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Financing Higher Education: With Special Reference to Government General Degree Colleges of Tripura

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Abstract:

Financing higher education is the key theme in the debate on higher education the world over involving policy making, planning and prudent financial management. If there exist deficiencies in the mechanism of financing, the system of higher education development would be seriously impaired. It is in this context, the entire gamut of financing education, particularly the higher education, becomes an integral part of the overall development strategy. The study aims at examining and analyzing the sources of finances and expenditure pattern of Government General Degree colleges in Tripura. To deal with the issues, the paper relied upon appropriate primary and secondary sources in collecting data. Basic statistics of Higher Education regarding sources of income, grants, expenditure statement of the government general degree colleges are taken into consideration. Furthermore to understand the perception of respondents an opinion survey has been conducted, the result of which is analysed to draw conclusion on the financing pattern.

Keywords: Higher education, Finance, expenditure, Alternative sources.

1. Introduction

An attempt has been made to analyse the financial health of higher education in Tripura. Education in India comes under the concurrent list in the Constitution of India. The responsibility of financing higher education is shared by both public and private sector. Even in public sector it's a joint responsibility of Central/Federal government as well as State/Provincial government. About 80 percent of the public higher education funding has been sourced from State governments and about 20 per cent from the Centre. Of the 80 per cent State government funding about 82 per cent goes in non-plan expenditure, i.e. routine administration and maintenance and hardly in any capacity building (NUEPA 2009 p 22). Punnayya Committee 1992-93, pointed out that the existing mechanism of funding for higher education perpetuate inefficiency and suggested that the grant-in-aid system should be suitably modified to reward quality, efficiency and innovativeness. The committee recommended the replacement of the existing practice of negotiated block grants based on historical allocations by policy driven funding based on unit cost method. However contribution of private sector in the higher education sector is yet to be analyzed in an effective manner so that a clear picture about the financial sources, utilization pattern and their application may emerge out of such exercise remained an area to be worked upon.

2. Review of Literature

Financing higher education is one of the most important; yet complex function involving policy making, planning and administration. Financing of education are associated with several theoretical aspects of economics and educational policy of the country. Most of the studies are highlighted:

- Sulochana (1991) in her study 'Financing of Higher Education in Andhra Pradesh' Showed the plan and non plan expenditure of government of India as well as Andhra Pradesh during the period 1981-82 to 1985-86 and also showed growth of colleges in Andhra Pradesh for the same period. In her work, she also showed low per capita non plan expenditure on university and other higher education in Andhra Pradesh.
- Varghese and Tilak (1991) highlighted that optimum utilisation of the existing resources and mobilisation of additional resources become very important for financing of education in the coming years. The study has attempted to analyse the alternate financing mechanisms is an integral part of the multilevel planning framework and needs to be developed.

- Punnyya Committee (1993) observed that 70-75 % expenditure of total allocated fund spend on salaries of teaching and non teaching staff. The committee examined present policy, pattern of providing development and maintenance grants, pattern of allocation of grants between teaching, researcher and non teaching function, review the existing schemes and also examined pattern of utilization of grants. The committee recommended that UGC may find appropriate incentive for generating additional resources in universities.
- Haggade (1998) in 'Finance and cost of Higher Education in India' analyzed in detail trends, pattern, sources and methods of financing higher education on one hand and the quantitative expansion and expanding higher education in India since independence. He also studied the resource allocation and pattern of expenditure on education in Karnataka state during 1981-90. It also measured the institutional cost of higher education and studied the management as well organizational problem of higher education in the state of Karnataka. The study based on primary and secondary data and it is empirical or data based study on higher education of the state Karnataka.
- Kaur (2003) explained about educational attainment in any system demands considerable financial resources. He has analyzed the government expenditure on higher education during pre-Independence as well as post-Independence period (1781-2003) in India. Eurydice (EACEA) (2008) this study explores the national political priorities in the area of higher education and highlighted that the need for long-term planning and development strategies of higher education for ensuring the financial sustainability.
- Tilak (2004), reviews some of the well-known arguments in favour of, and counters against public subsidies and also reviews the recent trends in public expenditures on education in India. Some of the important issues on the size of the subsidy, targeting versus universalism, and methods of cost recovery are also briefly discussed. It has been shown that the level of subsidies in education in India is not particularly high, nor is the rate of cost recovery, particularly low, in comparison with other developed and developing countries. It has also been found that some of the specific subsidies in education are fairly progressively distributed.
- CABE Report (2005) argued that the governments -union and the states- must make a firm commitment to sustain funding of higher education institutions in such a way that basic teaching, research and extension activities are not affected in terms of their quality and quantum due to paucity of financial resources. The state funding for higher education out of tax and non-tax revenues should be the only sustainable way of financing higher and technical education in India.
- Chattopadhyaya (2007), opined that government was the main source of finance for higher education. The other sources of finance have not been tapped. To bring our system to world standards there is a need to identify the additional sources of finance for higher education. This may be in the form of upward revision of fee structure or deregulation of fee structure, education loans, human capital contracts, income contingent loans, graduate tax, education vouchers, self-financing market determined courses as has been suggested
- Prakash (2007), provides expression that the Indian higher education system is presently facing several challenges and gives an overview of trends in the expansion of higher education and examines variations in participation across states, gender and social groups. He also discussed the trends in the financing of higher education and the required resources to meet the target of allocating 6 per cent of the GDP to education.
- Ahmad (2008), made an assessment of the funds provided by the UGC to universities and colleges in India for maintaining and for further development of higher education during 10th plan. He clearly mentioned that funds provided for education especially to universities and colleges by the government through the UGC are not sufficient. He suggested that the UGC need to make necessary efforts to get more funds from the government during the 11th plan and provide the same to universities and colleges to enhance the standard of higher education at all levels.
- Bhushan (2008), made an attempt to estimate the investment and expenditure gap and suggested financial gaps need to be managed through a proper strategy. He also explains equity and quality gaps defined in terms of difference between the expected outcome and actual achievement on equity and quality parameters.
- Chakraborty (2008), an attempt is made to look into the ongoing public expenditure and the projected expenditure for the 11th Five-year Plan on higher education. He clearly mentioned that government is reluctant to follow its own policy of higher education is supported by the pattern of public expenditure in this sector. Policy on higher education is not expressed in realistic term by the pattern of public expenditure. High public expenditure is needed to maintain or enhance quality of higher education in India.
- Patari (2009) observed that increased expenditure on higher education is justifiable as long as the benefits are more than expenditure. He also suggested that government should encourage the institutes of higher education to develop their own initiative and creative method of financing taking into account the condition of the institute and locality.
- Banerjee (2011), mentioned that funding coming from three levels: federal, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others.

A look into the above studies is sufficient to conclude that financing pattern in the sector is based on some pre-fixed criteria. In spite of that there may be observed different criteria, like fiscal responsibility in the public expenditure pattern in the educational sector. However contribution of private sector in the sector is yet to be analyzed in an effective manner so that a clear picture about the financial sources, utilization pattern and their application may emerge out of such exercise remained an area to be worked upon.

3. The Present Study

Universities, Colleges and other institutions of higher learning are the establishments of higher education. But the general degree colleges constitute its main segment in Tripura. The present study aims to analyze the sources of finance and expenditure pattern of higher education in Tripura and to understand the alternative sources of financing higher education in the state. For the study purpose, general degree colleges are considered which are exclusively run by the state government. The General Degree colleges adequately represent the higher education of Tripura in terms of number of establishments and in term of enrolment in higher education also. The study based on primary and secondary data. The secondary data has been collected from the departments of Higher education, Directorate of Economics & Statistics, Govt. of Tripura. And the primary data has been collected from the office of the principal of Govt. general degree colleges of Tripura. For the study purpose 15 (fifteen) general degree colleges are considered which are exclusively run by the state government. Holy Cross College, Bhawan's College of Science and Technology and 7(seven) other government colleges are kept out of the scope of the study as these are established very recently and information are not available at present. The primary data has been collected from the respondent general degree colleges for the period 2007-08 to 2011-2012.

3.1. Management of Finance

Budget is by far the most important document of planning and control. It is the document that spells out the plans, aspirations and perspectives of a higher education institution. But of late, the importance of the document has been diluted because the projections in the budget on receipts and expenditure are not realistic. It often presents a rosy picture and misleads the academic community and the general public. Budgetary control has also become ineffective. For bringing about strict expenditure control, it is necessary to have a close watch on each and every head and sub-head of expenditure. This calls for a detailed work study as well as an organizational study

Year	Total Budget (RE)	Education Budget (RE)	Higher Education Budget (RE)	Education Budget as % of Total Budget*	Higher Education Budget as % of Total Budget*	Higher Education Budget as % of Education Budget*
2007-08	427858.79	84369.35	6781	19.72	1.58	8.04
2008-09	512161.28	96421.55	7939	18.83	1.55	8.23
2009-10	655500.21	144833.86	17706	22.10	2.7	12.23
2010-11	629397.96	145210.03	14514	23.07	2.3	10.00
2011-12	705471.8	170441.9	20437	24.16	2.89	11.99

Table 1: Total Budget, Education Budget and Higher Education Budget of Tripura (Rs. in Lakh)

Source Annual financial statement, various issues, Department of Finance, Government of Tripura. Result computed. Department of Higher Education, Govt. of Tripura

Total budget and higher education budget of Tripura during the period from 2007-08 to 2011-12 is shown in the Table -1. It is observed from the table that higher education budget is fluctuating. But as a percentage of the total budget, the figure was 2.89 per cent in the year 2011-12 which has nearly doubled as compared to 1.58 % in the year 2007-08. A look into the above table portrays that there is really a jump in the total budget expenditure after 2008-09. This also has an impact on the budget expenditure in higher education. Apart from the compulsion to allot increased amount of fund in higher education, one can be assured of the fact that there are percentage of increases in budget expenditure of higher education. Thus a shift in the policy towards more inclusive education can be envisaged in the information contained in the above table.

Year	GSDP	Higher Education Budget	Higher Education Budget as a (%) of GSDP
2007-08	1179707	6781	0.57
2008-09	1357264	7939	0.58
2009-10	1534821	17706	1.15
2010-11	1738688	14514	0.83
2011-12	1973096	20437	1.04

Table 2: Higher Education Budget as % of GSDP (Current price) (Rs. In Lakhs)

Sources: 1. Statistical Abstract 2011

2. Economic review of Tripura 2012-13, Govt. of Tripura

3. Finance Department, Government of Tripura and percentage computed

Since both the information has been provided at current price and idea about the pattern of their movement in absolute terms can easily be observed from the Table -2. In absolute terms the rise in GSDP during the five year period is almost replicated in the rise of higher education budget of the same period. It may be observed that there has been a substantial rise in GSDP from 0.57 per cent in

2007-08 to 1.04 per cent in 2011-12 with a high of 1.15 per cent in 2009-10. This rising trend in higher education budget during 2009-10 and 2011-12 may be attributed to the following facts:

- a) Introduction of revised pay scale for college teachers;
- b) Fresh appointment of college teachers necessitated by the introduction of new courses in existing government general degree colleges and fulfillment of posts as vacated due to superannuation of existing college teachers;
- c) Providing for infrastructure for the introduction of new courses not only in general degree colleges but also in other areas of higher education.

3.2. Sources of Finance

Government is the most important financier of higher education. Governments act as financiers because markets cannot provide the required quality of education and maintain it. This pattern of funding by government is also considered important for equity, efficiency and social control. Therefore, even in market economies, the governments meet substantially the cost of public institutions and sometimes even a portion of the cost of private institutions to the state for help.

It is well known that government and aided colleges are solely relying on government finance, particularly the salary component of the teachers and non-teaching staff. Therefore government becomes directly the controller of finance in many undergraduate colleges. Fees realized from the students against admission, tuition fees and other prescribed by universities and colleges go to the university account or government account. Besides registration, examination and other examination related fees are also deposited against development, local fees and other miscellaneous expenditure which are utilized by the college in the welfare of students and staff.

It is noted that finance is controlled by Dept. of Higher Education, Govt of Tripura in all government colleges. College recognized under 2F and 12B of the UGC Act are also provided financial assistance by the UGC under the different plans and some other heads.

Educational Fund is the general operating fund of the educational institutions. It is used to account for all financial resources except those related to any special or trust funds. There are multiple sources of finances for education in India. These sources can be broadly classified into external and internal or domestic sources of financing. External sources do not form a significant part of educational finances in India. The domestic sources of funding are broadly divided into public and private sources. The public sources include contributions made by central, state and local governments. The private or non-governmental sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education and endowments and donations made by individuals, trusts, etc. So far as financing higher education is concern the various sources of finances for education in India, excluding foreign aid, can be classified, as follows:

Government sources: (i) Central government, (ii) State government, (iii) UGC (iv) AICTE

v) Other Governmental agencies; vi) Local bodies

Non-governmental sources: i) Cost recoveries: Tuition fees, Hostel fees, Examination fees, other charges; ii) University sources: Project Grants iii) Other sources; Donation

Government grants are important and major sources of funds for universities and colleges. The sources of grants include; Central Government, University Grants Commission(UGC) , All India Council for Technical Education(AICTE), other central government agencies, State government and local bodies. Out of these grants, state government grants and grants from UGC are the major sources of income (funds) State government funds provided to state universities while grants from universities are made available to central and deemed to be universities for maintenance and development activities. The UGC also provides grants to universities and colleges for their development activities (*Azad, 2008 Pp 75-76*).

The government is the main source of finance for higher education; any other sources of finance have not been tapped. To bring our system to world standards there is a need to identify the additional sources of finance for higher education.

Higher education in India is characterized by massive public investment, though the investment is still regarded as much below optimum. Such a rapid growth in public financing of higher education in India has been necessary for the following reasons: (a) Facilities for higher education available at the time of independence were insignificant. (b) Building up a new socio-economic system after the end of the colonial rule required large scale manpower with varied skills: so the government could not but expand investment in higher education. (c) The very development models emphasized high skilled labor force, and building up of huge social infrastructure for excellence in science and technology, and research and development. (d) Government policies towards equality in education led to the growth in public investment in education, since it involves huge subsidies at all levels of education to a substantial number of students belonging to weaker sections. (e) The rapid growth of school education naturally pushed the demand for higher education.

However, public financing of higher education in India also has major limitations: (a) While social rates of return to higher education are high, they are nevertheless less than the corresponding private rates of return, suggesting the need for increasing the private share in funding higher education strictly from an economic efficiency point of view. (b) Even though the rapid growth of higher education in the post-independence period resulted in democratization of higher education, still a majority of the students in higher education are from relatively economically better off sections of the society, whose ability to pay is higher than what they actually pay. (c) The revenue of the government in India is largely made of indirect taxes, to the extent of 85 percent of the total tax revenue; direct taxes paid by rich constitute a small proportion.

Items/Heads	2007-08	2008-09	2009-10	2010-11	2011-12	Average
State Govt.	1,904.81 (87.34%)	2,165.02 (84.40%)	3,006.12 (85.58%)	3,583.43 (88.18%)	4,116.76 (85.26%)	86.15
Grants received from UGC	27.05 (1.24%)	90.89 (3.54%)	136.94 (3.90%)	214.63 (5.28%)	202.27 (4.19%)	3.63
Grants from other agencies	0	7 (0.27%)	29 (0.83%)	0	0	0.22
Fees received	23.96 (1.10%)	30.12 (1.17%)	31.3 (0.89%)	39.28 (0.97%)	46.65 (0.97%)	1.02
Stipend & Scholarship from different sources	223.14 (10.23%)	270.22 (10.53%)	307.49 (8.75%)	222.63 (5.48%)	459.24 (9.51%)	8.90
Bank Interest	1.84 (0.08%)	1.95 (0.08%)	1.9 (0.05%)	3.82 (0.09%)	3.55 (0.07%)	0.07
Total	2,180.8 (100%)	2,565.2 (100%)	3,512.75 (100%)	4,063.79 (100%)	4,828.47 (100%)	100.00

Table 3: Educational Finance by source in General Degree Colleges of Tripura (Rs. In Lacs)
Source: Collected from the office of the Principals of GDCs and computed

The sources of funds provided by the government or government funding agencies like the University grants Commission (UGC). Collection of tuition and other fees from students were the other major sources of income in case of private institutions. Regarding the sources of funds in general degree colleges of Tripura it may be observed that the state government bears the substantial responsibility of providing funds to the colleges (Table-3). There is a continuous rise in all the sources of funds during the period under the study with the sole exception of the sources under grants from other agencies. Again, this is absent in three years i.e 2007-08, 2010-11, and 2011-12, this source may be identified as coming under a scheme of providing distance education by other universities or institutions. With a rise in the number of students there has been a continuous rise of fund from sources like stipend/scholarship and fees. The fund provided by the source like bank interest also shows an increasing trend reason for which may be explained if we consider the application of funds in the next section.

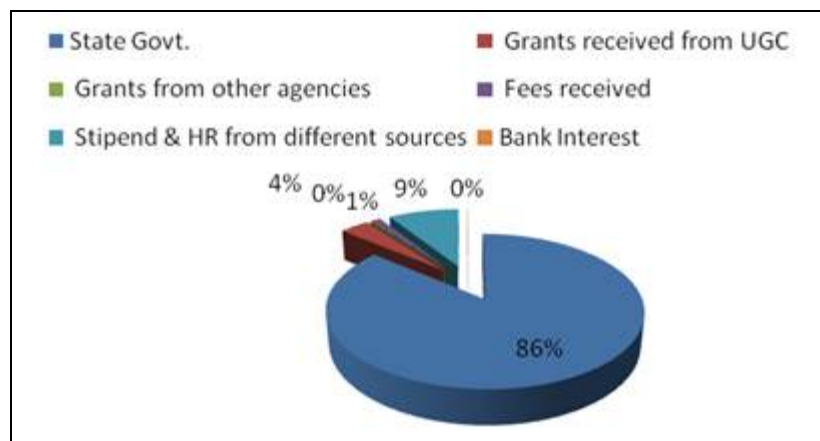


Figure 1: Average Sources of fund as per-cent of total sources of finance

A look in the pattern of sources of finance for government general degree colleges in Tripura provides different aspect which calls for explanation. During the period of study it may be observed from (Table-3) that the main source of fund in this case remain the state government as is very much usual. But in percentage term it has remain stable around 86 per-cent. Not only that a closer look may be sufficient to highlight that the dependence on state government might be declining, though at a very small level, in the near future. This aspect is supported by the fact that UGC as a source of fund has been emerging during the period of study. However it may not be possible for other sources to match the amount still extended by the state government but these remain areas which might emerge as the alternative sources of fund in the field of higher education in Tripura.

Besides government sources of income, universities and colleges have to collect resources from non government sources. These sources consists generally of fees from students, (tuition fees, examination fees, hostel fees etc.), university resources, endowments donations etc.

It is generally accepted that government contribution for education is very important and non government sources can be utilized for educational development only to supplement the income from governmental sources.

3.3. Pattern of Expenditure

An educational institution incurs expenditure on educational and academic expenditure which includes all costs of providing the faculty with the physical supplies for imparting education to students such as stationary, teaching aids, computer rentals laboratories, equipments repair and maintenance, scholarship, medical facilities etc. This section discusses the behavior of expenditure of sample colleges for 2007-08 to 2011-12; the main purpose being to analyze expenditure incurred on various activities. The analysis is expected to reveal the type of activities that are considered important in the working of colleges in terms of financial allocations. In order to examine the patterns and its changing behavior over the years, expenditure was broken down into recurring and non-recurring components. The recurring expenditure covers direct teaching and non-teaching expenditure, indirect teaching expenditure and students' welfare services.

Non-recurring expenditure includes expenditure on buildings, furniture, equipments and library books and their maintenance.

So far we have looked into the changing pattern of total public expenditure on education and growth rate pre-and post liberalization. However, one of our primary interests is to analyze the devolution of funds for higher education vis-à-vis the other levels of education. To address this issue, we have looked into the public spending on education at a more disaggregated level.

The pattern of expenditure in higher education may include (a) Recurring Expenditure: i) Direct teaching expenditure, ii) Indirect teaching expenditure, iii) Student welfare activities

b) Non-recurring expenditure: i) Building, ii) Furniture, iii) Library, iv) Laboratory, v) Others;

Items/Heads	2007-08	2008-09	2009-10	2010-11	2011-12	Average
Salaries & Wages	1,696.21 (77.78%)	1,920.77 (74.88%)	2,613.54 (74.40%)	3,404.11 (83.77%)	38,19.85 (79.11%)	77.99
Recurring Exp. out of UGC funds	5.15 0.24%	15.5 (0.60%)	25.75 (0.73%)	32.13 (0.79%)	35 (0.72%)	0.62
Stipend & Scholarship for student	186.82 (8.57%)	236.29 (9.21%)	253.25 (7.21%)	204.86 (5.04%)	366.26 (7.59%)	7.52
Repair & Maintenance	7.61 (0.35%)	19.57 (0.76%)	30.6 (0.87%)	22.7 (0.56%)	6.79 (0.14%)	0.54
Electric charges	14.49 (0.66%)	15.9 (0.62%)	23.56 (0.67%)	19.88 (0.49%)	24.17 (0.50%)	0.59
Furniture	46.43 (2.13%)	69.29 (2.70%)	61.56 (1.75%)	27.72 (0.68%)	84.78 (1.76%)	1.80
Equipments (including Computer)	100.59 (4.61%)	139.31 (5.43%)	197.84 (5.63%)	188.5 (4.64%)	251.17 (5.20%)	5.10
Laboratory Recurring Exp.	20.64 (0.95%)	20.76 (0.81%)	13.87 (0.39%)	14.74 (0.36%)	14.61 (0.30%)	0.56
Books & Journals	11.72 (0.54%)	19.48 (0.76%)	15.32 (0.44%)	27.51 (0.68%)	20.6 (0.43%)	0.57
Office Exp.	8.09 (0.37%)	9.48 (0.37%)	12.85 (0.37%)	14.09 (0.35%)	18.45 (0.38%)	0.37
Undistributed Stipend Refund	36.32 (1.37%)	33.92 (1.32%)	51.59 (1.47%)	17.76 (0.44%)	92.97 (1.93%)	1.37
Payment out of fees received from students	23.96 (1.10%)	30.12 (1.17%)	31.3 (0.89%)	39.28 (0.97%)	46.65 (0.97%)	1.02
Expenses on vehicle	12.13 (0.56%)	13.54 (0.53%)	14.4 (0.41%)	15.4 (0.38%)	16.67 (0.35%)	0.45
Un spent amount/Balance etc.	10.64 (0.49%)	21.27 (0.83%)	167.32 (4.76%)	35.11 (0.86%)	30.5 (0.63%)	1.51
Total	2,180.8 (100%)	2,565.2 (100%)	3,512.75 (100%)	4,063.79 (100%)	4,828.47 (100%)	100.00

Table 4: Applications of funds in General Degree Colleges of Tripura (Rs. In lacs)
Source: Collected from the office of the Principals of Sample Colleges and computed.

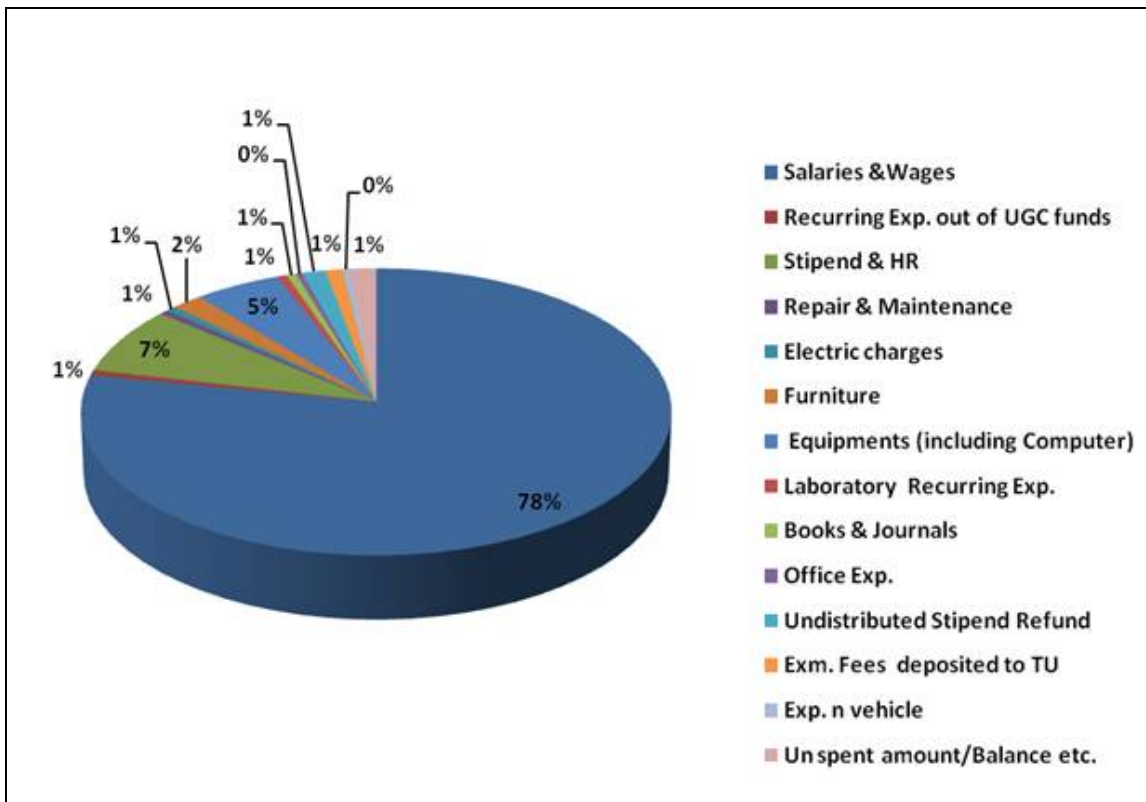


Figure 2: Average application of fund as per-cent (%) of Educational Finance

So far as application of fund in the educational institutions under study is concern a clear idea may be had from the distributional aspect of funds as expressed in percentage term. Expenditure on salaries and wages, as usual, remains the main area where most of the fund is allocated. This is followed by expenditure on stipend and scholarship. However this area should be viewed with some cautions as a sizeable portion remains undistributed and has to be refunded at a later stage Since the educational institutions of Tripura are established by the state government, it is not necessary that expenditure of non-recurring nature in a very large scale should appear in every year. Rather expenditure of that type might be present in case of items like furniture, equipment and library purchase. The information provided in the table also confirm this observation

Management of finance becomes necessary when funds allotted are not properly expended or remains unutilized. This calls for serious introspection as mis utilization or un utilization of fund blocks the objectives of fund allocation itself. In the present case almost 2 per-cent or more funds remain either unspent or unutilized. This area need to be looked into so that a proper utilization of fund takes place.

Question	No. of Respondent (%)		
	Yes	No	No Response
Is there any provision for preparation of annual budget for the Institution?	4	96	0
Have you ever tried to mobilize fund for the college from the alternative sources other than the state Government and UGC?	8	90	2
Do you think the strategy for financing higher education needs diversification of sources of finance?	80	18	2
Do you think that the expenditure incurred in your colleges are justified and prudently spent?	52	47	1
Is the available fund of the college are efficiently utilized?	20	79	1
In a context of limited resources and a sustained increase in the number of students, do you face any difficulties in financing higher education?	82	17	1
Do you find any problem in handling financial matters in the college due to inadequate finance?	74	25	4

Table 5: Perception of Respondents

These respondents were asked a few questions regarding alternative source of fund for maintenance and upkeeping of the government degree colleges in the state. A majority of the respondents, (96 %) believed that there is no provision for preparation of annual budget for the institutions and the colleges only send proposals for their requirement (other than salary head) for running the college. Also (90 %) respondents knew that the institutions do not mobilize funds from any alternative sources. At the same time (80 %) respondents are

of the opinion that diversification of sources of finances is absolutely necessary for the running the colleges. Quite interestingly it is found that only (52 %) find justification in the expenditure incurred by the colleges and a mere respondents (20%) think that the funds for the colleges are efficiently utilized. That means most of the respondents think that the colleges do not efficiently utilize the funds allocated. Hence, we find from the survey that respondents (82 %) agree that limited resources and high enrolments lead the higher educational institutions to face difficulties and respondents (74 %) said that they find problems in handling financial matters in the college due to inadequate finances.

Thus the relevant stakeholders in financing and expenditure pattern of the institution do not convey the continuation of the existing pattern. Rather there is a strong opinion in favour of undertaking reformative reassures in the financing and expenditure pattern of the institution. This reformative measures ranges from more efficient utilization of fund, prudent and justified expenditure pattern, diversification of sources of finance to maintain a proper and advanced system of financing and expenditure pattern. UGC is regarded as alternative sources of finance have been accepted though with limited resources and sustained increase in the numbers of student more fund has become necessary.

4. Conclusions

It has been observed that the state government plays the most important role in providing finance to the general degree colleges of Tripura. During the period of study the contribution of the state government in total amount of funding stays well above per cent. Other sources of fund, which is of prominence come out to be UGC and different agencies providing stipend and scholarship to the students. Now that the above two sources may also be accepted to be having direct link with either central or state government. The general contribution as sources of fund can be estimated to be crossing more than 97 percent during the period under study. There has not been found any sources of fund which may be traced back to utilization of sources directly under control of the institution concern. The pattern of expenditure of general degree colleges of Tripura is almost identical for each of the institutions covered in this study. Here again the largest beneficial of expenditure is the prominent head salary and wages. A look into the different heads of expenditure reveals that the funds are utilized for running and maintaining the colleges. Other than the indirect impact of those expenditure on the maintenance and increment of quality education there can be no such head which is directly attributable to the maintenance and up keeping of the same.

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