

Financial Administration vs. Role of Higher Educational Institution focusing Central Universities of India

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Abstract:

The education which is provided after completion of school education (Class XII) is known as higher education. In India higher education constitute Bachelor's/ undergraduate degree, diploma, PG/Master's Degree and pre Doctoral/Doctoral Degree programs. It is also known as technical and non-technical education The AICTE control the technical education, in form of program research and training in engineering, town planning, architecture, management, pharmacy and crafts and applied arts and such other programs or area as the central Govt. may be in consultation with the counsel by the official Gazette notification declare" Non-technical refer to the courses, other than technical courses. India's Gross Enrolment Ratio (GER) at present 23.6 percent which is much lower than the world average of 30 percent .The target to increase the GER 23.6 percent by the end of the 12th plan. Currently the number of unaided higher education institution is rise on almost 65 percent in the private sector, 24 percent private educational sector's institutions have upgraded access to higher education and further than 50 percent accommodate show in students enrolled .A statement financing of the higher education obtain importance not only in terms of historical track and projection for future but also for measure in what direction of central plan visualize the UGC to ascertain its own plan sizable step up its programs and scheme, in other sense , it scan a challenge if the real plan size fall short of the required scheme. Thus the shortage of resources arises due to certain important reasons that appear unresolved in the discipline of education planning and policy for the UGC it become difficult as a statutory body of the state.

Keywords: GER, UGC, AICTE, Financing Higher Education, Financing of Higher Education

Introduction

Thus, to fulfill its responsibility due to the large investment gap that exists unfinanced by the state. Financing to HE is an issue that is settled through the education domain policy and planning.

By an overview of education planning and policy need to be attained through the Govt- appointment committee and commission on education. It would show where the gap between the manifesto and execution? This would connect some unclouded on the large investment gap to explain quality and equity gap explain in terms of distinguish between the anticipated outcome and actual achievement on quality and preparation so that NITI Ayog could analyze this more objectively which it analyze actual allocation. This study make positive attempt to anticipate the large investment and expenditure gap after make provision for plan assist and the current level of privatization which create potential for commercialization .The insufficient scheme support is understood in terms of policy failure .It is attempt to show that large financial gap need to be manage through the proper strategy . The means and ways should be found to bridge this gap so that taken are of inclusive economic growth .This given huge gap of investment due to the absence of proper strategy will have unfavorable consequences in HE. Thus managing the investment gap by the cost sharing students should give extreme attention .A forward way to bridge the gap suggested. The determining the financing of higher education on the principal should be based on nature and objective of higher education .HE as public good which is largely driven by the society through the knowledge an human capital formation that it create. That's by financing play primary responsibility in higher education rests with the Govt. However it is argued that higher education partly if not wholly is private good as well as .Since the education and knowledge pass on to an individual entitles him to a future income stream. From this point of view it allow that in principle the cost of higher education financing .The role of state progressively becoming important into a knowledge economy to finance institutions liberally matter of production of knowledge. Beside state it has to complete demand of increasing number of aspirants for higher education. The cost per unit of student in higher education too has gone up as quality of education now demand much more investment than that was required few decades ago. However, state funds to finance higher education are decrease.

These factors have given go up to a wide outlay and investment gap between the resources are necessary and the resources available with the government. A predictable outcome of high and growing investment gap has been that markets forces have guide the developments in higher education ensuring in high cost allocation with the students. Privatization and still worse the business practices have guided the present phase here the developments of higher education. There is thus a great need to close the investment gap in such a manner so as to commercial expansion of higher learning could be stopped and quality higher education could be provide to great number of post-secondary school graduates who are ready to join higher education. Diversified sources of financing and funding mechanism should be evolved so that a student in flowing into higher education is not denied admissions simply for want of finance. Challenge in the financing of higher education arises in terms of finding diversified

sources of financing and allocating the resources competently to meet the objectives of access, equity and quality higher education.

OBJECTIVE OF THE SYUDY

The major objective of the research is to study and analyze the financial administration vs. role of higher educational Institution focusing Central Universities of India. Towards objective, the following specific objectives are taken up for study.

- (i) To study the concept of Central Universities of India.
- (ii) To study the Financial Administration and budget allocation pattern of Central Universities of India.
- (iii) To study the role of Central universities of India

Research Methodology

In this research paper the research methodology has been used on the basis of envisages historic and descriptive research method. The secondary data has been obtained from financial planning and development section of the university and publication of the UGC & Govt. of India report etc. And other source of topic related literature, published books, articles published in different journals, periodical, conference paper, working paper, newspapers and magazines.

UNIVERSITY EDUCATION AND NATIONAL DEVELOPMENT

Vital Role and Importance of the University

The main motto of the university to stands for the humanism, and tolerance for the adventure of the new innovative ideas for the search of the truth. It makes capable to normal man to human race towards achieving higher education for life, if the university fulfills its duties competently than it will with the development of the nation and welfare for their people. In India the educational commission in (1964-66) rightly quoted that by the first prime minister of India Pt. Jawaharlal Nehru who had been succinctly elucidated role and the importance of the university education for the development and welfare of the society.

Education and Socio-Economic Development

Now it has been proved empirically education as vital sector of socio-economic development. And expenditure on education is consider as investment on Human Resource Development through create human capital .In recent time education emerging as most significant sector in service sector. It continuously increases by its expenditure on education over decades. If you take as human capital view of an economic development, it is truthfully forward.If you invest in the people's education, than the income of a nation automatically will increase. But presuppose that the people going to get jobs and there is something that's actually driving the development. So

here part of the attempt to take backs what form of innovation approach is to ask. How to jobs get generated? How to a country take new technology to upgrade their effective producers? This kind of agreement not just thinking about to supply the education .It is just focusing on the possibilities for development the economy to specialize and develop are going to thinking about how economic development take place with the help of modern technology.

Investment on Education

The investment pattern in India by Union and State Government expenditure sector reflects the priority in public policies. In this chapter the recommendation of the education commission (1996), which popularly known as the Kothari commission on the issue of government financing of education are to be considered as important bench mark .The financial requirement for education is estimated educational system in India up to 1985-86. This time 6.0 percent of GNP accepted by Kothari commission under the National Policy of Education (NPE) in 1968. India's total public expenditure last one a half decades was the highest 3.8 percent of GDP in 2000-01 and it further came down to 3.0 percent by year 2004-05.

In the year 2010-11 total spends on education by the center and state government of 3.5 percent of GDP from the last decades during 2004-05 to 2013-14 the Indian government total proportion of union budget spending on education on education by 2.2 percent. Therefore, the sector wise public expenditure on education as a proportion of percent of GDP .The actual expenditure was Rs. 14,552.52 crore by the center and where is Rs. 8806.10croreby state in the year of 2005-06, under the non-plan expenditure was Rs. 3270.64 crore by the center and Rs. 67854 crore by state in the year of 2005-06. Thus the total expenditure including plan and non-plan expenditure was Rs. 17823 crore in by the center and total expenditure by state Rs.76660.54 crore in 2005-06, about, 88.62 percent of the central expenditure on education under the plan whereas by the state / Union Territory (UT), it is only 11.57 percent in the year of 2007-08. On the higher education outlay recommended in the 12th plan and union government budgetary allocation for education from (2012-13 to 2016-17) Rs. recommended in crore by the department of higher education plan budget for Rs. 1,10,700 crore and whereas state universities and colleges total amount of Rs. 25,000 crore, Under the plan budget like for the above 5 year in the 12thplan (i.e.2012-13 to 2016-17).

Finance to Central Universities & the Higher Education Institution

The Budget and receipt of Grant-in-Aid for the financial year 2014-15 was to the extent indicated below In Table no. 1.2.

Table 1.1

S.N.	Budget heads		Plan Allocation		Non –Plan Allocation	
	BE	RE	BE	RE	BE	RE
1.	General		3905.00	3779.61	5461.26	5666.94
Total	3905.00		3779.61	5461.26	5666.94	

Grants received during 2014-2015 under Plan & Non-Plan (General)
(Rs.in Corers)

S.N.	Grants Received from	Plan Expenditure	Non-Plan Expenditure
1	MHRD, Shastri Bhawan, New Delhi (General)	3480.52	5432.07
2	Ministry of Social & Justice Empowerment, New Delhi	148.85	0.00
3	Ministry of Tribal Affairs, New Delhi	0.00	0.00
4	Ministry of Minority Affairs, New Delhi	0.00	0.00
5	Indira Gandhi National Open University (DEB)	1250.00	0.00
	Total	4879.37	5432.07

Source: UGC Annual Report 2014-2015

Whereas the total Non-Plan grants (Rs. 5536.09 cores) has been released during 2014-2015, its 63.26 percent had gone to the Central Universities, 28.45 percent colleges of Delhi, BHU, and others central universities, 4.53 percent to Deemed universities, 2.56 percent to the state universities and 0.87 percent to Inter University/centers 0.04 percent to state universities colleges, 1.43 percent to Administrative charges.

Plan Grants Released to Institutions during 2014-2015

(Rs. in crore)

S.N.	Type of Institutions	Plan Grants	% of total Plan Grants + Unspent balance
1	State Universities	499.04	12.33
2	Colleges of State Universities	231.43	5.72

3	Central Universities	2316.29	57.25
4	Colleges of Central Universities	46.61	1.15
5	Inter-University Centres	127.27	3.15
6	Institutions Deemed to be Universities	106.38	2.63
7	Miscellaneous/Non-Univ. & Institution.	155.62	3.85
8	Online Payments through Banks for Scholarships/Fellowships	131.00	3.24
9	Regional Centres	560.41	13.85
10	Establishment	2.31	0.06
11	Distance Education Bureau	2.10	0.05
	Total:	4178.46	103.28

Source: UGC Annual Report 2014-2015

Under the plan grants (Rs. 4178.46 cores) has been released during 2014-15, and of this budget **57.25** percent had gone to Central Universities of India, by 2.63 percent to Deemed Universities, and where its 12.33 per cent to the State Universities and thus the other 5.27 percent to colleges of state universities, and further 1.15 per cent went to colleges of central universities, with 3.15 percent to Inter University centres, 13.85 per cent to Misc. / Non University Institution, 3.24 percent to online payments for Fellowship and scholarships , 0.06 percent , Establishment and 0.05 percent Distance Education Bureau.

Central Universities of India

University Grants Commission

List of Central Universities as on 15.01.2016

S.N	Name of University	Name of State	City of state	Year of Establishment
1.	RAJIV GANDHI UNIVERSITY	ARUNACHAL PRADESH	ITANAGAR	1985 (2007)
2.	ASSAM UNIVERSITY	ASSAM	SILCHAR	1994

3.	TEZPUR UNIVERSITY	ASSAM	TEZPUR	1994
4.	CENTRAL UNIVERSITY OF SOUTH BIHAR	BIHAR	GAYA	2009
5.	MAHATMA GANDHI CENTRAL UNIVERSITY	BIHAR	MOTIHARI	2016
6.	NALANDA UNIVERSITY	BIHAR	RAJGIR, NALANDA	2010 *
7.	GURU GHASIDAS UNIVERSITY	CHHATTISGARH	BILASPUR	1983 (2009†)
8.	INDIRA GANDHI NATIONAL OPEN UNIVERSITY	DELHI	NEW DELHI	1985
9.	JAMIA MILLIA ISLAMIA	DELHI	NEW DELHI	1920 (1988†)
10.	JAWAHARLAL NEHRU UNIVERSITY	DELHI	NEW DELHI	1969
11.	SOUTH ASIAN UNIVERSITY	DELHI	NEW DELHI	2010 *
12.	UNIVERSITY OF DELHI	DELHI	NEW DELHI	1922
13.	GUJARAT UNIVERSITY	GUJARAT	GANDHINAGAR	2009
14.	CENTRAL UNIVERSITY OF HARYANA	HARYANAG	MAHENDRAGARH	2009
15.	CENTRAL UNIVERSITY OF HIMACHAL PRADESH	HIMACHAL PRADESH	DHARAMSALA	2009
16.	CENTRAL UNIVERSITY OF JAMMU	JAMMU AND KASHMIR	JAMMU	2011
17.	CENTRAL UNIVERSITY OF KASHMIR	JAMMU AND KASHMIR	SRINAGAR	2009

18.	CENTRAL UNIVERSITY OF JHARKHAND	JHARKHAND	RANCHI	2009
19.	CENTRAL UNIVERSITY OF KARNATAKA	KARNATAKA	GULBARGA	2009
20.	CENTRAL UNIVERSITY OF KERALA	KERALA	KASARAGOD	2009
21.	DR. HARI SINGH GOUR UNIVERSITY	MADHYA PRADESH	SAGAR	1946 (2009†)
22.	INDIRA GANDHI NATIONAL TRIBAL UNIVERSITY	MADHYA PRADESH	AMARKANTAK	2007
23.	MAHATMA GANDHI ANTARRASHTRIYA HINDI VISHWAVIDYALAYA	MAHARASHTRA	WARDHA	1997
24.	CENTRAL AGRICULTURAL UNIVERSITY	MANIPUR	IMPHAL	1993
25.	MANIPUR UNIVERSITY	MANIPUR	IMPHAL	1980 (2005†)
26.	NORTH EASTERN HILL UNIVERSITY	MEGHALAYA	SHILLONG	1973
27.	MIZORAM UNIVERSITY	MIZORAM	AIZAWL	2000
28.	NAGALAND UNIVERSITY	NAGALAND	LUMAMI	1994
29.	CENTRAL UNIVERSITY OF ORISSA	ODISHA	KORAPUT	2009
30.	PONDICHERRY UNIVERSITY	PUDUCHERRY	PONDICHERRY	1985
31.	CENTRAL UNIVERSITY	PUNJAB	BATHINDA	2009

32.	CENTRAL UNIVERSITY OF RAJASTHAN	RAJASTHAN	AJMER	2009
33.	SIKKIM UNIVERSITY	SIKKIM	GANGTOK	2007
34.	CENTRAL UNIVERSITY OF TAMIL NADU	TAMIL NADU	TIRUVARUR	2009
35.	INDIAN MARITIME UNIVERSITY	TAMIL NADU	CHENNAI	2008
36.	ENGLISH AND FOREIGN LANGUAGES UNIVERSITY	TELANGANA	HYDERABAD	1958 (2007[†])
37.	MAULANA AZAD NATIONAL URDU UNIVERSITY	TELANGANA[49]	HYDERABAD	1998
38.	UNIVERSITY OF HYDERABAD	TELANGANA[49]	HYDERABAD	1974
39.	TRIPURA UNIVERSITY	TRIPURA	AGARTALA	1987
40.	ALIGARH MUSLIM UNIVERSITY	UTTAR PRADESH	ALIGARH	1920
41.	UNIVERSITY OF ALLAHABAD	UTTAR PRADESH	ALLAHABAD	1887
42.	BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY	UTTAR PRADESH	LUCKNOW	1996
43.	BANARAS HINDU UNIVERSITY	UTTAR PRADESH	VARANASI	1916
44.	RAJIV GANDHI NATIONAL AVIATION UNIVERSITY	UTTAR PRADESH	RAEBARELI	2013
45.	HEMWATI NANDAN BAHU GUNA GARHWAL	UTTARAKHAND	SRINAGAR	1973 (2009[†])

	UNIVERSITY			
46.	VISVA-BHARATI UNIVERSITY	WEST BENGAL	SANTINIKETAN	1921

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