6.1 FINDINGS

1. There was no definite trend of increase in the receipt (income) of Sambalpur University.

2. Sambalpur University received finances from ten sources. These sources were (i) State Government, (ii) UGC, (iii) Other Grants (ICSSR/ICHR/ICAR), (iv) Social Services (NSS/NAEP), (v) Examination receipts, (vi) Other Fees (Affiliation fees/Registration of college teachers, (vii) Miscellaneous receipts, (viii) Hostel, (ix) Endowments, and (x) Donations.

3. As per their share of contribution, the different financing agencies of Sambalpur University, arranged from highest to lowest, were (i) State Government, (ii) Examination receipts, (iii) Miscellaneous receipts, (iv) UGC, (v) Social Services, (vi) Other Fees, (vii) Other Grants, (viii) Endowments, (ix) Hostel, and (x) Donations.

4. Sambalpur University received finances from different sources on 'Plan' and 'Non-Plan' heads. State Government allocated more funds on 'Non-Plan' head whereas UGC allocated more funds on 'Plan' head.


From 1980-81 to 1999-2000, the recurring expenditure was more than compared to non-recurring expenditure. During these years, the recurring expenditure varied from 84.8 per cent to 99.2 per cent.
whereas non-recurring expenditure varied from 0.8 per cent to 15.2 per cent.

8. From twenty years under study, Sambalpur University marked 'balance' in ten years and 'deficit' in other ten years. So, Sambalpur University was not sound in finance.

9. The quantum (amount) of funds received by Sambalpur University was not enough to meet different requirements.

10. In case of 'balance' incurred in a particular year, the University authorities did not take up new projects/programmes, because 'balance' was not a reality in every year.

11. In case of 'deficit', expenditure of different items were minimised.

12. Subject to availability of resources, the State Government allocates grants to Sambalpur University.

13. UGC also found it difficult to extend needed support to various new courses and departments of Sambalpur University.

14. Sambalpur University did not receive funds timely.

15. In the absence of timely receipt of grants, different programmes were suspended/postponed; payment of salaries of the staff was delayed, etc.

16. Sambalpur university spent money on the items for which it was allocated. But, sometimes, there happened temporary diversion.
RECOMMENDATIONS

1. Eventhough education is a concurrent subject under the Constitution of India the States have traditionally and largely been responsible for educational development. Therefore, the State Government can not and should not abdicate its responsibilities of providing adequate resources to Sambalpur University.

2. Sambalpur University will have to be responsive to the changing needs of the society of which it is a part. It should introduce courses which will enable the students to enter the world of work rather than be a burden on the society. By introduction of such courses, good fees can be charged from the students.

3. In view of the changing pattern of priorities (emphasis being placed on elementary education), the government's capacity and willingness to provide resources for higher education has gone down. There is need for the universities to take measures to generate their own resources. For this purpose, Sambalpur University will have to come out of the shell of academic exclusiveness in which it has ensconced itself.

4. Increasing recourse should be taken to provide facilities through non-formal and distance education modes which can fetch good money.

5. Private bodies should, however, be encouraged to contribute to Sambalpur University in terms of private inputs.
6. Alumni association should be encouraged and care should be taken to motivate the members to contribute generously for the development of Sambalpur University.

7. 'Endowments' and 'Donations' should be encouraged and Income tax exemption to the maximum possible extent should be provided to the donors.

8. Steps should be taken to mobilise the UGC, ICSSR, ICHR and ICAR to release more funds to Sambalpur University.

9. Sambalpur University should be more judicious regarding the recruitment of Class-IV employees in future. It is unlikely that the university would need any Class-IV employees for a couple of years.

10. Some of the employees, particularly the watch and wards staff, gardeners, safaiwallas may be appointed on a contract basis to the extent possible.

11. Sambalpur University should be encouraged to explore the feasibility of raising resources from its beneficiaries to reduce financial dependence on the Government. It can enhance fees like (i) College affiliation fee (ii) College re-affiliation fee (iii) All types of late fee (iv) Registration of College teachers (v) Fees for Ph.D./D.Litt./D.Sc. application forms (vi) Fees for Ph.D./D.Litt./D.Sc. registration (vii) Fee for extension of date of submission of thesis, (viii) Ph.D./D.Litt./D.Sc. examination fees, and (ix) Sale of different forms.
12. Some new fees should be charged from the beneficiaries (other than students) by the Sambalpur University. These are: (i) Fee for change of Ph.D./D.Litt./D.Sc. titles.

13. Examination fees should be kept in tact and other fees should be suitably enhanced for the students. These fees are: (i) Enrolment fees (ii) Fee for marks (iii) Fee for all certificates, and (vi) Late fee for filling up of forms.

14. A fixed amount should be charged from 'Private' and 'Distance' learners towards condonation of attendance.

15. Sambalpur University is spending huge amount of money towards printing of materials outside. This can be checked and the University will be financially better if it starts its own printing press.

16. Through 'publication and distribution', Sambalpur University will be financially sound. It can publish and distribute (i) text books for all classes (ii) courses of studies for all classes, and (iii) result sheets of all examinations.

17. 'University Development Fund' should be created and all the affiliated colleges should be asked to donate a fixed amount every year. Sambalpur University falls under "The Affiliating University Model" where there is a central campus (Jyoti Vihar) for post-graduate studies and research with a number of affiliated colleges (172) spread over the university area. An appreciable amount of donation can be collected from these affiliated colleges which will strengthen the financial position of Sambalpur University.
6.3 CONCLUSION

Since independence, higher education system has undergone a major transformation in spite of severe resource constraints. As yet, India has not been able to achieve its objective of deploying 6 per cent of its GNP for education because of the demands for competing needs from all other social sectors.

All programmes of education require huge resources. The economic reform policies introduced in India at the beginning of the 1990s, however, has not allowed the Government to allocate adequate resources to higher education. In fact, the trends in public expenditure on higher education during the 1990s have not been positive. Budgetary outlays for higher education have been seriously squeezed. It is often stated that the Government's ability to finance higher education has come to the saturation level. In this context, the following points catch the attention of all who are interested for education:

(i) the share of higher education in the total expenditure on education between 1989-90 and 1995-96 and the corresponding figures relating to state budgets declined from 12.7 per cent to 11 per cent;

(ii) the relative priority given to higher education in allocation of resources in the Five-Year Plans has declined very significantly from 25 per cent in the Fourth Five-Year Plan to 7 per cent in the Eighth Five-Year Plan (1992-97);

(iii) in real terms, the annual 'plan' (development) expenditure on higher education has declined by about 15 per cent between 1989-90 and 1994-95. Even the 'non-plan' (maintenance) expenditure has declined by 12 per cent during this period, causing serious problems in maintaining even the status-quo of the universities.
(iv) declines in absolute levels of expenditure are very steep in case of expenditure on research — both in case of general and technical education; and the

(v) central government's expenditure on scholarships in 1994-95 declined to one-third of the level in 1989-90, even in current prices (and in real prices, the decline is by four-fifths).

These figures are sufficient to conclude that adequate public resources have not flowed into higher education even for the maintenance of the huge system at the pre-reform level in terms of quantity, quality or equity in higher education. In fact, higher education has been severely neglected in terms not only of resource allocation, but also in terms of the pursuit of a coherent policy.

Facing a serious resource crunch, the Government of India has indicated that subsidization of higher education would be gradually reduced by about fifty per cent in the next few years. The Government appointed two committees on the mobilisation of additional resources for higher education — one for institutions of technical education and another for central universities. Both the committees have emphasized the need for higher education institutions making special efforts to raise their own resources.

Following the formal freezing of budgetary resources for universities and colleges, many universities and other institutions of higher education have been forced to reform their fee structures. Accordingly, there
have been steep increases in students' fees of various types—tuition fees, examination fees, admission fees, application fees, registration fees, etc. in several universities and colleges.

Banking sector has been persuaded to launch commercially viable education loans to the students going in for higher education, particularly higher professional/technical education. The Government has also offered generous tax concessions to contributions to higher education institutions and incentives are also offered to institutions in the utilisation of these funds.

Along with general increases in fees, many universities have started responding to market demands to make quick financial gains. These responses include offering 'marketable' self-financing courses, such as hostel managements, training on handling computer packages, fashion technology etc. for which full or more than full cost fees are charged from the students. Since the aim is to quickly encash the demand for such courses, such courses are mostly short-term in nature and include training programmes.

In this context, it is important to note the shift in emphasis in the universities from higher education to training. For example, while computer engineering (hardware and software) has been an important area of study in the universities for a long time, universities now tend to offer courses in computer applications and the use of packages and mechanics of computers (assembling) as these are perceived as more saleable than computer engineering courses. Because of this, the universities have to
compete with training institutions that come up in a large number in formal and informal sectors of the economy. Still, generally, the training in the universities is preferred to training outside, not only because university training is relatively cheaper than in commercial training institutions, but more importantly, because the universities award degrees and certificates 'recognised' by the Government.

Further, distance/open education or correspondence courses are also viewed by the universities quite favourably, more as revenue generating course than as academically important avenues of imparting learning. Several studies have shown that many distance education centres in the universities have generated huge surpluses which have been diverted to other activities of the universities.

The maintenance grants of the universities are provided by the respective Governments: the Central Government in the case of Central Universities, and the respective State Governments in case of State Universities. As all the universities are created by legislation and the universities, by and large, depend on public funds are accountable to the respective Governments. These respective Governments should divert more funds to the universities and at the same time should see that the grants given by them are being put to the proper use.

However, if the Government is unable to make larger allocations for higher education, private initiatives become necessary, and society in general and industry in particular, will have to play a larger role in
higher education. Industry should come forward to finance and design institutions that meet its specific requirements.

UGC ensures promotion and coordination of university education, and the determination and maintenance of standards of teaching, examination and research in universities. UGC provides full grants to the Central Universities for maintenance and for development programmes. UGC also gives grants to State Universities for their various development projects. Universities, Central as well as State, do not directly come into contact with the Government. Rather, a committee between the government and universities called UGC plays a role of mediator. The universities and colleges are given all the directions by the government through the UGC. On the other hand, Universities are accountable to the Government for all of their activities, the UGC inspects all the programmes of the universities frequently. Again, UGC is not directly accountable to the Government; it is the Ministry of Education (MHRD) which deals with the UGC, watches all their acts, and is accountable to the Government. UGC should extend a more favourable hand to the universities for launching new and varied programmes.

Above all, resources must be found for the universities. Whether these resources are to come from the Government or industry, or other sections of society, is a matter that has to be decided quickly.