Chapter VII

Summary Findings and Conclusion
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7.1 INTRODUCTION: The study has made an attempt to analyse and estimate the unit cost of higher education on the basis of data collected from a field survey of the degree colleges in Mizoram. The study has been undertaken with the following objectives: (i) to analyse the pattern and growth of public educational expenditure in Mizoram over the period between 1972 and 1993, (ii) to analyse the sources of educational finances with special reference to college education- (iii) to estimate unit cost of college education (iv) to study the relationship between unit cost of education and enrolment size, and (v) to estimate direct private costs of higher education and assess the influence of the socio-economic status of family on the educational expenditure of children. The study is based on the data collected from a sample survey conducted in the selected colleges. The information relating to institutional cost were obtained from the colleges included in the study while data relating to the cost of Education directly borne by the students were also collected by sample survey of the students. Other data and information were collected from several published and unpublished records of the government departments and other secondary sources. The major findings of the study and its policy implications are summarised in the following sections:
7.2 Educational Profile of the State:

The history of educational development in Mizoram may be traced back to the arrival of two Christian missionaries in 1894 who introduced Mizo alphabets based on Roman script and thus laid the foundation of education among the Mizos. The year 1903 marked the beginning of a new chapter in the development of education in Mizoram as the government started giving grant-in-aid to schools maintained by the Christian missionaries. At the end of 1903, there were 15 Lower Primary schools in Mizoram. The first two Middle Schools were established in 1909 at Aizawl and Serkawn and the openings of other Middle Schools followed much later in 1944. The first High School was started in 1944 with only 56 students while the first college of the State was established much later in 1959, twelve years after Independence.

Mizoram follows the national pattern of 10+2+3 system of education as recommended by the Education Commission of 1964-66. The first ten years of education comprises three stages, namely, Primary (class 1 to IV), Middle (class V to VII), and High School (class VIII to X). The secondary school stages consisting of Class XI to XII are attached to colleges and selected Higher Secondary Schools. Colleges offer three years degree course leading to Bachelor's degree in Arts, Science and Commerce. Mizoram has no University of its own but North Eastern Hill University (NEHU) has its campus at Aizawl, the state capital of Mizoram. The campus offers post-graduate courses in few subjects like Economics, Education, English, Public Administration, Forestry, Social Works and Mizo. All the colleges are affiliated to
NEHU. There are two directorates to supervise and control the educational activities of the state. The Directorate of School Education looks after school education including teachers education and training and adult education while the Directorate of Higher & Technical Education looks after university and collegiate education including technical education.

Between 1952 and 1993, enrolment at primary level increased at the rate of 3.7 per cent per annum from 19,483 to 94,214 students. The share of enrolment, however, decreased from 85 per cent to 51 per cent of the total. Enrolment at the Middle level increased from 2764 to 44969 students which was at the rate of 6.7 per cent per annum. The share of enrolment rose from 12 per cent to 24.6 per cent. The enrolment at the High School level increased from 711 to 27,784 students. The growth rate was 8.9 per cent per annum and its share in the total enrolment had risen from 3.1 per cent to 15.2 per cent.

At the college level, enrolment grew from 946 in 1971 to 16,051 in 1993. Enrolment had increased at the rate of 31.1 per cent per annum over this period and its share rapidly rose from 1.1 per cent to 9 per cent of the total enrolment.

The aggregate enrolment increased from 22,958 to 183,091 students. The annual growth rate was 5 per cent. The study shows that the growth rate of enrolment have been higher at each successive level of education as compared to the preceding level. The decade-wise overall growth rate was 8 per cent during 1951 to 1960 and this had fallen to 3 per cent during 1980 to 1993.
The study also examined the growth of educational facilities in Mizoram. The study has found that the number of teachers and educational institutions at the Primary School level rose at the rate of 5.2 and 2.7 per cent per annum respectively, while at the middle level, they had the annual growth rate of 6.9 per cent and 4.4 per cent. The growth rates of teacher and educational institution at the High School level were 10.4 and 10.1 per cent per annum respectively. At the college level, the number of teachers and institutions had registered a growth rates of 20 per cent and 10.8 per cent per annum between 1960 and 1993. The overall growth rate of teacher has been found to be much higher than the overall growth rate of enrolment and institution. Again, the enrolment rate increased at a faster rate than the growth of educational institution. This has resulted in continuous expansion and overcrowding of the institutions. The comparison of the growth rate of enrolment, teachers and institution at each level of education has indicated that there was a progressive increase with the successive level of education. The decade-wise growth rates were also found to be gradually declining over the year.

Mizoram has the second highest literacy rate in the country, next only to Kerala. According to 1991 census, the literacy rate was 82.27 per cent as against the All-India average of 52.2 per cent. The male and female literacy rate were also high compared to the national's average. Among the districts, Aizawl district ranked first in literacy (77.78%) and Chhmituipui district had the lowest literacy rate (59.11%). Block-level data
shows that Tlangnuam block had the highest literacy rate of 94.64% while Chawngte block had the lowest rate at 24.76%. There were 12 blocks which have literacy rate higher than the overall state’s average rate. The district-wise data on enrolment, teachers and educational institutions revealed that Aizawl District had the maximum share in these respects. There were 62.44 percent of total educational institutions in Aizawl district while the share of the district in terms of enrolments and teachers were 68.59 percent and 66.62 percent respectively. On the other hand, Aizawl District had the least number of primary, middle and high school per thousand population. Chhimtuipui district had the highest number of primary school per thousand population while Lunglei district had the highest number of middle school per thousand population. Aizawl and Lunglei districts had the same number of college, i.e. 0.03 college per thousand population. Again, Chhimtuipui district had the highest enrolment per total population at the primary level while Lunglei district had in middle school level. Aizawl district had the highest enrolment per population in the High School and College level.

The study further shows that although Mizoram has made some foundation so far as general education is concerned, the state is still lagging behind in technical and professional education. In the state as a whole, there is one teacher training college, two teacher’s training schools, one Polytechnic and one Industrial Training Institute. In the absence of higher education for technical and other professional studies, the state government spon-
sors students to pursue higher education outside the state in the field of engineering, medical, agricultural and veterinary sciences and other professional education by giving stipends and other financial grants.

7.3 Pattern and Trend of Public Educational Expenditure:

The study analysed the pattern and trend of public expenditure on education in Mizoram between 1972 and 1993. The study has found that public expenditure on education in nominal terms had increased at the rate of 17 percent per annum and real expenditure at the rate of 7 percent per annum between these two periods. In other words, nominal expenditure in 1993 was 32.5 times while real expenditure was 4.5 times its level in 1972. It has been observed that the growth rate of total public expenditure was higher than the growth rate of public expenditure on education. This may be taken as an indication that the educational sector had been relatively neglected and no priority was given in the allocation of public resources.

The annual growth rate of public expenditure on education had been much higher than the annual growth rate of enrolment and population. The elasticity of public educational expenditure with respect to enrolment and population was highly elastic. The elasticity has shown that corresponding to one percent increase in enrolment and population, public expenditure on education had increased by 4.75 percent and 4.88 percent respectively. Another important finding of the study was that public expenditure on education as a proportion to the total revenue expenditure had declined from 18.2 percent in 1972 to 15.3 percent in 1993.
The distributive pattern of public expenditure on education indicates that the share of elementary education has increased from 37.8 percent to 55.5 percent while the share of secondary education declined from 47.8 percent to 22 percent. The expenditure on college education increased from 4.8 percent to 11.8 percent during the same period. Public expenditure on elementary and college education has increased faster than the growth rate of overall educational expenditure of the state. Expenditure on college education had the highest growth rate while secondary education had the lowest growth rate. Public expenditure on elementary education in nominal terms increased 47.8 times between 1972 and 1993 but only 6.6 times in real terms. Expenditure on secondary education increased 15.02 times in nominal terms but only 2.1 times in real terms. Finally, expenditures on college education have increased 80.4 times but only 11.1 times in real term.

The proportion of annual plan expenditure devoted to educational sector has declined between 1972 and 1993. In 1972, the plan resource allocated to education was 9.6 percent of the total plan resource and this share had fallen to 6.5 percent in 1993. The intrasectoral allocation of plan expenditure in the Seventh Plan (1975-1990) and the proposed outlay in the Eight Plan (1990-95) indicated that the major plan expenditure on education had been earmarked for elementary education followed by secondary education and then higher education. The share of technical education had marginally increased from 3.1 percent in the Seventh Plan to 3.6 percent in the Eight Plan.
Linear curves had been fitted to estimate the time series data of public educational expenditure curves related to the data given in current and constant prices for each level of education. The estimated functions exhibited an upward trend over the years. In current prices, the proportion of variation explained by the functions ranged between 67 to 87 percent of the total change in public expenditure on education. In real terms, the functions explained 48 percent to 92 percent of the total change in public expenditure on education. The regression coefficients of the estimated functions in current and constant prices were also statistically significant.

7.4 Unit Costs of Education:

Estimates of unit costs of education from state level data have been done. The estimates revealed that the unit cost of education per year increased for all levels of education between 1976 and 1991. The estimates also showed that unit cost increased as one moves from lower to higher stages of education. Other findings are: (i) Nominal unit costs of education at the primary school level in 1991 was 5.1 times while real unit costs was 1.6 times its level in 1976. Nominal unit costs at Middle School had increased 4.8 times and 1.4 times in real terms over the same period. Increase in unit costs at the primary and middle level were dominated by rising salary cost of teachers; (ii) The nominal unit cost of education at the high school level had increased by 5.3 times, but in real terms, it had increased only by 1.5 times. Increase in unit cost has been dominated largely by
increase in expenditure on non-teacher inputs. Non-teach increased much faster than the rate of increase in overall costs and teacher cost per student. (iii) The unit cost of education at the college level increased 2.8 times in current prices and 1.3 times in constant prices during 11 years from 1976 to 1986. Unit costs of college education had been dominated by non-teacher costs.

7.5 Optimum Size and Unit Costs of Education:

The Quadratic functions had been estimated to the data pertaining to the unit costs of education given in constant prices to determine the optimum enrolment size and its corresponding minimum cost at each level of education. At the primary school level, the function furnished the estimates of optimum size of enrolment and the corresponding level of minimum costs. The size of enrolment where the unit cost per student was the lowest was 73,426 students and the minimum cost corresponding to this level of enrolment was Rs. 273. The Primary school system with such enrolment level is working optimally. On the other hand, the system suffers diseconomies of scale if the enrolment level deviates from this number. Meanwhile, the cost curves relating to Middle school, High School and College were concave to the origin indicating that these curves had an inverted U-Shaped. These cost functions could not furnish estimates of the optimum size and the minimum cost corresponding to it. However, they may give estimates of the enrolment size at which the cost was maximum. Movement into either direction from this size would facilitate reduction in unit costs of education.
7.6 Sources of Fund For Education:

Finances for education come mainly from two sources: (a) government sources which include central, State and Local governments, and (b) Private or non-government sources which include fees, donations and others. The study found that the share of government has been increasing over the years while the students contribution in the form of fees had declined quite considerably.

The funds received from government by private educational institutions are controlled and regulated by grants-in-aid rules of the state government. There are two separate rules for school and college education.

7.7 Institutional Cost of Higher Education:

The analysis of the structure of college education in Mizoram has revealed that College education was mainly dominated by education in Arts course. Out of the 29 colleges, there were 22 college which offered liberal education in Arts. Four colleges had Arts and Science programme. There was only one college offering Arts and Commerce education while two colleges were offering the three courses of Arts, Science, and Commerce. The study has shown that science and commerce education was lagging behind and even the authority of the state seemed to accord low priority to these courses. Infact, low priority in science and commerce education reflected the inadequacy of urbanisation; slow growth of commercial and industrial activities and domination of the economy by agriculture. Management-wise, there were 8
colleges under government including one maintained by the University while the remaining 21 colleges were under private management. These private colleges were of two types—private colleges under State's deficit grant-in-aid system and Private colleges that were not covered by the deficit grant-in-aid system.

The analysis of student-teacher ratio shows that there were 33 students per teacher at the college level in Mizoram. However, the ratio varied from college to college depending upon the nature of management and the number of course provided in the colleges.

The study has given the estimates of the growth trend of institutional unit cost in current and constant prices between 1983-84 and 1993-94. The overall institutional unit cost in nominal terms had increased from Rs 1583 per student in 1983-84 to Rs. 4759 per student in 1993-94. The index of institutional cost per student rose by 194.31 percent over this period. The growth rates had fluctuated widely from year to year. The institutional unit cost given in constant prices had declined from Rs. 1232 to Rs. 1217 and the real growth rates had been negative at -0.12 percent per annum over the same period.

The pattern of institutional cost indicates that about 80 to 88 percent has been spent on the operation and maintenance of the institution which were recurring in nature. The remaining 12 to 20 percent was devoted to non-recurring items which may be regarded as expenditure on capital formation. Much of the fund
available with the institution were spent on salaries of teaching and non-teaching staff. Teaching cost alone had accounted for more than 50 percent of the institutional cost. The share of teaching cost which was 61 percent in 1983-84 had increased to 63 percent in 1993-94. The share of unit cost on non-teaching staff varied between 12.8 percent to 15 percent of the institutional cost. The share of common services and student activities were declining. Per student expenditure on common services and other recurring items which had accounted for 6.6 percent in 1983 had fallen to 3.7 percent in 1993-94. Similarly, the proportion of cost accounted by student services declined from 4 percent to 2.8 percent. Of the total amount allocated to capital items, the major portion was spent on construction of buildings. The share of buildings cost had been rising, from 3.2 percent in 1983-84 to 10 percent in 1993-94. On the other hand, investment on library books declined from 6.1 percent in 1983-84 to a low of 1.3 percent in 1993-94 while the share of expenditure accounted by furniture and equipment varied between 2.4 percent to 10.5 percent in the same period.

The item-wise analysis of the trend of institutional cost shows the following features: (i) The overall unit recurring and non-recurring cost in nominal terms increased at the rate of 10.05 and 11.77 percent between 1983-84 and 1993-94. However, in real terms, unit recurring cost had registered a negative annual growth rate of 0.45 percent but non-recurring cost had increased at the rate of 1.28 percent annually; (ii) The items of recurring
cost such as teaching cost, non-teaching staff cost, common services and other recurring cost and student service cost had recorded annual increase in current prices over the years but the real unit cost of these items except teaching cost were found to have negative growth rates; (iii) Among the items of capital cost, building cost in nominal and real terms had increased while expenditure on furniture/equipment in nominal terms had risen but in real terms the growth rate was negative and per unit cost on library books had also witnessed negative growth rates in nominal and real terms.

The fee receipts of the institution has been included in the estimates of overall institutional unit cost. These fee receipts should be deducted from the overall unit cost to get the net cost borne by the institution. Net institutional cost represents the actual financial burden or the amount subsidised by the institution for the benefits of the students. The study has found that the proportion of fee to total institutional cost had steadily falling which implied that the level of subsidy per student had increased in nominal and real terms over the years.

The cost of education varied sharply between government and private colleges. The present study classified government college into university college and state government colleges. The results of the study shows that education in the university college was relatively costly as compared to colleges under state government and private management. The unit cost of education in the university college was 102 percent more than the unit cost in state colleges and 172 percent more than the unit cost of private
colleges. The variation in unit cost may be attributed to the difference in average pay of the teacher and student-teacher ratio. The estimates of net cost borne by the colleges under different management system showed that the amount of fee receipts per student was relatively high in private colleges compared to colleges under government. Fees contribute nearly 7 percent of the total cost in the university college whereas the proportion in the state government and private colleges were 10.81 percent and 28.52 percent respectively.

The study also gives estimates of unit cost of education according to the number of courses serviced in the college. On this basis, colleges were classified into four groups: (i) Arts college, (ii) Arts and science college, (iii) Arts and Commerce college, and (iv) Arts, science and Commerce college. The average enrolment size and unit cost varied together between colleges offering different types of courses. The average enrolment size had tended to increase with an increase in the number of course and subjects offered for servicing in the college. The colleges offering only one single course had the lowest enrolment size while the average size of colleges servicing two or more courses had relatively higher enrolment size. The co-efficient of variation of average size was estimated at 48.15 percent and standard deviation was 414.87 students. Expenditure per student or unit cost, like average enrolment size, varied between colleges offering different courses. The lowest cost per student was associated with Arts and commerce college. The unit cost of education was the highest in the colleges servicing the three
courses of Arts, Science and Commerce. The co-efficient of variation of unit cost in colleges of different types was 26.9 percent and the standard deviation of unit cost was also estimated at Rs. 1253.

The study makes an attempt to determine whether an increase in enrolment leads to a decline in cost per student in different colleges. For this purpose, data of cost per student in the different colleges at current prices were deflated at 1980-81 prices by using the Net National Product deflators. The ordinary Least Square (OLS) regression technique has been used to determine the relationship between enrolment and cost per student. The results for different colleges revealed that there existed an inverse relationship between enrolment and unit cost of education. Out of 10 colleges under study, eight colleges showed negative regression and correlation co-efficients. However, only five of the regression coefficient were statistically significant. Three of the unit cost functions had negative regression and correlation co-efficients but they were not significant statistically. There were two colleges in which the unit cost function had positive regression co-efficients and correlation co-efficients but they were not significant. The pooled regression analysis covering 110 observations indicated that there was a negative relationship between enrolment and cost per student. The regression co-efficient was also significant statistically.
The quadratic cost function has been estimated to determine the level of optimum enrolment size and its corresponding minimum cost in different colleges. Eight out of 10 cost curves were concave to the origin. This implied that the unit cost curves had an inverted U-Shape. Hence, the minimum cost and optimum size corresponding to it could not be estimated. These functions, however, furnished the level of enrolment at which the unit cost was maximum. The unit cost function of two colleges had the usual U-shape. The optimum size and minimum cost corresponding to it had been estimated.

7.8 Private Costs of Higher Education:

An important part of the unit cost analysis of the present study is the estimation of private cost of education with reference to the socio-economic background of the student. The present study had estimated the direct private cost borne by the students or their families. No attempt has however been made to estimate the indirect or opportunity cost of education. Direct private cost had two components - academic and non-academic cost. Academic cost indicated expenditure directly related with the education of the students whereas non-academic cost related to expenditure for the support and maintenance of students. The academic costs included fees and the cost of books and stationery. Non-academic costs related to expenditure on food, transport & communication and personal maintenance. The estimates of private costs revealed that the cost of food constituted the maximum amount followed by expenditure on personal maintenance.
The academic costs consisting of the cost of books and stationery and fees came in the third place only. The cost of food alone constituted 61.63 percent while personal maintenance accounted for as much as 23.64 percent of the total private costs of education. The share of books and stationery was 6.04 percent and fees constitutes 3.49 percent. The study shows that the share of non-academic costs was much higher than the share of academic costs. Non-academic costs accounted for 86.29 to 90 percent of the total private costs in different courses while the share of academic costs varied between 10 to 13.71 percent only.

The total average private cost of a student of pre-university arts was marginally higher than the average costs of a student of science and commerce. The average cost for a student of Pre-University arts was calculated at Rs. 11,936 per year while a student of science and commerce spent, on an average Rs. 11,519 and Rs. 11,675 per year respectively. At the degree level, the average private costs of education for a commerce student was found to be the highest. A commerce student spent on an average Rs. 13,763 per year while a student of science and Arts devoted Rs. 12,731 and Rs. 12,237 per year respectively. The estimate of private costs of education under different management system showed that the average private costs was the highest in the University college compared to colleges under state Government and private management. The private cost of education depends on the socio-economic status of the household concerned. Generally, income and occupation are the major variables that decide socio-economic status of the students. The study, therefore examined
private costs of education on the basis of the income of the household as well as the occupational background of the parents. The estimate of private costs by family income showed that the cost of education was progressively increasing with the increase in the level of family income. While the lowest income group spent, on an average Rs. 9,777 per student per year, the highest income group devoted Rs. 13,290 per student per year - 36 percent higher than the lowest income group. Similarly, the estimates of average private costs by parental occupation background indicated that student belonging to the professional and administrative group spent more than all other categories of occupation. The private cost of the children of farmers were found to be the lowest. One of the important findings of the analysis of private costs of education was that the lower income and occupation status students were under-represented in higher education in relation to their proportion in the total population. There were wide variation in the private cost of education at different classes of higher education. A number of factors like the income of the household, occupation of the parents, nature of management, costs of education materials and the styles of living may be identified as the explanatory variables for the variations in the private costs of education.

The private cost estimates included the government subsidy i.e., scholarships given direct to students. Therefore the net private cost of education were estimated by deducting scholarship received by the students. The net private cost, therefore, represents the real costs incurred by households on
the education of their children. The analysis revealed that scholarships constituted 11.92 percent of the total private cost of higher education in Mizoram.

7.9 Total Costs of Higher Education:

The total costs of education which include the net institutional costs and private costs have been estimated. The total cost of higher education in the state was estimated at Rs. 14582 per student per year. The cost of education was the highest in the University college and lowest in the private colleges. The total cost of completing the two-year pre-university course and the three-year degree course was estimated at Rs. 96152 per student in the university college while the same course required Rs. 71084 and Rs. 65063.25 per student in the state and private colleges. The cost of education in the university college was 1.35 and 1.48 times higher than the costs of education in the state and private colleges. Thus, the study shows that cost of education in the university college was much more expensive than in the state and private colleges in Mizoram.

The study had shown that, contrary to the general belief, the institutional cost of education formed a relatively small part of the total cost of education. Institutional cost constituted 27.14 percent of the total costs while private cost had accounted 72.86 percent of the total cost of higher education in Mizoram.
7.10 POLICY IMPLICATIONS:

Some of the broad policy suggestions emerging from the analysis may be mentioned as follows:

1. The study has shown that Mizoram has made rapid progress in education especially in terms of literacy rate, enrolment, teachers, number of institutions and amount of public expenditure on education in the post-independence period. But the state lacks higher education in professional and technical education. Moreover, the pattern of existing college education was largely dominated by liberal education in Arts stream while science and commerce education was relatively neglected. Efforts should be made by government to develop science and commerce education along with technical and professional education in line with the manpower requirements of the state. Above all, education should be planned as a major component of human resource development strategy and as an important input into the development process. It needs to be closely integrated with overall development planning so that inter-sectoral links between education, economic growth, health, nutrition, poverty, employment and income distribution are improved.

2. Due to serious financial constraints at the state level, budgetary resources allocated to education has been gradually declining over the years. On the other hand, the demand for education has been greatly expanded due to various economic, socio-cultural and demographic pressures. The quantitative expansion of the educational sector along with qualitative
improvement of the existing system requires huge amount of public resources. Expenditure on education is universally accepted as one of the most important components of investment expenditure that contributes immensely to the growth of national and per capita income. It may be argued that a reduction or slowing down of public investment on education may have adverse effects on the long run development of the state economy. Therefore, the state government needs to allocate more resources, perhaps not less than 20 percent of its total budgetary expenditure to education.

Again, the financial crisis is going to deepen in the years to come and the gap between public budgets for education and the financial requirements of the education system especially higher education may widen further. Therefore, there is a need for diversification of financial sources for higher education. Exclusive reliance on public finances is neither justified nor feasible in the long run. Besides enhancing the existing fee rates, alternatives means such as community financing and student loans may be considered.

3. The state has witnessed rapid expansion of college education during the last 15 years. Many of these colleges were established due mainly to popular and political considerations and little attention has been paid to whether the area or locality would attract sufficient number of students to enable them operate at the optimal level of enrolment or not. In fact, there was no consideration for academic improvements and economic viability of the institutions. Lack of systematic educational
planning based on economic considerations to start a college in a particular locality has thus caused the system to operate at an inoptimal level. The following steps may be suggested to avoid such situation: (i) in a backward and hilly region like Mizoram, in order to remove the educational backwardness especially in the field of higher education, the state government may opt to subsidise higher education in terms of scholarship and stipends to students rather than through opening non-viable colleges. This policy may be more economical for the state and will also ensure better quality of education to students; (ii) Hostel facilities for college students are not only poor in quality but are also inadequate in quantity. There is an urgent need for expansion and improvements in the hostel facilities for attracting students from far flung areas. Further, concession may be given to the students from remote areas by reserving some seats for them in the college as well as in the hostels; (iii) the need for opening a new college in a particular area or locality should be examined thoroughly and except on academic grounds, no other consideration like political pressure should influence the decision to open a new college. The university and the state government should examine properly the following issues before giving affiliation and recognition to a new college—(a) the existing facilities for higher education in the area, (b) enrolment position of the nearby colleges, (c) the number of feeder schools of the proposed college with enrolment position in the higher secondary classes and finally, (d) the future potential viability.
4. The pattern of institutional cost has indicated that colleges in Mizoram spent a small amount of their resources on student services, library books and durable assets like furniture and equipment. This confirms the general prevailing condition that colleges do not give adequate attention to developing the student's personality and at the same time the quantity as well as quality of academic infrastructure is poor and inadequate. The state government and college authority should give attention to these aspects.

5. Higher education is heavily subsidised by the state government. The share of student contribution in the form of fee has declined over the years. The study has found that these subsidies were equally shared by the poor and the relatively better off in the society. A proper policy in this situation should be that a higher tuition fee may be charged from students coming from well to do family. However, students coming from relatively poor family may be considered for free scholarship and other forms of financial assistance even for maintenance.