

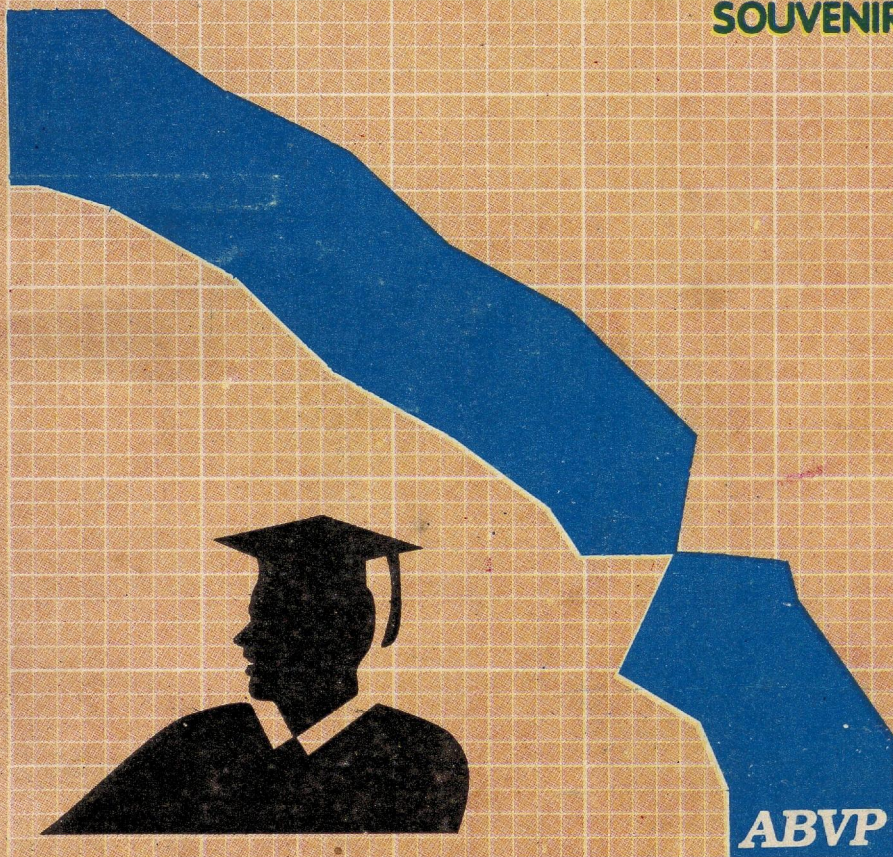
# NATIONAL SEMINAR ON FINANCING OF HIGHER EDUCATION

23-24 JULY, 1994

Delhi University

Expenditure

SOUVENIR



ABVP



Organised by :

AKHIL BHARATIYA VIDYARTHI PARISHAD



♫ Rajnigandha Ke Sung ♪  
Haseen Hai Sama

**Rajnigandha**

**PAN MASALA**

STATUTORY WARNING: CHEWING OF  
PAN-MASALA MAY BE INJURIOUS TO HEALTH



**Editorial Board :**

Inder Kapahi  
Pranjal Sen Deka  
Sanjay Kachroo

**Publisher :**

Naresh Kumar

ABVP, Delhi State

**Printer :**

Chandan Printofast  
Shahdara, Delhi - 110032

# **SOUVENIR**

## **NATIONAL SEMINAR ON FINANCING OF HIGHER EDUCATION**

23, 24 July '94  
Delhi University

*ORGANISED BY :*

**AKHIL BHARATIYA VIDYARTHI PARISHAD  
DELHI PRADESH**

16/3676, Hardhyan Singh Road, Regarpura  
Karol Bagh, New Delhi - 110 005

Phone : 5728215, 5756864

## SOUVENIR

### Reception Committee

<b>National President, ABVP</b>	Rajkumar Bhatia
<b>Chairperson</b>	J. Veeraraghavan <i>Ex. Secretary, Govt. of India</i>
<b>Vice-Chairperson</b>	Dr. Kamla Sanghi <i>Ex. Principal</i>
<b>Secretary</b>	Dr. N.K. Kakkar <i>President, DUTA</i>
<b>Joint Secretary</b>	Ramesh Chandiwala <i>Chartered Accountant</i>

#### **Convenors**

Om Prakash Dhankar  
*National Vice President, ABVP*  
Vinod Tawde  
*National General Secretary, ABVP*

#### **Members**

Sh. Rudra Dutt, *Principal*  
Sh. Mohanlal, *Principal*  
Sh. Prabhu Chawla, *Editor, Indian Express*  
Sh. Inder Kapahi, *President, NDTF*  
Sh. Vijay Goel, *Chairman, Governing Body, Satyawati College*  
Dr. K.P. Chinda, *Member, Executive Council, DU*  
Sh. Sudhansu Mittal, *Member, Executive Council, DU*  
Smt. Brijbala Pathak, *Entrepreneur*  
Sh. Giridhar Didwani, *Businessman*  
Sh. Ashok Sharma, *Industrialist*  
Sh. N. Suraj Kumar Singh, *Student*  
Sh. Jay Kumar Goel, *Businessman*  
Sh. Anurag Bagaria  
Sh. Yoginder Chandolia, *Delhi Pradesh BJP Secretary*  
Sh. Tulsi Ram Agarwal, *Industrialist*  
Sh. Raj Kumar Garg, *Social Worker*  
Sh. Sunil Jindal, *Businessman*  
Sh. Jugal Kishore, *Businessman*  
Sh. Sanjay Gupta  
Sh. Neeraj Kumar  
Sh. Mukesh Goel  
Sh. Inder Saxena, *Bank Employee*  
Sh. Rakesh Babbar, *Businessman*  
Miss Vidya Sevtá

### *Editorial*

Over 35% of India's population is less than 20 years in age. It should follow, that for such a 'Youthful' nation, education and health be the top priority areas for governmental and societal attention. But it is not so. On the contrary these are the low priority areas receiving only residual attention from our Union and State governments and from society at large.

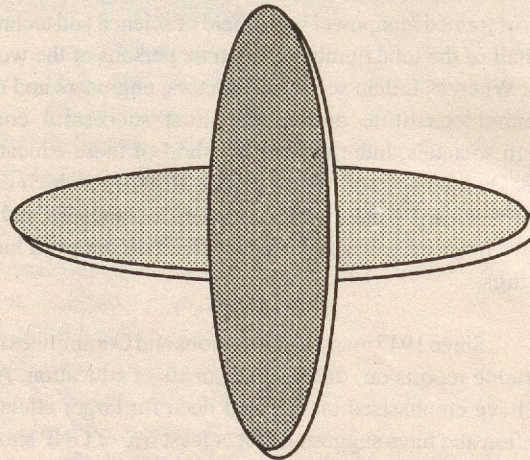
The state of education is particularly dismal; and full of contradictions. Whereas India boasts of being third in the world in terms of trained manpower in the field of science and technology, more than half of the total number of illiterate persons of the world are from India. Whereas Indian scientists, doctors, engineers and other trained personnel constitute one of the most successful component of western societies, India is woefully short of these educated technical hands. On the one hand we have IITs, IIMs, etc. which compete with the international community in academic standards and infra structure, we have schools and colleges which do not even have a regular buildings.

Since 1947 many Commissions and Committees have submitted erudite reports on different segments of education. Almost all of them have emphasised on the vital need for larger attention towards education and have suggested that at least 6% of GNP should be spent on education. Akhil Bharatiya Vidyarthi Parishad (ABVP) has consistently demanded that 10% of GNP should be spent on education. □

SOUVENIR

With Best Compliments From

**AHINSA LABORATORIES LTD.**



431, Katra Maidgan,  
Khari B aoli,  
Delhi - 110006  
Phone : 2924221  
2935999

# Financing of Higher Education

## - A general appraisal

Prof. P. V. Krishna Bhat

There are several aspects to the problem of financing of higher education in the country. The foremost among them is one of inadequacy of funds.

During the last 4½ decades after independence there has been a vast expansion of education. In the area of higher education from about 25 Universities and a student strength of 2,00,000 the system has grown to about 180 Universities and deemed Universities and over 5 million students. But the amount spent on education is not sufficient to meet the requirements of this growing system.

'The Challenge of Education', a document published by the government in 1985 candidly admits this fact. It says 'Notwithstanding the fact that education is the second highest sector of budget expenditure after defence, the outlay on education is woefully inadequate to the needs of the people. Whereas many other countries spend 6 to 8% of their GNP on education, our expenditure on education is only about 3% of the GNP 75 to 80% of this expenditure goes in paying the salaries of teachers and other connected staff'.

Education in general has been affected by the paucity of funds. A large number of Universities particularly those which have been established in recent years bear a close resemblance to the half fed and undernourished children, a common scene witnessed all over the country.

The Universities and colleges receive their finances mainly from the Central and State Governments. The other sources of revenue are public endowments and philanthropic contribution and fees collected from the students. The contribution from the government sources constitutes about 70% of the total revenue while the other two sources account for the remaining 30%. The contributions from endowments and philanthropic contributions has been varying and shows a declining trend.

The Central Universities receive all the funds for their maintenance and development from the UGC. The entire non-plan expenditure of the State Universities is met by the respective state governments while UGC provides plan grants on matching basis to them.

The pattern of growth in the allocation of funds for higher education from 1965-66 to 89-90 is reflected in the following figures.

1965-66	Rs. 4.8 crores
1973-74	Rs. 163 crores
1978-79	Rs. 406 crores
1984-85	Rs. 924 crores
1989-90	Rs. 2189 crores

While the figures indicate a steady and liberal increase in the allocation of funds, the impact of inflation has tended to reduce the value of the total expenditure in real terms.

From 1970-71 to 1984-85 the total expenditure on education by all departments as percentage of NDP has increased from 2.8% to 4.4%. But the expenditure on University and higher education as percentage of the NDP has remained stagnant at 0.5%.

The Kothari Commission had recommended an outlay of 6% of GDP for education by 1985-86. This was to be attained in gradual phases over a period of 20 years beginning from 1966. But no effort was made to achieve that target. As a result education has continued to remain under perpetual paucity of funds.

### Higher Education vis-a-vis Primary Education:

It is being pointed out that the share of higher education is increasing in the successive plan

outlays at the cost of primary education. Figures show that budgetary allocations for primary education have come down from 56% in the I five year plan to 34% in the III plan, 30% in the IV plan, 32% in the V plan and 36% in the VI plan. On the other hand the share of higher education has increased from 9% to 16% during the period. There is no doubt that universal primary education for all children below the age of 14 years is a constitutional obligation and therefore should get the top most priority. The Kothari Commission had proposed a formula whereby 63.4% of the expenditure is made on primary and secondary education and 26.5% on higher education by the year 1985-86. That would have been a balanced development if the target of 6% of the GDP was achieved. But with a meagre 2.8% or 3% outlay neither the needs of the primary education nor those of the higher education can be fulfilled. Therefore there is no substance in the argument that higher education is receiving more than its due at the cost of primary education.

#### Professional Education-Private Institutions :

The recent years have witnessed a spate of private institutions particularly in the field of medical and technical education. This new trend which started in the field of medical and technical education. This new trend which started in the states of Karnataka, Andhra Pradesh, Tamilnadu and Maharashtra has now spread into the other states also. The private institutions have no doubt played an extremely commendable role in promoting education and catering to the educational needs of the community during the pre-independence period as well as in the post-independence period. But however, the new trend in the emergence of private medical and technical institutions is made by a commercialisation of education wherein eligibility for admission depends on the paying capacity of the student rather than merit. The proliferation of such institutions based on capitation fee leading to reduce professional education to the status of a marketable commodity warranted several governments to bring

legislations to abolish the capitation system.

After a series of judgements on the issue of capitation fee by several high courts and also the Supreme Court the matter once again came up before the Supreme Court in the Unnikrishnan case. In their representation before the supreme court in the said case the private institutions have argued that " the establishment of an educational institution is no different from any other venture like starting a business or industry. It is immaterial whether the institution is established with or without profit motive". They have further argued that even if it is held that a person has no right to establish educational institutions as a business venture, he has at least the right to establish a self financing institution". In such institutions the quantum of fees charged must be left to the concerned institutions.

On the other hand the IMC and AICTE have argued that "imparting of education is the most important function of the state. This duty may be discharged directly or through the instrumentality of private educational institutions".

"The very concept of collecting cost of education is morally abhorrent and is opposed to public policy".

The government, on their part have pleaded that they do not have the resources to undertake any additional financial responsibility for medical or technical education, they are unable to aid any private educational institution financially at a level higher than at present. Therefore the policy of the central government is to involve private institutions cannot be compelled to change only that fee as is changed in governmental institutions.

In its ruling the Supreme Court has categorically held that " Both in the light of our own tradition and from the stand point of interest of general public commercialisation is positively harmful. It is opposed to public policy". It lays down in unequivocal terms that " commercialisation of education cannot be and should not be permitted".

The position, boils down to the following propositions.

1. Government is unable to take up any more additional responsibility with regard to professional edu-

## SOUVENIR

- cation and as such cannot meet its requirements.
2. Voluntary and private institutions are inevitable. And these institutions must be allowed to collect fees according to their choice to meet the expenditure.
  3. Commercialisation of education is an unmixed evil. It cannot be and should not be permitted.

The Supreme Court has tried to resolve the issue by

1. regulating the process of admission,
2. by making the government responsible for fixing the fee structure,
3. by providing for giving 50% seats in the private medical and engineering colleges for a higher rate of fees to be fixed by the government.

Following the Supreme Court judgement, the different state governments have taken measures to fix the fees for the payment seats. While the public have come to feel that the fee amount fixed by the committees appointed for the purpose is very high, the managements are demanding for a management quota in admission and in some cases still higher rate of fees. However, the general feeling is that both engineering and medical education have become costlier than before.

An argument advanced in favour of the so-called self financing institutions is that the beneficiaries should pay towards the cost of education. Two important questions arise. One is who is the main beneficiary of education individual or community? Secondly, what about those students who possess merit but who do not have the capacity to pay for their education?

### Who is the beneficiary?

Who is the main beneficiary of education, whether individual or community. Higher education no doubt enables an individual to earn a higher income, secure a higher status and obtain greater opportunities for a better living. But viewed from different angle. Higher education for the individual does and must benefit the society at large. It equips him with a power and capacity whereby he can contribute effectively for the better living of the community at large. It sustains the system of values in society. Looked from this angle

education is a social investment. Society makes an investment in these individuals and they in turn serve the interests of the society.

If the individual is regarded as the primary beneficiary of higher education then it is logical that he should pay for the benefits that he is going to procure. But if we regard education as a social asset and society as the beneficiary then it is natural that the society should provide for the requisite resources for education.

Viewing education as a passport for higher earnings or a means for higher material standard of life is not in tune with the tradition and ethos of our culture. Looking upon education purely or primarily from the point of view of the economic variable. It cannot be equated with trade or profession. It is a sacred mission. It is the repository of social values. Education is the means whereby the selfish motives and propensities of the individual are curbed, his vision is widened and he is made to think in terms of the common good of all. Education and higher education in particular must be imbued with this social concern and commitment.

In this connection the following words of veteran educationist Sri Malcom Adisheshaiah are worth recollecting. "The ground objective of..... all universities, that of being a process that produces capital in the form of creation, innovation, stimulation, preservation and dissemination of ideas which are both the end purpose of higher education and the basic ingredient for the growth of the state and nation. This is the fundamental reason why higher education must be financed by public funds that of the state government, the union government and the UGC and not left to be financed by market forces, that is, solely by the fees, for them the laws of the market supply and demand will provide an education which is saleable, not one which conforms to the grand objective defined by the will of the people in the national and state plans. It will for instance supply us in one generation with plentiful technologists and no rural medicals, in another generation with commerce graduates and no philosophers or teachers".

All education is therefore the respon-

## SOUVENIR

sibility of the state and as such higher education also must be financed by public funds. The market forces of supply and demand or the motives of individual economic gain should not be allowed to dominate the field of education.

Voluntary organisations shall have the right to establish institutions of their choice. Admission to these institutions must be strictly according to merit and in accordance with the procedure laid down by the state.

The private institutions must be able to find their own resources for capital expenditure. As regards the recurring expenditure the deficit should be subsidised by the state.

Steps should be taken to implement the suggestion for the establishment of an Educational Development bank to provide loan assistance for the creation of infrastructural facilities in these institutions.

### Enrolment Policy :

But if the onus of responsibility for all education rests with the state, is it possible to provide higher education for everybody who seeks it? With the given growing demand for higher education is it feasible and practicable to open the doors of higher education for all? Is it not necessary to put some restrictions on the number of students seeking admissions to higher education?

One thing that needs to be noted in this connection is that as yet present, the number of students who enter into college education is only 4% of the relevant age group. This by no means can be construed as an excessive number. Therefore the question of numbers is not relevant for the time being. There is an urge, particularly among those who constitute the first generation of college goers to acquire collegiate education. Therefore opportunities need to be thrown open to all who seek and who are qualified for admission to colleges and universities.

However, especially so far as professional and technical education is concerned enrolment should be based on a man power survey designed to identify the man power requirements to meet the

needs of the economy and of the people. The enrolment policy for all higher education needs to be based on man power planning. As Dr. Nanjundappa remarks " it is surely not an efficient method to waste scarce resources on turning out half baked double graduates if they are to take to openings for which graduates and sometimes undergraduates would have sufficed.

### Additional Resources :

Education is a national commitment and hence providing for adequate resources for education is the primary responsibility of the state. But that does not preclude efforts to mobilise funds from other sources. Alternative and additional means of mobilising resources must be explored.

1) Finances can be mobilised from non public sector sources like industry, co-operative societies, local bodies business and other user agencies. Our society has a rich and glorious tradition of philanthropic support for education. There are illustrious examples of great educational institutions built with the help of contributions from ordinary middle class people and even poor farmers, VIDYADANA or charity for the purpose of education has always been regarded as a noble task and an act of great religious merit. This popular belief and sentiment can be harnessed effectively to meet the needs of education.

2) The user agencies like the industry and business should be made to play an effective role in augmenting the resource. This can be achieved by providing for a better linkage between education on the one hand and industry and business on the other. Adverting to the lack of linkage between the two Dr. Nanjundappa writes " The basic limitation seems to be that the industry has no confidence in the universities about their credentials. Universities must convince their delivery capacity to make them acceptable to the latter. For want of such evidence industry prefers either to depend on its own research and development or bank on foreign flow of technology. ( Yojana, Republic Day special, 1994).

The same thing is true of university education in general. The attitude of the common people towards the universities is one of skepticism. They are yet to be convinced that universities con-

tribute towards the enrichment of the life of the community as a whole.

If the value of education is enriched by a fresh look and at the courses and curricula and if local bias can be given to vocational courses, active participation of the local industries, co-operatives and other agencies can be enlisted in augmenting the resources for education.

But this calls for a total revamping of the entire system of university education to bring the universities closer to the people and make them win the confidence of the people.

3) The income from fees is another source of income for the universities and constitutes roughly 11 to 15% of their total income. Even in economically advanced countries like U S A, U K, Canada and Australia it ranges between 15 to 20 percent of the total revenue.

There have been suggestions in favour of revising the fee structure. Though we do not quite agree with the argument that the beneficiary should pay for the benefits, (the point is discussed earlier) the suggestion to revise the fee structure needs to be considered. Those who can afford must pay more towards the cost of education. The revision of fee structure must be combined with a system of scholarships and loans so that the poor and meritorious students will not suffer any disadvantage because of the same.

Dr. Nanjundappa has given a detailed scheme of loan system. He is of the view that the present system of grants does not score well either on equity or on benefit principle. He says that "bringing about closer alignment between costs and fees and supplementing it by a more liberal scheme of scholarships and free ships on merit and poverty considerations would eliminate inequity which presently obtains in the financing system" (Dr. Nanjundappa, working of university finances). This system will also replace the present system of concealed and indiscriminate subsidy by a known and selective subsidy according to him.

4) The universities and institutions of higher learning may be encouraged to generate internal resources by providing consultancy services in different

specialised fields.

5) Thought should also be given to evolving a system of not only earning and learning but also a system of earning through learning and learning through earning.

### The Method of Financing :

Another aspect of financing of higher education relates to the method and system of financing.

Shri M.M. Ansari observes " there is no uniform method of assessment of financial requirements of Universities. The assessments by various funding agencies differ a great deal and bear no relationship to the costs of education. As a result there are considerable variations in the magnitude of financial inputs in respects of both academic programmes as well as student support services". (M.M. Ansari in Higher Education in India Ed. Moonis Raza Retrospect and prospect).

The aspects of planning and management of resources for the university system as a whole must be closely examined from the view point of devising an efficient and equitable resource allocation policy.

There should be a uniform basis for the distribution of funds among different universities. There is no justification for dissimilar financial treatment to different universities especially in respect of comparable educational programmes.

The financial needs of the university are to be worked out on the basis of scientific norms. Shri M.M. Ansari suggests that it is useful to introduce an element of competition among the universities. According to him the allocation of funds to the universities must be linked with the performance of the universities in the fields of both teaching and research. He says " In the regime of financial constraints in general and the need to fulfil the constitutional obligation of universalising elementary education in particular, the method of financing higher education ought to be somewhat more responsive to the needs of the best doers and the extent to which man power resources are needed for meeting the requirements of the economy and society".

Such a system of performance based allo-

## SOUVENIR

cation of funds would yield optimum results in terms of quality and quantity and also make the university system more accountable to society. It will safeguard the autonomy of the university.

### Utilisation Funds :

Of the total expenditure of the universities around 68% is said to go towards the payment of salaries. The unit costs of general administration including salary and non-salary expenses are also found to be very high. On the other hand the share of expenditure on equipment etc., has been showing a downward trend.

A large part of the research work undertaken by the university departments is said to be of questionable standards. They have little relevance either from the point of view of practical utility.

The universities need to make a self appraisal of their own performances. They should ponder over whether the amount spend by them is really spent in as useful manner. They have to address themselves more seriously to the challenges before the country.

With a view to streamlining the system of financing on the whole the following measures deserve serious consideration.

1. Pruning the expenditure on non academic aspects.
2. avoiding wasteful expenditure by redesigning the courses and reorganising research activities, so as to make them more relevant and useful.
3. ensuring optimum utilisation of existing infrastructure facilities.
4. avoiding uneconomic creation of facilities.
5. Strengthening the Vocational Courses at the secondary level and making them more attractive and relevant so avoid the rush for higher education.

6. delinking jobs from degrees.

7. reorganising higher education on the basis of manpower requirements.

8. Making effective use of distance learning system.

9. Creating an agency for the periodical assesment of the performance of the Universities.

10. Decentralisation of UGC with a view to catering the regional needs.

11. Establishment of Educational Development Bank, (EDB).

12. Establishing an effective linkage between Universities and industry.

The question of financing of higher education cannot be viewed in isolation. It is not just a question of rupees and paise. It is inextricably connected with the total system of education. It calls for a new appraisal and reassessment of the entire system. While it is imperative that more and adequate funds should be made available for higher education, the Universities and colleges on their part should become more accountable to the society. They must provide positive evidence of their relevance in tackling the problems before the Country and contributing to the process of national development. They should strive hard to skepticism in the minds of the public and win their confidence. So long as Universities and Colleges remain centres of churning out shallow, half baked, unemployed and unemployable graduates or centres of trade where education becomes a saleable commodity they will not be able to inspire the confidence of the people and their contribution towards the cause of national development and social well being is found to remain marginal. □

### Sponsors of National Seminar

#### Sponsorer

- ▶ Prabhu Chawla  
*Editor, Indian Express*
- ▶ Pure Drinks (I) Ltd.
- ▶ Dr. Kamla Sanghi

#### Item

- Delegate Files
- One time breakfast
- One time tea

# Summary of Punnayya Committee on the UGC Funding of Institutions of Higher Education

*Prepared by: Inder Kapahi*

The report consists of 13 chapters, the last two dealing with colleges of Delhi University (XII) and Banaras Hindu University (XIII). The chapter dealing with Delhi colleges was delinked from the rest of the report owing to intense opposition from the Delhi University Teachers' Association (DUTA) on the contents of the chapter. We give below a brief summary of important recommendations of the Punnayya Committee:

1. Any additional resources generated by university/institution may be kept in a separate fund to be utilised for furtherance of the objective of the university/institution. (1.12)
2. UGC may provide a matching grant as an incentive to universities generating additional resources. (1.12)
3. There should be 100% income tax concession on all endowments and contributions made to the universities, and additional concessions to donors sponsoring selected research projects in the universities. (1.12)
4. While universities should be encouraged to augment their resources for covering a larger proportion of costs of education than what prevails now the increased burden must be borne mainly by those who can afford. (1.13)
5. State or Government funding must continue to be an essential and mandatory requirement for support to higher education. The Government/ State must continue to accept the major responsibility for funding the essential maintenance and developmental requirements of the universities. (1.14)
6. The basis of funding of a central university may be linked to its specific objectives and to its pursuit of excellence, innovativeness, all-India character, and ability to provide access to weaker sections. (5.6)
7. Research funds may be provided in the development grant as special inputs for strengthening the universities research infrastructure. (5.6)
8. Central universities may switch to appropriate mix of input funding and student funding systems which may be standardised for comparable courses of which study by UGC over a period of time. (5.7)
9. Quality, efficiency and innovativeness must be consciously rewarded and institutions failing to improve financial and academic discipline should face disincentives. (5.9)
10. The unit cost system of calculation of eligibility for grants should replace the existing incremental system which may be retained till the end of the current five year plan period. (5.10)
11. From the Ninth Plan onwards, grants should be related to unit cost of activities as a rule existing incremental system which may be retained till the end of the current five year plan period. (5.10.11)
12. Maintenance grants to university based on unit costs of its activities would require periodical revision. (6.1)
13. Expenditure due to increase in the number of staff has to be reviewed and curbed firmly wherever necessary. (6.2)
14. An optimum division between academic and non-academic costs should be arrived at to help in stabilising the maintenance expenditure. (6.2)
15. The universities should be competent to operate its maintenance grant flexibly except for the creation of any new posts of any category. (6.3)
16. 20% of the annual maintenance grant may be released to the universities in April-May, 60% in September-October and remaining 20% in December. (6.4)
17. Development grants should be linked to an aca-

## SOUVENIR

demographic audit system and performance indicators to be developed by each university. (6.5).

18. Central universities must avoid offering conventional courses except when they are specially needed. (6.5).

19. In viewing academic infrastructural facilities, no distinction should be made in regard to the plan and non-plan grants and the entire system must be viewed as a whole. (6.5).

20. UGC should constitute a standing Advisory Committee of experts who would continue on a reasonably long term basis for evaluation the perspective plan drawn up by Central Universities and monitoring them. (6.9).

21. The Vice-Chancellors may be provided with specified discretionary fund to be used for promoting excellence in teaching and research without incurring any recurring liability. (6.9).

22. Once the Five Year Plan of a university is finalised, the university should be competent to implement these schemes within the broad guidelines of UGC. (6.10).

23. The development plans of the universities should be linked to the perspective plans of the universities and there should be a statutory Planning and Monitoring Committee for each Central/deemed university. (6.13, 6.14)

24. The academic cost is expenditure directly related to teaching and research should be 60-65%, academic administration should be 10-12%, on other departments, auxiliary services etc. be within 20-25% of the total maintenance grant. Till further refinement in calculation the basis of maintenance grants is calculated as under : (7.47)

Activity	Social Sc./Humanities	Science
Cost per student per year		
i) Academic/Teaching	Cost Rs. 11,680/-	Rs. 21,640/-
ii) Academic/Admn.	Cost Rs. 4,500/-	Rs. 4,500/-
iii) Other department auxiliary services & miscellaneous expenses	Rs. 6,070/-	Rs. 6,070/-
Total	Rs. 22,250 or 22,300	Rs. 32,210 or 32,200

25. ADA, Pension, Arrear pay etc. be provided on actual basis (5.10).

26. The maintained institutions in AMU, BHU and Visva Bharati be paid maintenance expenditure on incremental basis till meeting the same from other agencies is finalised. (7.50).

27. The student teacher ratio should be 1:12. (7.52).

28. The teaching to non-teaching staff ratio should be brought to 1:3 and employees like gardeners, safaiwalas, watchward etc. be engaged on contract basis to the extent possible. (7.55).

29. The minimum work-load for Professors, Readers and Lecturers should be 40 hours per week and the work distribution for actual teaching and tutorial, examination, research, own reading, administrative work, assistance to students have been spelt out in detail. (7.57).

30. On the pattern of the U.K., the Indian Universities should adopt Academic Audit system and UGC may give highest priority to it as this will not only promote academic efficiency, but also cost effectiveness. (8.19).

31. While the Government/UGC may continue to be the major funding agency, the universities must generate internal resources which should be sizeable in course of time. (9.2).

32. The tuition fees may be revised upwards with immediate effect and may be periodically adjusted, keeping in view the rate of inflation. The tuition fee may have to be different within a university, for different courses of study. The revised fee should be made applicable to the new entrants. (9.8).

33. Fees for library, laboratory, sports should be revised upwards to recover a significant part of the recurring cost. (9.9).

34. Hostel fees should be revised with immediate effect to meet all the actual recurring cost and in due course a part of capital cost as well. The student community should be involved in the discussions to raise recourses where their interests are affected. (9.10).

35. The income derived from enhancement of fees should be utilized to augment fellowship and scholarship programmes for ensuring access to weaker

sections. (9.12).

36. For generating income, the universities should let out their infrastructural facilities like playgrounds, auditoriam etc. and also organise short-term courses for which there is demand. They should also solicit endowments, contributions and actively participate in consultancy, without affecting the academic activity of the institutions. (9.13).

37. The resources generated by the universities should constitute at least 15% of the total recurring expenditure at the end of the first five years and at least 25% at the end of 10 years. (9.19).

38. A significant proportion of the internally generated resources and incentive grant from UGC for the purpose be put in corpus fund. UGC may also provide corpus fund grant to institutions in addition to maintenance and development grant. (9.24)

39. The income from the corpus fund be utilised for infrastructural development of the university. (9.24).

40. There is a need to strengthen the "Book-Bank" scheme in institutions. (10.4).

41. UGC may introduce broad-based student scholarship schemes for postgraduate students studying in central universities; this may be extended to 20% of the total student enrolment at postgraduate level. (10.9).

42. Central universities should award freeships or admit students at concessional rate of fee to meritorious students belonging to socially and economically weaker sections of the society. (10.12).

43. UGC may explore the possibilities of introducing soft loan scheme in collaboration with the nationalised banks. (10.14).

44. A statutory body for extending financial assistance to Delhi colleges be constituted and UGC may not directly fund Delhi colleges. (12.10).

45. The Governing Bodies, of Delhi colleges should be reorganised and conferred adequate powers and authority. (12.11).

46. UGC in consultation with Govt. of India should set up a Committee regarding the future set up for the Delhi colleges in light of the foreseeable demand for new colleges in the National Capital Territory of Delhi. This may inter-alia require multi campus structure or alternatively starting new universities.

(12.12 & 12.13)

47. Recommendation made for resource generation in respect of Central universities should be applicable to Delhi colleges. (12.12).

48. The Academic Audit System and Performance Indicators should be finalised in consultation with the colleges and made applicable to them. (12.15).

49. The 4 colleges affiliated to BHU may continue their affiliation to BHU until they voluntarily relinquish it. (13.2).

50. A Banaras Hindu University College Funding Council be constituted under the Chairmanship of Pro-Vice-Chancellor, BHU, which will receive funds both from UGC and U.P. State Govt. for disbursement to these colleges. (13.3).

**Brief explanation of various 'funding patterns':**

1. Negotiated Incremental Funding: The funds or grants to be received in a particular year are based on the allocation of the previous year and provide for 'incrementals' determined on broadly laid down formula. The actual extent of financial support depends upon availability of funds, negotiating skills of the institutions receiving grants, political influence, etc. (This is the funding pattern which has so far being followed in most central universities).

2. Input Funding: Inputs essential for the maintenances of institutions are determined. These inputs include student-teacher ratio, student-staff ratio, space allocation, library, laboratory, furniture, hostel, water, electricity, teaching aids, etc.. Per unit cost is calculated for each input and is multiplied by the total student enrolment to arrive at a conclusion on the funds required. Periodic review of costs of inputs to account for inflation and increase in salaries, etc. is undertaken.

3. Output Funding : Institutions are to be provided funds for their output in terms of graduates, post-graduates, researchers. This necessarily has to cover the costing factor.

4. Student Funding : Institutions are free to fix their tuition fees, etc and the state funds students to meet their living and tuition costs. students may be provided free stups, stipends, loans, etc. The institutions do not receive any grants directly from the state. □

---

 SHOULD PRIVATE PARTICIPATION BE
 

---

# We are not putting up varsities for sale

## POINT

PROF RAMA REDDY

*Chairman, UGC*

The expression 'privatisation' is incorrect, it is private participation. This is no novel idea-private participation in higher education has always been there in India. Even now about 3,600 of our 4,500-odd colleges are privately run. So I can't quite understand the reason for this sudden panic. I feel this fear-psychosis is born out of misconceptions about terms like 'liberalisation', 'privatisation' et al.

It's time we took a fresh look at the word 'privatisation'. It signifies, if I'm not mistaken, the taking over of ailing public sector enterprises by the private sector. But can a university be put up for sale? Privatisation is an economy-related term which is hardly applicable in this context. Education higher or primary can't be taken over by any private agency in any manner. I categorically deny any such move.

But if you talk about more private participation-yes, we have advised the universities to raise private funds. But this doesn't necessarily mean we are hinting at slashing grants. Earlier, if any university raised funds from the private sector we used to cut the same amount from their grant. Now it's just the opposite. We are giving them incentives-there's complete tax exemption. With great difficulty we have persuaded the Government to do this. However, all the goodwork is duly forgotten.

Few appreciate this is a revolutionary step -the UGC can't go to private bodies for fund collection. So we are suggesting that the universities take a little more initiative. And this is not binding. Why should there be a preconceived fear? Today every foreign

university is doing this. Not only that, most Western countries have cut their budgetary allocation for higher education up to 20%. Nothing like that has happened here. All the media hype about reduction of grants has nothing to do with the truth. In some cases, a particular university may have asked for Rs 10 crore and we expressed our inability to shell out such an amount and may have granted less. Or we asked the universities to curtail wasteful expenditure. Is this tantamount to slashing of grants?

In fact, all public enterprises including the UGC, had to face a 10% cut in expenditure. But the universities have been exempted from it. Like the Indian media, the universities are autonomous bodies -nobody dares to touch them. But they have growing needs and it's impossible for the government or the UGC to meet all of it. Hence they have been advised to do their bit. But as the Punnayya Committee report says, "education has to be a state endeavour". Nobody denies that, least of all the UGC.

## ENCOURAGED IN HIGHER EDUCATION?

# It'll mean survival of economically fittest

### COUNTERPOINT

N.K. KAKKAR

*President, DU Teachers Association*

The government's attempts to reduce grants are part of planned moves to attack the whole edifice of higher education. The message is loud and clear in the Eighth Plan document: (a) the university system should be increasingly encouraged to be self-sufficient and self-resource-generating (no new universities, colleges, courses to be encouraged), (b) the emphasis should be on encouraging non-formal streams like distance education.

In keeping with its liberalisation policy, the Government wants to throw universities to the vicissitudes of the market, a thin smoke-screen for complete privatisation of higher education.

This would limit the number of persons joining the universities; only the super-rich will opt for it. The obnoxious tenet of social Darwinism, the survival of the economically fittest, would rule the roost.

The Punneya Committee has estimated the cost per student/per year as Rs 22,300 for Social Sciences and Rs. 32,200 for Physical Sciences. How many would be able to afford this? Won't increase social inequalities? The committee says higher education is to be viewed as an important input for meeting the manpower requirements for crucial areas of national development, a critical input to ensure social justice. Therefore, it should continue to be an important element of national endeavour. Support and intervention by the State is essential and justified.

This doesn't mean the present irrationally low level of fees, which constitute hardly 3-4% of the

total expenditure, should remain static as it has over the last five decades. There is consensus among academicians over the need to rationalise the fee structure. However, this can't replace maintenance grants for upkeep of universities.

Any privatisation move would defeat the goals of an egalitarian and democratic society. Even now when higher education is being funded mainly by the State, total enrolment is likely to reach 50 lakh (0.5% of the population) by the end of the Eighth Plan. If left to the vagaries of market forces, this percentage will decline further. A developing country like ours can't afford this catastrophe.

Efforts have to be made to generate additional internal resources and minimise wasteful expenditure, but it would be unrealistic to expect this to cover 25% of the expenditure within a decade, as the committee suggests.

The Government may levy higher education cess from the users institutions, more specifically the corporate sector. By whatever means, it has to increase the allocation for education to 6% of GNP, as suggested by the Education Commission (1964-66).

Courtesy The Indian Express

*With Best Compliments From*

**Most  
Dependable  
Tea Carriers**

**GET YOUR GOODS FRESH IN THE MARKET**

In the galaxy of carrier of this country DHTC (INDIA) Limited are preferred by the industries, more particularly the tea industries of North East and South India.

DHTC (INDIA) LIMITED, have special arrangement for carrying tea from Assam, Dooars, Cachar, Cochin and Coonoor tea gardens to various states of India

# **DHTC (INDIA) LIMITED**

Regd. Office : MCD Building, Deshbandu Gupta Road, New Delhi - 110055

Phone : 7533353 (Four Lines) ; Gram : CHAIWAAHAK

## **Branches**

Ahmedabad	Anand	Amritsar	Bombay	Banglore
Bongaigaon	Calcutta	Cochin	Coonoor	Coimbatore
Delhi	Faridabad	Guwahati	Ghaziabad	Hyderabad
Indore	Jaipur	Kanpur	Madras	Meheana
Nagpur	Pune	Rajkot	Raipur	Siliguri
Saharanpur	Silchar	Tinsukia	U. P. Border	

# Punnayya Committee and Privatisation of Higher Education

S.S. Rathi

Former President, DUTA

## 1. General Scene on funding of education :

After the Kothari Commission (1964-66) on Education, there has been a stark unanimity in the election manifestos of all the national political parties over all these years in promising allocation of six per cent of GNP to education. Yet not even feeble attempts have been made to achieve the target as is evident from the fact that allocation to education has averaged to around three per cent consistently.

To fulfil the constitutional obligation regarding universal elementary education as well as other promises like vocationalisation of education, target dates have been deferred frequently. And without any sense of concern, all election promises and constitutional obligations are conveniently overlooked when it comes to allocation to education.

As the then HRD minister the present day Prime Minister P.V. Narasimha Rao is the main architect of the New Policy on Education (NPE 1986) which reassured allocation of six per cent of GNP to education with a view to achieve universalisation of elementary education by 1995 as well as to cover twenty five per cent of students by vocational education during the same period. The NPE also contained the assurance to abolish capitation fee in education institutions. The intervening period has seen Central Governments of different political shades, but the allocation to education in the Central Budget has continuously remained below 2% of the outlay. Obviously, the Planning Commission has little moral authority to plead for an enhanced allocation by state governments. As a result, the targets in the NPE remains elusive.

## 2. Allocation to the UGC:

The UGC allocated funds from the central budget for HRD so as to provide non-plan (maintenance) grants to the central universities, 54 Delhi colleges and 8 of the deemed universities. It is also supposed to provide plan (i.e., developmental) grants to all the universities and colleges in the country (though at present only 4500 out of 7800 and odd colleges are receiving plan grant. The state universities receive their maintenance grants from the respective state governments).

Every year the maintenance expenditure goes up. This increase in the non-plan expenditure is on the following counts :

- a) Annual increments on salary which increase the funds requirement by 3-4%.
- b) DA instalments (now two - for January and July) equalled to about 14% of the salary.
- c) Increase in expenditure on non-salary components like maintenance of buildings, roads, water, electricity, stationary, chemicals, equipment, books and journals etc. Inflationary expenditure on these items increases by 15% or more.

As against increased requirement of funds under non-plan expenditure, the Government had been trying to freeze the allocation and has only been forced to make some adhoc increases since 1991-92 as and when the university community has protested against crippling of universities because of 'grants freeze' policy.

## 3. Background for setting up Punnayya Committee:

The sudden decision of the UGC during 1992 to freeze grants (both for non-plan as well as

plan) to the central universities at the 1991-92 level for the whole of eighth plan brought into focus the issue of funding of education and relative distribution of these funds to various sectors in education. The past policy of "covering the deficit", i.e., internal receipt deducted out of the actual expenditure in any year has been given up in an unannounced manner. When the 'grants freeze' threw the central universities in academic freeze and turmoil leading to loud protests by the university community, the UGC announced setting up of "Justice Dr. K. Punneya Committee" to lay down policy for funding of these institutions.

#### **4. Punneya Committee Recommendations and Resource Generation :**

It is obvious that the Punneya Committee recommendations and the UGC decisions on the same aim at withdrawing subsidies on higher education. One important recommendation in this regard as accepted by the UGC is that 'the universities must raise, on their own, resources to the extent of at least 15% of the total recurring expenditure (plan and non-plan) at the end of five years and at least 25% at the end of ten years'.

While Punneya Committee recommendations acknowledge that the Government cannot wash its hands off from funding higher education, it does not lay down any firm and specific binding on the Government. On the other hand the report lays stress on the concept of 'student funding' and 'loan scheme' which could be used to further reduce grants to universities as well as politically exploit the situation by any government.

The Committee proposes that "institutions are free to fix the fees and the state funds students to meet their tuition and living costs. Funding of students may be based on merit. It could be combined with the Requirement of "Social Justice".

Coupled with this is the proposal to introduce scheme to advance loans by nationalised banks to students on 'Merit and Economic Backwardness'. The loan which would depend on tuition and living costs would be recoverable in appropriately phased manner.

And the real intentions of the Committee

are reflected by the recommendation which allows the Government to totally withdraw from funding of higher education. To quote the Committee.

*We are of the view that the Government should in course of time shift the funding of universities to a system of students funding. This would enable universities to fix appropriate fees.....And also remove considerably their dependence on state support.*

Thus the intention seems to be that while 15% to 25% of the expenditure is raised by the universities through other measures, the remaining expenditure is met student funding' through loan scheme etc.

Private sector has been given a good temptation to enter/take-over the higher education by proposing hundred per cent tax exemption on all endowments and contributions made to the institutes of higher education. It is significant to note that such concessions are not available for helping expansion of elementary/school education.

While there is need to rationalise fee structure at the places where it is ridiculously low, following measures suggested for raising of resources by universities may tax the poor students to unaffordable limit of fee. Some of these measures suggest upward revision of:

- 1) tuition fees with IITs and IIMs as model;
- 2) fee for library, laboratory and sports so as to recover the recurring cost;
- 3) hostel fees to meet all the actual recurring cost and a part of capital cost as well;
- 4) admission and examination fees etc. so as to meet costs on the operations.

While making these recommendations, the committee seems to have conveniently overlooked the data collected by it regarding the other countries. Even in the developed countries including USA, France, Germany, UK etc. fees constitute less than 15% of the expenditure in 'public institutions'.

Of course, there could not be any objection to some of the resource raising measures which include:

- a) hiring out facilities such as auditorium, computer services, play grounds, guest houses, hostels, lawns

etc.;

- b) designing short term courses to generate resources;
- c) soliciting endowments/contributions from alumni and others;
- d) providing consultancy services etc.

**5. Developments in pipeline to further privatise higher education:**

**ACCREDITATION COUNCIL:** The UGC has decided to set up an "Accreditation Council" in the name of evaluating each university and college and linking financial support to such an evaluation.

However, the 'Accreditation Council' is likely to be used to grant accreditation to private (coaching) institutions so as to recognise their teach-

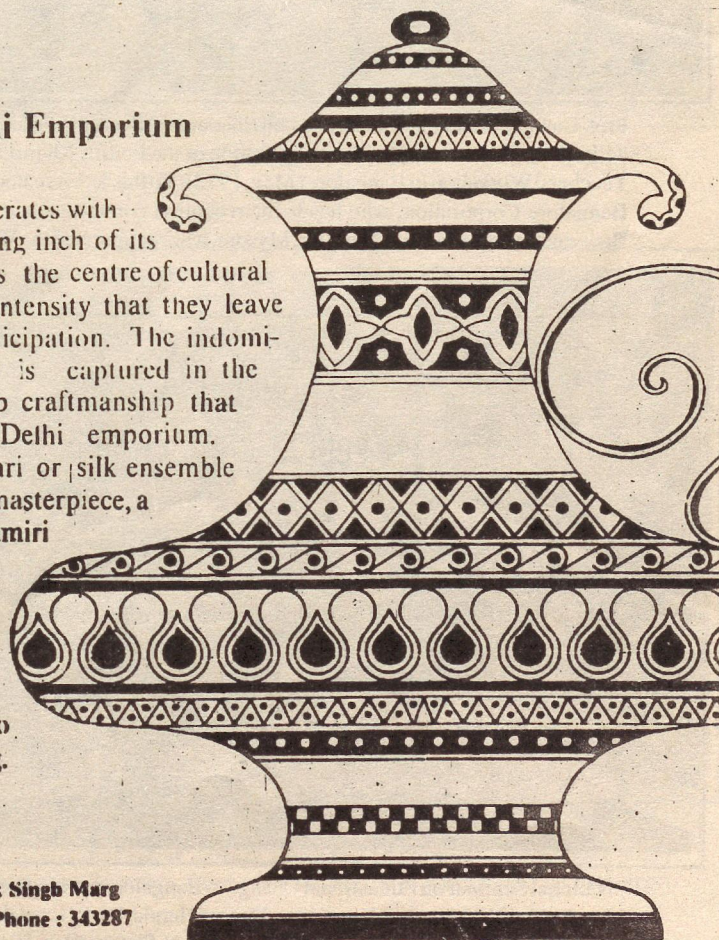
ing and degrees in a fashion simliar to granting accreditation to private computer courses by the Department of Electronics or private management courses by the AICTE. This would be major step in the direction of privatisation and commercialisation of higher education.

**PRIVATE UNIVERSITIES:**

The moves are afoot to introduce Bill in the Parliament to allow setting up of private universities, to begin with, by NRIs. Whether it would bring resources to higher education or would create conditions for 'death' of the state funded universities, only time will tell. □

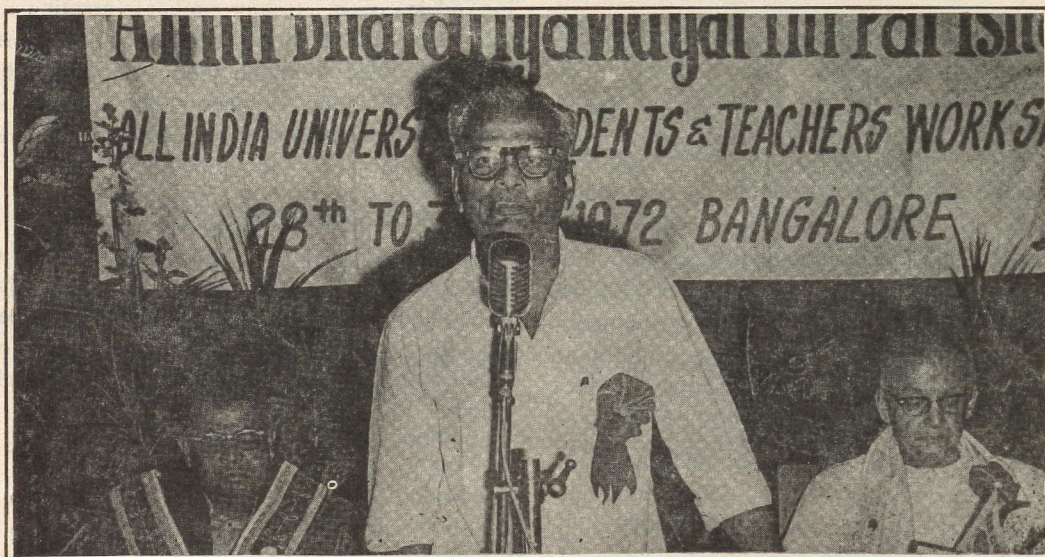
**VISIT**  
*Bharti* Delhi Emporium

Delhi a city that reverberates with tradition in every pulsating inch of its boundaries A city that's the centre of cultural activities so rich in their intensity that they leave you breathless with anticipation. The indomitable spirit of this city is captured in the various pieces of superb craftsmanship that are displayed at the Delhi emporium. Every article, be it a zari or silk ensemble or a brass or wood masterpiece, a batik painting or a kashmiri carpet, precious & semi precious jewellery or leather articles, it tells the story of long hours of love and patience, woven or sculptured into the very fibre of its being.

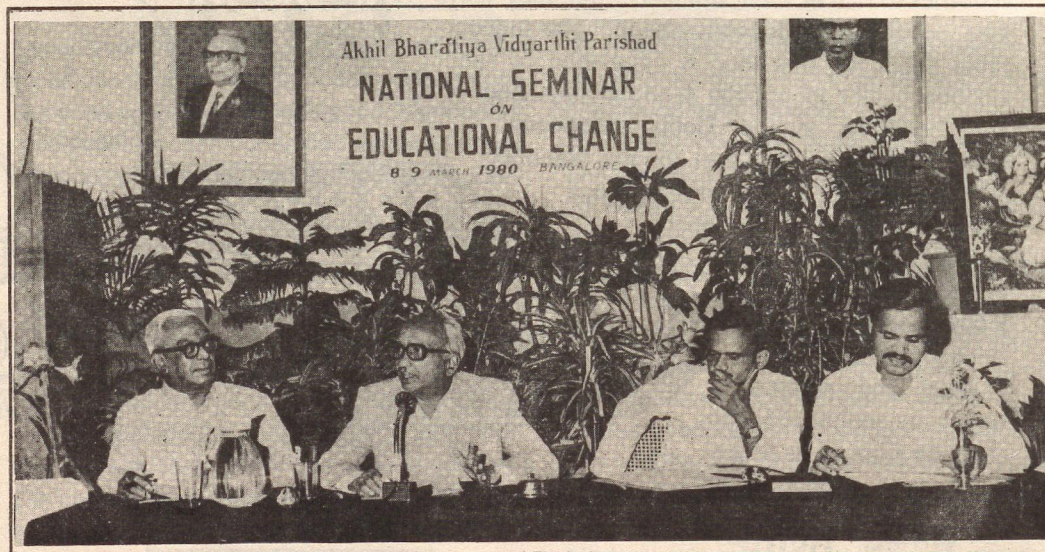


**DSIDC**  
Baba Khurak Singh Marg  
New Delhi Phone : 343287

## SOUVENIR



Prof. Dattaji Didolkar, President of Akhil Bharatiya Vidyarthi Parishad, delivering his presidential address on the occasion of the inauguration of the Fourth All India University Students' and Teachers' Workshop in Bangalore (May, 1972). To this left is seated Shri M.V. Tiwari, Mayor Bangalore Corporation, who heads the reception committee and to this right is Shri A. R. Badarinarayan, Education Minister, Mysore, who inaugurated the Workshop.



National Seminar on Educational Change in Bangalore in March, 1980.  
L to R: Shri V. K. Narasimhan, Editor, Deccan Herald, Prof. Gopalakrishna Adiga, Famous Writer  
Prof. P. V. Krishna Bhat, President ABVP, Shri C. N. Shankar Rao, Vice President ABVP, Karnataka.



National Seminar on Student Union : Election and Functioning in New Delhi on 30-31 July, 1983.



National Seminar on Financing of Higher Education held in New Delhi, July '94  
Standing L to R : Sh. R. K. Bhatia (National President ABVP), Shri M. L. Khurana (Chief Minister NCT),  
Shri Veeraraghavan (Former Education Secretary, Govt. of India), Shri N. K. Kakkar (DUTA President).

SOUVENIR

*With best compliments from*

**BUDHIRAJAS'**

**Allied Sales Corporation (I)**

**&**

**Monika & Manjit Enterprises**

"SONI MANSION"

1687, ARYA SAMAJ ROAD,  
KAROL BAGH, NEW DE LHI-110005

Phones: 5722984, 5730607, 5730608

Tix: 31-77298RAJAIN Fax: 9111-5755812

Leading Industrial House for industrial Valves, Rubber Expansion Joints, Rubber Hoses Hydraulic Equipment and Systems, Electric Hoists, EOT Cranes, Rotary Geared and Screwed pumps Cooling Towers, Conveyor Equipment and Systems, shot blasting Spares, Pollution Control Equipments and various types of Fastners such as Shoe Eyelets Industrial Springs, Spring Washers circlips & HSS cutting Tools.

## A B V P's National Seminars on Education

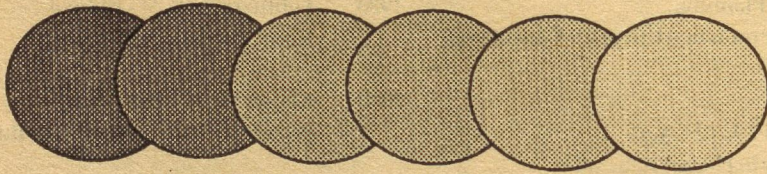
- |   |   |
|---|---|
| <p>1975 - February 9 &amp; 10 - Delhi<br/>                 - Educational Planning and National (Developmental) Planning.<br/>                 - Non- Governmental Effort for Educational change.</p> <p>1978 - February 11 &amp; 12 - Agra<br/>                 - Autonomy in Higher Education</p> <p>1979 - September 8 &amp; 9 - Delhi<br/>                 - Direction, Priorities and Process for Educational Change<br/>                 - Administration Structure for Educational Change</p> | <p>1980 - February 23 &amp; 24 - Bhopal<br/>                 - Rural Oriented Education</p> <p>1980 - March 8 &amp; 9 - Bangalore<br/>                 - Bharatiya Values in Modern Education</p> <p>1980 - April 19 &amp; 20 - Ranchi<br/>                 - Education system</p> <p>1980 - April 26, 27 &amp; 28 - Varanasi<br/>                 - Equalisation of Opportunities in Education</p> <p>1980 - August 2 &amp; 3 - Pune<br/>                 - Voccalisation of Education</p> |
|---|---|

## A B V P's Major Activities on Education

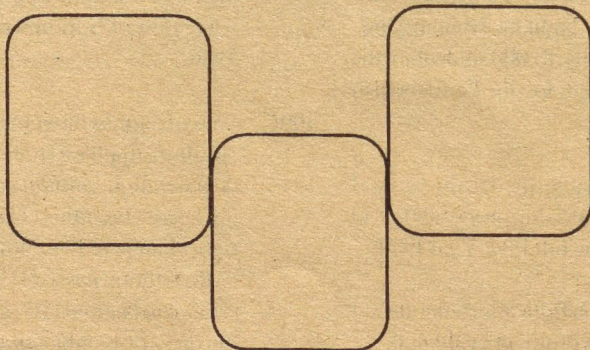
- |   |  |
|---|--|
| <p>1978 - Publication of the book - EDUCATIONAL CHANGE written by National President Prof. Bal Apte.</p> <p>Aug, 1978 - National charter of students demands presented to the Central Government.</p> <p>March, 1979 - Students petition to the Parliament, signed by nearly eight lac students and presented by nearly 10,000 students of the country after a March to the Parliament in New Delhi.</p> <p>Aug, 1980 - Memorandum submitted to the Central Government comprising proposals for incorporation in the 6th Five Year Plan.</p> <p>1985-89 - National Policy on Education announced by Rajiv Gandhi Government evaluated, analysed and commented upon a continuous</p> | <p>basis in steps with the government's announcements and actions.<br/>                 - Black paper issued on the failure of implementation of National Policy on Education 1986.</p> <p>1990 - Written and oral presentations made to Acharya Ramamurti Committee appointed for review of National policy on Education 1986.</p> <p>1991 - Save Campus movements launched to rescue the Campuses from corruption, moral degeneration, cultural invasion and demanding basic amenities. The movement sought for a change in the campus culture.<br/>                 Resolution passed at the National Conferences and National Executive Council Meeting on various educational issues. □</p> |
|---|--|

SOUVENIR

With Best Compliments From



**SARVPRIYA INDUSTRIES PVT. LTD.**



SOUVENIR

# NATIONAL SEMINAR

ON

## "FINANCING OF HIGHER EDUCATION"

23 rd-24th July '94, Delhi University, Delhi.

### A REPORT

Wide-ranging suggestions to save the higher education sector from the resource crunch have been recommended at the recently held National Seminar on Financing of Higher Education organised by Akhil Bharatiya Vidyarthi Parishad.

The prominent suggestions include the setting up of Educational Development Bank (E.D.B.), better University-Industry interface, increased plan outlay for education by the Government, meaningful vocationalisation of courses, tax concessions to the contributions to Educational institutions etc. The National Seminar on this significant current topic which was held at Delhi University Campus was attended by renowned educationists, representatives of students and teaching community and the management-coming from 17 States. In all 36 papers came up for the discussion.

Prominent among the participants included Former Vice Chancellor of Patiala University and renowned columnist Mr. Amrik Singh; Former Vice-Chancellor of Bombay University, Prof. Ram Joshi, former Vice-Chancellor Pune University Prof. V.G. Bhide, Senior Fellows of NIEPA Prof. G.D. Sarma and Prof. Sri Parkash; Prof. P.K. Sarma from Gauhati University; Known economist and Principal of Delhi University School of Distance Education, Prof. Ruddar Dutt, noted education Economist Dr. C.B. Padmanabhan, Madras, Former Minister Higher Education U.P., Mr. N.K. Gaur, Prof. O.P. Kohli, Member of Parliament and educationist, apart from those who represented NIEPA, DUTA, AIU Private Management of Delhi, Karnataka, Maharashtra, Tamil Nadu, Assam, Gujrat.

Prof. P. V. Krishna Bhat, Former All India President ABVP and Senate Member of Shimoga University (Karnataka) delivered Keynote address. The Seminar in its various sessions discussed the

Policy, planning and implementations of funding Higher Education, the role of Governments and of Private managements in financing, rationalisation of fee structure, non-Governmental efforts such as Educational Developmental Bank; user-industries' role, societal contribution and endowments and the concept of educational cess; also a comparative view of financing in other countries, case studies of Bihar, Tamil Nadu, Karnataka and of some model Institutions like Chitrakoot Viswavidyalaya were also deliberated upon.

The Seminar was of the considered opinion that while finding additional and alternative avenues of resources for education is an imperative need, the Government cannot shirk its responsibility of providing increased grants to the Higher Education making it affordable to all needy and deserving students. The participants took strong exception to the Govt's recent attitude allowing education to market forces. In this connection it was felt that the idea of self-financing institutions and hiking the student fee abnormally and irrationally should be eschewed.

A plea was also made in the seminar that the alternative or additional resources raised by the Universities and institutions should not be considered as part of the grants by the Govt. and instead, the resources found such should be left with the institutions as additional funds. The prominent idea that emerged in the seminar was of setting up an Educational Development Bank (EDB) on the lines of Industrial Development Bank of India, to provide soft loans to students for pursuing higher education, and also to the private institutions for development of infrastructural facilities. These loans from E.D.B. should be made available to the students, at low interest rate with a facility of repayment on deferred basis with a specific moratorium period.

## SOUVENIR

An increased and scientific university-Industry linkage was passionately suggested and approach towards this and were discussed quoting certain experiments made by various institutions. It was felt that the user-sector should be motivated to evince interest in investing in education through proper interface.

The societal contribution to education which has a long established tradition should be encouraged aggressively by offering more exemptions and concessions in tax laws towards such donations.

Although the student tuition fee must form a significant part of the revenue in higher education, the participants felt that a sudden and exorbitant fee-hike is not desirable. The student fee, which at present contributes 11-15 percent should remain at the same level. The suggestion of U.G.C. for raising the fee to make it 20-25 percent of total revenue was rejected in seminar.

Capitation fee in professional colleges and the recent Supreme Court judgement in this regard was another important issue deliberated upon.

It was felt that the fee structure recommended by the Apex Court is not only impracticable at the implementation level, but the amount of fee is much more than the capitation fee in the real terms. The verdict has also created other problems of admissions etc. Hence the Seminar felt that the verdict should be reviewed comprehensively.

The seminar was of the opinion that, a mechanism with a rational structure should be evolved to ensure a proper role and share of government allocation, societal contribution, students fee and the responsibilities of Private managements.

Other broad suggestions that emerged during the debate are as follows :

(1) An increased plan allocation for education - 4% of the G.D.P. by 1995 with a raise to 6% by 2000 A.D. A third of this allocation should be made available for higher Education.

(2) A rationalised fee structure-where higher fee to be paid by affordable section and concession to the needy ones-should be evolved. It is also suggested to fix the fee at college level considering the fee paid by the student at Primary and Secondary level.

(3) Disparity existing in the disbursement of UGC grants among universities particularly between Central and Other universities must be removed.

(4) Ultimate beneficiaries of education such as Industries and professionals must be encouraged to contribute towards educational expenditure.

(5) Considering the population and other regional needs, technical, medical and other professional colleges must be established so as to maintain the healthy balance.

(6) Effective measures to raise contributions from the alumni of the Institutions, particularly those who have settled abroad, be taken up.

(7) Capital expenditure and non-academic expenditure should be drastically cut down, and diversion of funds earmarked for education and particular heads under education should be effectively checked. Proper allocation of funds to semi-urban and rural areas should be ensured.

(8) Universities should be brought closer to the society and its needs. The confidence of society in the universities must be strengthened by increasing the deservability and usefulness of universities' academic activity.

(9) Full and alternative utilisation of facilities should be introduced.

(10) Academic activities of universities should be audited.

Akhil Bharatiya Vidyarthi Parishad will meet the authorities such as UGC, AICTE, Finance Commission, Ministry of Finance, Ministry of H.R.D. and State Governments to present these recommendations had urge for the implementation of the same.

The Seminar was inaugurated on 23rd July, 1994 by Shri Madanlal Khurana, Chief Minister of Delhi State. He, in his inaugural address, told that the financing of Higher Education is the responsibility of the Govt. and it should allocate more funds for the same. Shri Veeraraghavan, former Secretary to the Ministry of H.R.D. and Chairperson of the Reception Committee gave the perspective of the topic in his welcome address. Shri Raj Kumar Bhatia, National President of AVBP, made the introductory speech. □

## SAVE CAMPUS

Campus is the centre of national's construction. Nations' future can be seen in college campuses. But as the discussion comes, the unacademic atmosphere crops up in the mind. Campus has become a synonym for goondaism, violence, casteism, political interference, restlessness, and chaotic conditions, indiscipline, corruption and anarchy. The Government in its publication, "National Educational Policy" 1986-educational challenge - has accepted that it had failed on every front. The situation in the last nine years further deteriorated.

Presently, campus is being attacked from four directions. For the last four and a half decade, persistent demand for the change in educational policy is confined to creation of commission and committees and their weighty reports, but change is negligible. The paucity of resources, and commercialisation of education was the order. The resources available are not utilised to the optimum level. Education was looked after by a neglected ministry.

Secondly, the subjects indifferent to reality, ordinary educational streams of limited utility in the place of technical and vocational education increasingly producing the less calibre unrelated to the regional development and environmental problems and above all, without life values. The lack of interaction between students and teachers is multiplying this problem.

As far as the infrastructure is concerned lack of building, laboratory, library, play ground, play material facilities and teachers/lecturers make the atmosphere of campuses unattractive. The absence of educational calendar, disorders on campuses, delaying results and unfair means at the time of admission are the other issues reducing the overall importance of educational sector.

The political appointments of Vice-Chancellors and Registrars and increasing impact of violence and goondaism on campuses and from admission and reward of degrees to the appointments of lecturers is totally reducing the sanctity.

Mulayam Singh has played with the examination credibility for his cheap selfish, political interest and pushed the U.P. State into abyss. And in Madhya Pradesh the State Government has abolished Shiksha Bharati conducting 5th and 8th class Board Examinations. On the whole educational campuses are displaying unacademic character. But students should not get satisfied with this indifferent analysis. Today student community is also equally guilty for the problems of ragging, drug-addiction, self declaration of Holidays, and the evil habit of malpractice. At the same time campuses have to be saved from growing influence of obscene films, obscene literature, west and crime.

Akhil Bharatiya Vidyarthi Parishad keeping this in mind had declared save campus movement two years ago in its 37th National Conference at Jaipur. Afterwards it was reiterated in May, 1992 at its NEC meeting and also in its 38th National Conference at Kanpur.

In the light of this call, educational surveys, were conducted and the movements were organised over the problems of College campus. Huge demonstrations were organised in a few states as part of this Save Campus Movement. One lakh and thirty thousand students in Maharashtra, 84 thousands in Karnataka, 30 thousand students in Gujrat, 25 thousand in Madhya Bharat have taken part in these rallies. A large number of ordinary students have joined this struggle, waged under the leadership of ABVP. ABVP considering the sensitivity of the student community over the campus issues and his future as the main causes that made the large number of students to take the struggle on to roads. Consequently in Maharashtra, an enquiry committee has been constituted to go into the capitation issue, state transport facility for the students coming from the villages and also a committee has been constituted to solve the problems of social welfare hostels. In Vidarbha the corrupt Vice-Chancellor was removed, the seven newly opened capitation

## SOUVENIR

colleges were closed down in Karnataka and in many colleges new buildings and other facilities were created.

Save campus Movement was successful in strengthening the infrastructure and bringing a little order into the system. At the same time " Save Campus- Save Education" movement has inspired thousands of students and made them join this path of change.

This movement has to be extended to national level to change the policy, to establish an autonomous educational foundation, to have increased resources, to change in subject content, and educational planning and at the same time create an awakened student leadership and effective students' union to fight continuously against political interference, corruption, violence and goondaism on the campuses, eventually to evolve ideal campus culture.

Today, the need is:

(1) Every student should learn, every teacher

should teach and the teacher should stand as a living example for the students. Effective measures to be taken to stop private Tutions.

(2) More numbers of co-curricular activities (NCC, NSS, Games etc.) be conducted.

(3) Political interference in campus elections must be curbed.

(4) Values be established.

(5) The problems of ragging, drug-addiction and malpractises etc. be eliminated.

(6) Wearing of Western Traditional dresses on the occasion of convocation must be discouraged.

This 39th National Conference of ABVP, resolves to take this save campus movement to ever hook and corner of the country and also appeals to the students power to join the struggle. This movement is for the restoration of academic atmosphere on campuses and for total change in education consequently to create youth power with citizenship and patriotic qualities and so that is can be an instrument for the purpose of National reconstruction.

**(Resolution taken at the 39th National Conference of Akhil Bharatiya Vidyarthi Parishad held at Bhubneshwar in Dec. 1993)**

*With Best Compliments From*

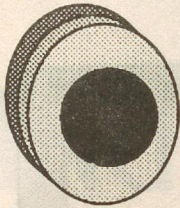
**S. S. ENGINEERING WORKS**

C-2/8, Mayapuri, Ind. Area,  
Phase - II,  
New Delhi - 110 064

**Designers and Manufacturers of High Speed Packaging Machines.**

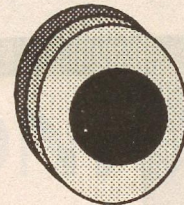
*With Best Compliments From*

## GUPTA PAPER MILLS (P) LTD.



*Registered Office :*

4787, Sumi Hardware Market,  
Phatak Namak, Hauz Qazi,  
Delhi - 110 006



*Factory :*

38/2, Site No. 4, Sahibabad Industrial Estate,  
Sahibabad (U.P.)  
B2/17, Phase - II, Ashok Vihar, Delhi - 110052

*With Best Compliments From*

## EDUCATIONAL SERVICES (INDIA) LIMITED (ESIL)

*Your Partner in Education*

- Architectural design and construction management for and on behalf of Universities, Institutes of learning (schools, colleges etc.) research centre, libraries, documentation centres and institutional campuses including hostels, commercial complexes, roadways and auditoriums.
- The procurement and installation of all kinds of infrastructure inputs e.g., furniture, equipment, etc.
- Preparing job descriptions and requirements.
- Recruitment of faculty and support manpower.
- Feasibility studies for need identification.
- Designing the curriculam and implementation of schedules, selection of books and educational aids.
- Career and educational counselling to students and coordinating with Government, national and international organisations.
- Manpower forecasting at micro levels with short and long-term objectives.
- Function as the model agency for exchange programmes of students and faculty between selected Institution in India and their counterparts in the Third World.

*For Detailed information and discussion write to ESIL.*

**KIRTISHARMA - DIRECTOR**

13/9, WESTERN EXTENSION AREA, PADAM SINGH CHOWK  
KAROL BAGH, NEW DELHI - 110005

PHONES : 5722034, 5722630, FAX : 011-5758036

SOUVENIR

*With Best Compliments From*

SHARDA  
PLASTICS IND.

*Manufacturers of:*

HDPE, JERRY CANS UPTO 50 LITERS  
PACKING JARS PACKING BOTTLES

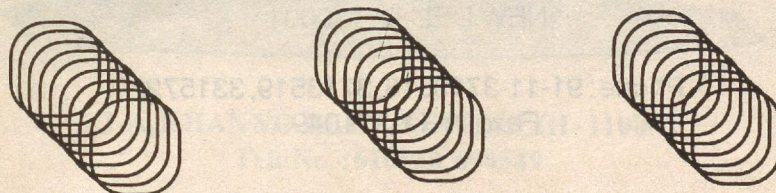
557-A, G.T. ROAD, OPP. UCO  
BANK, SHAHDARA, DELHI - 110032  
Ph. : 2282069, 2283219,  
Res. : 2425822, 2295476

SOUVENIR

*With Best Compliments From*



# INDIAN AVITRONICS



High technology aviation, space, electronics and  
defence equipment from USA, U.K. and Europe.

DCM Building, 1st Floor,  
16, Barakhamba Road, New Delhi - 110001  
Tel. : 3713262 Fax : 3327512 Tlx : 65323

SOUVENIR

*With Best Compliments From*

**GRIH LAKSHMI LEASING CO. Pvt. LTD.**

3/123, SCINDIA HOUSE  
CONNAUGHT PLACE  
NEW DELHI - 110001

Phone: 91-11-3713518, 3713519, 3315722  
Fax: 91-11-3310499

*With Best Compliments From*

**M/s Crockery Emporium**

*Departmental Stores*

*Dealers in:*

Crockery, Glass ware, Kitchen ware  
& Electrical Appliances etc

2 AB Khan Market, New Delhi - 110003

Phone: 4619089, 46830315

SOUVENIR

*With Best Compliments From*

# **COSMOS MANAGEMENT SERVICE PRIVATE LTD.**



3-A, KHAN MARKET, NEW DELHI - 110003

Tele No. : 616820, 694549

*With Best Compliments From*

**Friends Leasing Co. Pvt. Ltd**

Cycle Market,  
208, Jhandewalan ext.  
New Delhi

SOUVENIR

*With Best Compliments Form*

**M/s PRABHAT INDUSTRY**

**M/s Prabhat Leminators**

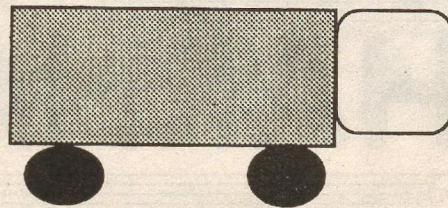
*Deals in : Laminated Boxes  
& Other Fancy Cardboard Box*

**C-10B, Kanti Nagar Ext.  
Delhi - 110051 Ph. : 2414006**

*With Best Compliments From*

**From  
a  
Well  
Wisher**

With Best Compliments From



THE **AUTO** ROAD CARRIERS

2, RAJENDRA MARKET, TEESHAZARI, DELHI-110054

Phone : Office: 2524706, Residence: 72346223

SOUVENIR

With Best Compliments From



**JHARNA**



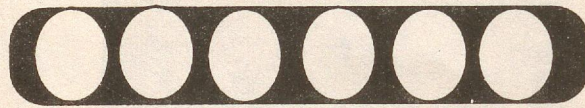
G-26, Bali Nagar

Phone : 5436064

---

With Best Compliments From

**SHIVAM INDUSTRIES**



B-8, DSIDC Work Centres

Tilak Vihar

New Delhi

SOUVENIR

With Best Compliments From

**A. S. EXPORTS**

*(A Govt. recognised export house)*

Manufacturers & Exporters of Leather Garments

B-126, W.H.S., Kirti Nagar,  
Timber Market, New Delhi-110015 (INDIA)

Phones : 5458695, 5450325 Fax : (91)(11) 5459628

With Best Compliments From

**MECANO STORAGE SYSTEM (I) PVT. LTD.**

Mecano House, 29/54, Punjabi Bagh West,  
New Delhi - 110026

Phone : 5421890/91/92 Fax : 5421892

● SLOTTED ANGLES      ● CABLE TRAYS      ● OFFICE FURNITURE

SOUVENIR

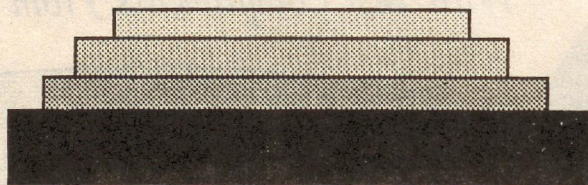
*With BEST Compliments FROM*

**NOVEX**

**LUGGAGE**

*Mark of Reliance*

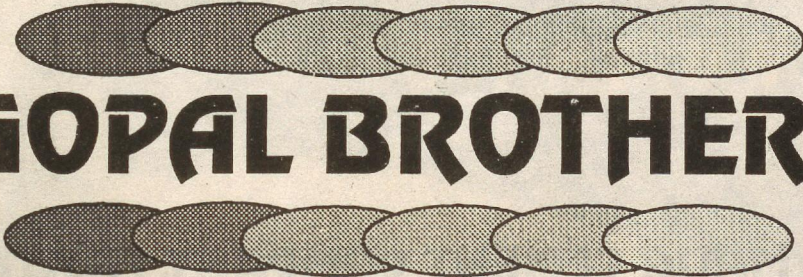
**BRIEFCASES, OVERNIGHTERS, SUITCASES, COSMETIC ORGANIZERS.**



FOUR-D INTERNATIONAL LIMITED  
F-34, D. S. I. D. C. COMPLEX  
NANGLOI, NEW DELHI-41.  
TEL - 5471141, 5471603  
FAX-011-7279780.

SOUVENIR

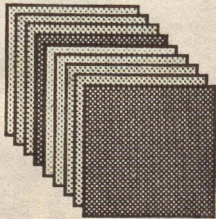
*With Best Compliments From*



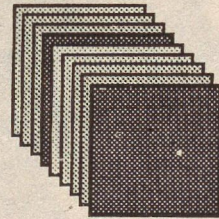
**GOPAL BROTHERS**

**With Best Compliments From**

**ARUN CHEMICAL INDUSTRIES**



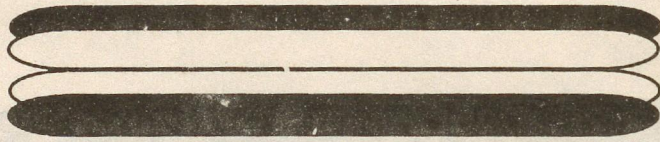
204, Tilak Bazar  
Delhi - 110006  
Ph. : 2525678, 2527499



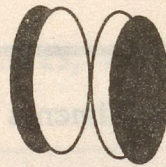
Manufacturer of  
**Food Colours**  
&  
**Flavours**

SOUVENIR

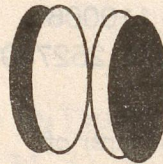
*With Best Compliments From*



**NARMADA CEMENT COMPANY LIMITED**



Registered Office : 2-C, Phoenix Mill Compound, 462, Senapati Bapat Marg  
Lower Parel, Bombay - 400 013



Local Office : Allahabad Bank Bldg., 4th floor, 17, Parliament Street  
New Delhi - 110 001

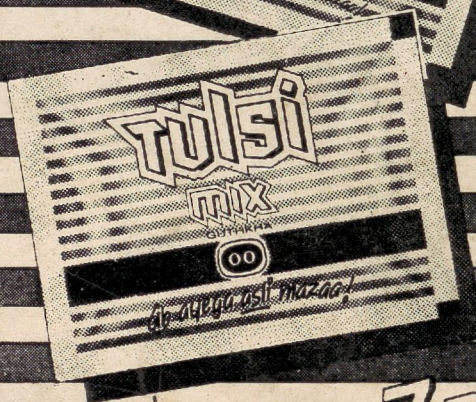
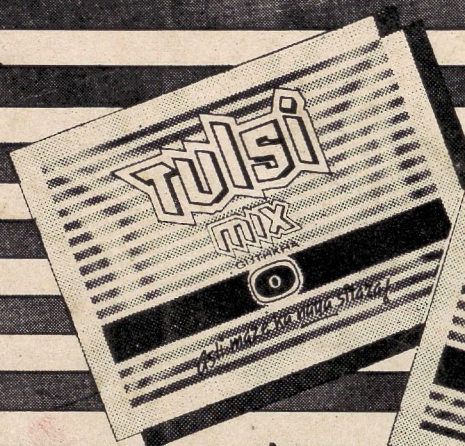
# Campa-Cola

... IS THE ONE!



**THE UNBEATABLE TASTE!**

Contains no fruit juice or fruit pulp



Asli Mazey Ka Zamana  
 Khaas Zarde Ka Nazrana

**Tulsi**  
**MIX**  
 GUTHKHA

STATUTORY WARNING: CHEWING OF TOBACCO IS INJURIOUS TO HEALTH

DHARAMPAL SATYAPAL LTD., B-1, SECTOR-3, NOIDA-201301 (U.P)  
 PHONE : 89-22066/29450/29455. FAX : (91) (11) 89-22592. TELEX : 598 214 DPSP IN

Copyright © Mather 182