

# Management of Financial Resources in Government, Aided and Self-Financing Colleges of Education in Haryana: Problems and Remedial Measures



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## Abstract

Education plays a vital role in the country's development process as it not only transforms people into civilized citizens but also brings considerable enhancement in their productivity. In turn, the quality of education and its contribution to national development are always influenced by the competence and character of teachers. The teacher education system through its initial and continuing professional development program is expected to ensure adequate supply of professionally competent teachers to run the school of the nation. India has one of the largest systems of teacher education in the world. There are a number of government, aided and self-financing colleges engaged in teacher education. These institutions are subject to the same regulating agencies i.e. NCTE, State Government and concerned Universities, though these colleges differ in nature regarding sources of funds and pattern of expenditure. This paper tries to critically examine the problems related to the management of financial resources and suggest some remedial measures to overcome the same. Here an attempt has been made to improve strengthen teacher education system in order to make it fully relevant and efficient under present conditions and also to view the same in future context of the nation.

**Keywords:** Financial Management, Colleges of Education

## Introduction

Colleges of education are generally concerned with the preparation of subject matter and professional education including theory or pedagogy and practice teaching. Professional education of teachers in India is now a century old. In the post-independence period school education expanded rapidly. Teacher education also expanded during this period in response to the increasing requirements of teachers for school education. As a result, a large number of new colleges of education were established by both the state and the private management bodies. With the aim of improving the conditions of teacher education in the country as a whole. The Government of India took many steps from time to time to bring teacher education under the control of a strong organization. Ultimately, this objective was realised with the creation of NCTE Act. The NCTE was established in May 1973 by a Government resolution to advise the Central and State Governments on all matters pertaining to teacher education.

The NCTE's status and role till 1993 had been advisory and it did not have statutory powers to enforce its guidelines. As per the provision laid down in the NPE 1986 and the Programme of Action for its implementation, the NCTE has been conferred statutory status as per the NCTE Act. No. 73 of 1993, passed by the Parliament of India. It came into existence with effect from 17<sup>th</sup> May 1995. The Act aims at achieving planned and co-ordinated development of teacher education system throughout the country, regulation and proper maintenance of norms and standard in the teacher education programme. The NCTE performs functions that are regulatory and also concerned with academic development of teacher education.

**Growth and Role of Private Sector**

The private sector is the fastest growing segment in the field of teacher education institutions. The increasing demand for teachers at elementary and secondary levels has increased the huge demand for seats in the institutes of teacher education. In the beginning the demand of teachers was more than the seats available in the Government and Aided institutions in Haryana. Government found it difficult to setup new colleges due to financial crunch. Even the existing universities and colleges were encouraged to generate their own resources to become self-sufficient. As a result, there has become a multiplicity of such institutions in Haryana with varying sources of finance. On the basis of financial resources, institutions of teacher education in Haryana comprise both the institutions established and run by the Government and the private parties. The private institutions include both which are receiving grant-in-aid and which are totally unaided.

**Brief Review of Related Studies**

In spite of the crucial role of financial inputs in educational development, very few researches have probed into the issue of educational governance and finance in India. Dutt (1969) estimated the unit cost of education in colleges of Haryana. The investigator computed that the cost per student was lower in private colleges rather than that of Government. Tilak (1998) examined the long term trends in financing higher education, and critically analyzed various proposals being put for mobilization of resources, reflecting upon the compression in financing higher education. Qamar (2008) conducted a study on financing pattern and cost structure in Government, Aided and Unaided secondary schools of Delhi. Panigrahi (2010) conducted an evaluated study of infrastructural facilities in self-financing institutions of teacher education in Haryana.

The short review of earlier studies suggests that most of the studies deal with the issue of financing higher and secondary education at macro level. The financial behaviour of institutions of teacher education has not been subjected to a critical review. This study should, therefore, provide some deeper insights into the various aspects of structure of Governance and management of financial resources in this crucial sector of education.

**Scope and Importance of Study**

The teacher education system of Haryana is in the focus of this study. The nature and extent of colleges of teacher education have been analysed on the basis of their management of financial resources and concerned problems. These institutions consume a large amount of nation's resources. Misutilization of resources in the education sector, constitute a real welfare loss. Management of financial resources has more significance as it helps in proper allocation of resources and institutional planning. The present study makes an attempt to analyse the problems concerned with the management of financial resources among different types of institutions of teacher education. This study also suggests

mechanisms to cover up the mismatch so that inclusive growth is taken care of.

**Objectives of The Study**

1. To analyse the sources of income and pattern of expenditure in Government, Aided and Self-Financing colleges of education in Haryana.
2. To analyse the problems related to the management of financial resources and to suggest some remedial measures to ensure quality education in the colleges of education in Haryana.

**Methodology**

The present study was carried out to analyse the management of financial resources in Government, Aided and Self-Financing colleges of education in Haryana. This study is descriptive type in nature. It is based on the survey of status of different types of educational institutions of teacher education. Total ten colleges of education (Government 2, Aided-4, Self-Financing-4) formed the sample of the study. The data was collected through a comprehensive schedule developed by the investigator.

**Research Outcomes****Nature and Structure**

The institutions of teacher education in Haryana are under the control of Minister of Education of State which is carried out through the Commissioner Higher Education Haryana. NCTE and the State Universities have the regulatory powers to implement the programme and to maintain standards under the norms of UGC. The following three categories of the institutions of teacher education are maintained by the state.

**Government Colleges**

These colleges are established and run by the State Government of Haryana. These are the public institutions which are funded by the State Government of Haryana. State Government provide recurring grants to the colleges in respect to salary of teaching and non-teaching staff. Some grants to these colleges are provided by the State for their development and maintenance. These institutions follow the norms of State Government regarding the recruitment of teaching and non-teaching staff.

**Aided Colleges**

These colleges are established and run by any Educational Trust or any Managing Committee which is registered under the societies registration Act, 1860. These institutions receive salary of the staff and maintenance grants from the State Government according to Grant in Aid Code. These colleges of education follow the norms of State Government and UGC regarding the recruitment of regular teaching and non-teaching staff with the co-ordination of the Managing Committee of the college.

**Self-Financing Colleges**

These colleges are established, managed and financially supported by the non-Governmental bodies like society, trust, organisation. These colleges of education follow the norms of NCTE and of concerned universities regarding the recruitment of teaching staff and infrastructural facilities. In this case the role of the Managing Committee or the owner of the institution is important. The main source of the

income of these colleges, is fee, and other funds charged from the students. The physical facilities, faculty development programmes and research opportunities for teacher are rather limited in such colleges.

#### **Common**

- Admission pattern
- Course structure
- Examination Pattern
- Regulatory framework and pre-requisite conditions for the functioning of teacher education.

#### **Financial Management of Educational Institutions**

Management of financial resources in educational institution is related to generating income from different sources for the institution and utilizing the same in a purposeful manner. It is referred to the analysis of the sources of income and components of expenditure in Government, Aided and Self-Financing colleges of education in the present study.

#### **Sources of Income in Government Colleges of Education**

##### **Grants from State Government**

The State Government provides recurring grants to the colleges for salary of teaching and non-teaching staff. Some grants are given to these colleges for their development and maintenance.

##### **Fees from the Students**

Admission fee and funds, registration fee, tuition fee, library fees etc. are received from the students.

##### **Other Sources**

The other source of income in these colleges is the grants received from the UGC. UGC has been giving grants to the colleges for the purpose of development and upgrading of library and labs.

#### **Sources of Income in Aided Colleges of Education**

##### **Grants from State Government**

The main source of the income was Government grants. These institutions have been receiving a substantial financial support from the State Government for the salary and maintenance of the institution.

##### **Fees from Students**

This income is from the admission fee, registration fee, tuition fee, library fee etc. from the students.

##### **Other Sources**

The other source of income in these colleges is the grants from the UGC and the assistance from the Managing Committees.

#### **Sources of Income in Self-Financing Colleges of Education**

##### **Fees from the students**

The main source of income is from the admission fee and other charges, received from the students.

##### **Other Sources**

Other source of income in these colleges is the assistance from the managing committee or the owners of the institutions.

In order to realize the objectives of the study, the following common and distinctive features of three types of colleges are stated:

#### **Distinctive**

- Sources of funding
- Level of autonomy
- Nature of leadership
- Recruitment of faculty and non-teaching staff.

#### **Expenditure Analysis**

All the three type of colleges of education have since been providing the same course to the prospective teachers of secondary schools, these colleges have similar expenditure items in the form of salary of teaching and non-teaching staff, maintenance of labs and equipment, maintenance of furniture, stationary, upgrading of library, co-curricular activities, and miscellaneous items (including electricity, telecommunication, sanitation and security, etc.).

#### **Problems and Suggestions**

##### **Problems in Government Colleges of Education**

1. The Government colleges of education have inadequate infrastructural facilities.
2. Lack of teaching staff have been always there and inspite of good financial position, the concerned principals do not have the power to appoint teachers at the institutional level on as per the requirements of the institution.
3. The financial inputs for the growth and functioning of Government colleges were not provided by the Government in time.
4. There is no place for implementing innovative ideas regarding creative teaching and other academic activities with the principals and teachers in the institution because of lack of financial powers to the teachers and principals.
5. The process for getting financial approval for the development of the institutions has been time consuming.

##### **Suggestions**

To overcome the above stated problems some suggestions have been offered by the Principals of Government colleges of education: availability of adequate finances, ensuring physical facilities and commitment and dedication of teachers. If these suggestions are implemented many of financial constraints in Government sector can be reduced. Financial inputs required for the smooth functioning of Government colleges of education need to be provided without much delay.

##### **Problems in Aided College of Education**

1. The grant-in-aid to Aided colleges is processed first by the managing committees then put-up to Commissioner Higher Education (CHE) then it is forwarded to the department of finance of the state. This lengthy procedure causes delay in receiving of the grants.

2. Financial Assistance is only provided for the salary of regular teaching and non-teaching staff by the state Government and other items do not pay attention of the Government.
3. There has been long time gap between the falling of vacant posts and recruitment of teachers for the same.
4. The grant-in-aid rules do not cover adequate freedom to the colleges for experimenting new ideas, and innovations, introduction of new courses of study, equal work-load for teachers and new recruitment of teachers, establishment of labs and improving physical facilities.

**Suggestions**

1. Recruitment of faculty according to the requirement of the institutions should be made.
2. Funds should be available in the beginning of the financial year.
3. The inordinate delay caused by unnecessary correspondence should be avoided.
4. State Government should provide necessary equipment and apparatus to the colleges of education for their effective functioning.
5. Provisions should be made for the faculty development programmes and increasing library funds for purchase of books and journals.
6. In order to avoid delay in giving financial assistance to colleges of education, salary of the teaching and non-teaching staff should be directly released by the State Government.

**Problems in Self-Financing Colleges of Education**

1. Weakness in the structure of the system of Self-Financing colleges is an important problem. There is no proper control of the regulating agencies over the managing committees with regard to improvement of physical infrastructure of the institution and other requirements.
2. Invariably the attitude of the managing committee is to earn profit. It is because the owners of such colleges are mostly business oriented persons and they fail to realize the social good in providing quality education in the colleges of education. They practise to appoint low qualified teachers at low salary and thus saving money.
3. Lack of the financial powers in the hands of the Principals as recruited by the Managing Committees of the Institutions.

**Suggestions**

1. Regulatory bodies like UGC, NCTE, NAAC, concerned Universities and State Government should enforce the norms and standards rigorously while giving affiliation to the Self-Financing colleges of education. They should exercise strict control over the standards of these private institutions through accreditation and its follow-up.
2. These bodies should act as facilitators and should supervise the proper maintenance of standards in respect of admission, teaching and examination of Self-Financing colleges of education.
3. NCTE may get a clear picture about the institution by setting a panel of teachers and to visit the concerned colleges and give report about

the functioning of the college periodically and not simply reporting about the physical resources.

**Recommendations**

1. The regulating agencies like NCTE and NAAC and concerned universities need to work in co-ordination with each other for qualitative improvement of the colleges of education in respect of the following: increase in number of seats, number of teaching and non-teaching staff, infrastructural facilities, research in the field of teacher education, production of educational literature, curricular development programmes for students and faculty development programmes for teacher educators. Researches should be encouraged to solve various educational problems both at the secondary school stage and colleges of education.
2. The state funding must continue to be an essential and mandatory requirement to support colleges of education with a view that colleges of education are not only a part of higher education but also a part of secondary and elementary education as they prepare teachers for secondary and elementary schools.
3. Government should prescribe a 'fee-policy' after studying the unit cost of education in institutions of teacher education. The surplus budget of the institution might be used as a subsidy for poor students or to invest on other items in enhancing the quality of education.
4. The number of seats can be increased in well established Govt., Aided and Self-Financing colleges of education instead of opening of new colleges to avoid burden on the state.

**Conclusion**

The present study has made an attempt to analyse the structure of governance and management of financial resources in different type of colleges of education. It is an attempt to indicate that the differences in revenue and expenditure need to be managed through a proper management system and strategy. Ways and means must be found to cover the mis-match so that inclusive growth is taken care of. In brief, this investigation draws one's attention to the governance and management of financial resources in Government, Aided and Self-Financing Colleges of Education with a view to enhance, inclusive growth and quality in teacher education.

**Policy Implications**

The present study has its implications for the educational planners, policy makers, administrators, principals' teachers and students. The present investigation has emphasised the need for quality education in all the three types of colleges of education, i.e. Government, Aided and Self-Financing. These institutions significantly contribute in sustaining and enhancing the quality of elementary, secondary and higher education which further leads to national development.

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