.' This needs a serious review so that higher education is accessible to all deserving candidates irrespective of their financial or other influential status.

## **UNIT- II: FORMULATION OF THE COMMITTEE FOR THE PREPARATION OF RESEARCH DOCUMENT**

To address the above said issues, the Hon'ble chairman, Karnataka State Higher Education Council and Minister for Higher Education constituted a committee to formulate 'A Policy Document on Research in Higher Education Sector of Karnataka' with the following:

- 1 Prof.M.Mahadevappa (Padmabhushana Awardee):Former Vice Chancellor, University of Agricultural Sciences (Mob: 9448360991) -Chairman
- 2 Prof.H.B.Walikar: Vice Chancellor, Karnataka University, Dharwad (Mob:9663529004) Member
- 3 Prof.Puttaraju .K:Professor (Retd.) Department of Mass Communication and Former Director, Academic Staff College and Registrar of Evaluation, Bangalore University. (Mob:9844689260) - Member
- 4 Prof.Shadaksharaiah:Professor in History and Director, Academic Staff College, Bangalore University (Mob:9844179984)- Member
- 5 Prof.Sister Juanita:Former Principal, Mount Carmel College (Autonomous) Bangalore.(Mob:9448835882)- Member Convenor

The Chairman and Members of the Committee gracefully accepted the assignment and conducted regular meetings with a break for some time, beginning with the first meeting on 2nd June 2014, 14th June 2014, 19th June 2014, 9th July 2014, 26th July 2014 and 12th Sep 2014 in the first phase. After a detailed and thorough discussion on the issues, threats and challenges in Higher Education, Research, Project and Extension Services, the committee arrived at certain decisions and the chairman assigned certain responsibilities to the members to make a survey of literary documental evidences and some field oriented approach to gather data to treat the issues and to formulate a policy document. In the meantime several formal and informal meetings were

conducted by exchanging the opinions and interacting with a few experts and men of experiences in addressing the issues and challenges before us. Formally, again, beginning with March 2015, the meetings were convened on 16th March 2015, 31st March 2015, 9th April 2015 and finally sat for three days i.e. on 22nd , 23rd & 24th April 2015 to finalize the proceedings.

After a thorough discussion on the issues tabled on the agenda which were dealt with and while preparing the report, problems and issues were focused on and the committee recommended certain policy decisions to the Hon'ble Government for the formulation and implementation in the universities and other professional and technical institutions of Higher Education in Karnataka.

### **UNIT - III: PROBLEMS AND ISSUES OF HIGHER EDUCATION – RESEARCH IN KARNATAKA STATE UNIVERSITIES**

The university and higher education system in the Karnataka State is modelled on the guidelines of National Policy on Education 1986. The state universities have been well organised, structured and regulated by the provisions of the Karnataka State Universities Act and the guidelines of the UGC. Higher education and research activities in our state reflect the aspiration of the state and spirit of National policy on higher education. The purpose of university education in the Karnataka state as envisioned in the Act is to produce human resource of high standards and also in adequate quantity for the development of the state and the society at large. Therefore, the universities are expected to promote scientific thinking and technological research for the advancement of the industrial growth, agriculture, health and development of man power which is a pre-requisite for national development.

One of the major pursuits of our state universities, as is elsewhere, is to expand the horizon of knowledge system, innovative thinking and experiment creative ideas. Promotion of rationality and scientific temper to inculcate new values within our cultural heritage, egalitarianism, democratic ideals, secular outlook, equal opportunities, protection of healthy environment, removal of the social disparity, small family norms as envisaged in the national education policy are some of the important goals of higher education system in our state also.

Higher education in general and university education in particular in Karnataka is committed to advance the level of teaching to the advanced students, explore the frontier areas of research, production of scholarly research in contemporary areas and the diffusion of universal knowledge for the benefit of mankind.

Various committees and review studies have cautioned on various issues and challenges confronting the administration and management of the university education in the state. The state and central governments have given priority for the manpower training and it is imperative that,

without reforming the higher education, the national development is not easily realised. Therefore, higher education has received greater attention to develop our universities as the centres of excellence. It is highly disappointing that none of the central, state or any public or private universities or higher educational institutions has been able to compete with many global universities of advanced countries. It is highly disappointing that our universities do not find a place among the top 200 universities of the world as reflected in surveys conducted by different academic agencies.

One of the major reasons for not performing at the global level is due to the lack of adherence to quality of higher education, inadequate commitment, following outdated academic programmes, and lack of credible and relevant research. Other factors of concern in our university education and research programme are:

- Lack of credible scholarship, dedicated staff and students.
- Inadequate infrastructure, funding and support base.
- Limited relevance to the community and the environment where the universities are located.
- Lack of adequate opportunities and encouragement for competent academicians in research.
- Problem of co-ordination between various academic and research funding agencies.
- Inadequate provision for monitoring and peer evaluation of educational, institutional and research performance of our universities.

The growing competition from international universities in a globalised educational scenario and lack of competitive spirit of our university system has forced us to introspect the problem areas of our universities' academic management. It is very essential to upgrade the quality components in our educational system especially in the crucial areas of teaching methods, research programs and infra-structural facilities and also adopt the international standards of quality and research.

Apart from universities, there are a number of autonomous educational institutions, private universities and distance educational centers and Open Universities engaged in higher education and research without a proper academic audit and assessment. Most of the global universities have minimum standards of teaching, scholarship and benchmark for research activities. We should be concerned that the existing practices and standards of universities in Karnataka, including some other universities in India, do not meet the required competence levels of the global universities in the areas of teaching and research.

Universities in Karnataka are also promoting research through their M.Phil., Ph.D., D. Litt., D.Sc and allied research degrees as per the provisions of KSU Act, on the guidelines of UGC, ICMR, ICAR, AICTE and other scientific research councils.

Our universities in the state have registered an impressive numerical growth in the award of research degrees, but it is also true that there is a serious criticism of quality of this growth viz-a-viz the global standards.

UGC encourages undergraduate degree programs to have components of postgraduate courses and research in the colleges. In most of the universities in Karnataka, only a few affiliated colleges have started postgraduate courses and succeeded in getting the status of research centres. However, the stringent affiliation regulations for sanctioning of postgraduate and research programmes have discouraged the undergraduate colleges in undertaking such programs. Further, the colleges were also suffering from inadequate resources, qualified manpower, opportunities for competitive research, lack of Infrastructure and funding as well as the absence of initiative and incentives. These came in the way of their reaching the required benchmark and gaining recognition.

The individual research projects pursued by our university professors and research scholars have not received wider recognition across all the disciplines and other universities. The volume of major, minor, sponsored, internal-institutional supported projects are also not adequate in terms of quality.

Our universities are finding it difficult to get funds from international donors for research projects for obvious reasons of merit and quality expectations.

Most of our universities in the state regularly organise academic and scholarly seminars, conferences, brain storming sessions, and symposia (National/ International/ State levels) to promote research and provide an opportunity to our young scholars to present their research findings. The publications of these seminars and symposia act as a clearing house for original research findings.

The quality auditing of such seminar and symposia and the publications thereof also merit serious scrutiny.

Our reputed and traditional/older universities are engaged in extension activities and diffuse their publications to the society. It is highly heartening to record that almost all our reputed universities publish research monographs both in basic, applied and social sciences. Many of our traditional universities, once known for their research publications, have discontinued this practise, hindering the growth of internal research.



Funding for research is an area of concern and challenge. State and central government agencies are funding original, innovative and applied research in social sciences and pure sciences. Very few private institutions are sponsoring research projects of our universities. The state governments and our universities do not provide adequate funding for original research projects and programmes of the academicians and research scholars. However central government and other central research establishments regularly channelize funding for original and applied research in our state universities. However, the extent of support does not commensurate with the increasing growth of our universities and research establishments.

The growth of state universities, state approved private universities and other autonomous institution of higher education is impressive. However, this increase in number is not reflected in the growth of standard research activities. Therefore, it should be the endeavor of our state to develop appropriate policy and parameters to bring our institutions of higher learning to global standards.

#### **UNIT-IV: RECOMMENDATIONS**

Keeping in view the above said problems and issues in higher education and research in the Universities of Karnataka, the committee would like to make the following recommendations:

- Universities should adhere to the research guidelines of UGC and other equivalent bodies in terms of admission to Ph.D. degrees, course work, progress reports, appointing panel of examiners and evaluation of thesis.
- A State level centralized counseling for research programmes, particularly for the Ph.D admissions, for all the Universities on the lines of CET and other equivalent competitive tests.
- Uniform regulations should be observed in administrative procedures, functioning of the Board of Studies and Registration Committees, eligibility of research guides, selection of research topics, duration of course (normally 3 years for full time scholars and 5 years for part time teacher fellows) of research in all the Universities of Karnataka.
- Common interest and harmony between the guides, students and research topics by providing scope for discussion and interaction in the beginning stage itself.
- Observance of Academic audit and assessment of research should be followed uniformly with a peer committee at the University level.
- Universities should collaborate with distinguished academic bodies to publish a journal of International standard to promote research in all disciplines.

•Modern Infrastructure facilities in terms of smart classrooms, computerization of Laboratories, E – Libraries, Lab equipment and communication centres are a must in both universities and research centres to carry out quality research work.

To promote Inter-institutional research collaborations at colleges, research institutes, PG centres as well as research laboratories at Regional, National and International levels.

• Universities should have websites providing all details related to research proposals. Soft copies of Ph.D thesis, proceedings of the seminars/conferences and other publications as well as the details of ongoing projects and their progress should be uploaded in the websites, and upgraded from time to time. Universities should encourage young scholars and faculty members to take up regular projects of both minor and major subjects in all the disciplines.

•To explore the scope for partnership/collaborations with industries, NGO's, corporate sector and individual entrepreneurs by identifying the research areas of mutual interest.

• Incentivizing both faculty and students pursuing research should be encouraged. (Colleges managed by the private managements must take initiative in encouraging their faculty in upgrading their qualifications and research knowledge).

•Classes of 2(f) and 12(b) of the UGC guidelines to be relaxed in private and unaided colleges so as to encourage the talented faculty.

•To monitor the research, projects and seminar/conferences, etc. The universities should have a Directorate of Research as a separate unit of administration.

•Periodical review of research progress of University should be conducted by a competitive peer team.

•Universities should create an avenue to document the research carried out in unorthodox sphere so as to encourage such efforts.

• Provision should be made for suitable recognition and reward for exceptional contribution by researchers.

•A corpus fund should be created to undertake research in highly prioritized areas.

•Resourceful NRI's, immigrant academicians and overseas scholars should be supported by the Universities to promote quality research.



27-04-2015