

School of Distance Education in Andhra University, Visakhapatnam, A.P

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ABSTRACT

Education is one of the most important factors in achieving the developmental goals of the country, India being no exception to it. It is an investment in the human resources, which is key commend to national development. If the fruits of education have to reach the common man, it must be adequately and properly administered. Distance learning has come as a boon for those who want to pursue their education further but are constrained to do it through a regular education mode medium for want of time and resources. To fill this gap, many distance learning educational establishments have mushroomed in India offering quality education through the online medium. The distance learning education directory is one step information resource on the leading distance learning education institutes of India. One gets access to distance learning institutions offering distance learning educational programme by browsing their websites listed under the distance learning online web guide. Distance education provides the opportunity to exchange the cultural and provincial heritage as persons from different cultural and lingual areas of the land are allowed to get admission together into its various courses.

The School of Correspondence Courses in the Andhra University, Visakhapatnam was established on 1-7-1972. Later, it was renamed as School of Distance Education with the objective of providing education to the disadvantaged sections of the society. The institute offers almost all the subjects as offered to regular students in Andhra University with the same rules and regulations. There is discrepancy in the degree awarded. The learning mode includes self-study material, audio-visual packages and face to face interaction. Institutes of correspondence studies are generally established without taking into account the potential of the catchment area and socioeconomic manpower needs of the country. In the circumstances correspondence education has been looked down upon as a poor substitute for the formal higher education programmes and as a means for the less academically endowed students to obtain degrees. The average income from examination fee appears to be high in graduate and post-graduate courses while low in diploma courses in SDE of AU. Yearly variations in income are of high magnitude in post-graduate and diploma courses while reverse picture is true in the case of graduate courses. The growth income is low in graduate and diploma courses whereas the growth is significant and appreciable level in P.G courses. The general charges are dominant expenditure category in total expenditure of SDE of AU followed by 'others' as distant second and development fund as distant third. There is statistically significant difference between expenditure items of SDE of AU. The variations in expenditure of various levels, courses and items shall be reduced by the sample DEC. Disorderly growth in various items of expenditures in select DEC shall be controlled through scientific methods. Expenditure on general charges shall be condensed in the case of SDE of AU.

INTRODUCTION

Education is one of the most important factors in achieving the developmental goals of the country, India being no exception to it. It is an investment in the human resources, which is key commend to national development. If the fruits of education have to reach the common man, it must be adequately and properly administered¹. Distance learning has come as a boon for those who want to pursue their education further but are constrained to do it through a regular education mode medium for want of time and resources. To fill this gap, many distance learning educational establishments have mushroomed in India offering quality education through the online medium. The distance learning education directory is one step information resource on the leading distance learning education institutes of India. One gets access to distance learning institutions offering distance learning educational programme by browsing their websites listed under the distance

learning online web guide. Distance education provides the opportunity to exchange the cultural and provincial heritage as persons from different cultural and lingual areas of the land are allowed to get admission together into its various courses. The School of Correspondence Courses in the Andhra University, Visakhapatnam was established on 1-7-1972. Later, it was renamed as School of Distance Education with the objective of providing education to the disadvantaged sections of the society. The institute offers almost all the subjects as offered to regular students in Andhra University with the same rules and regulations. There is discrepancy in the degree awarded. The learning mode includes self-study material, audio-visual packages and face to face interaction. Institutes of correspondence studies are generally established without taking into account the potential of the catchment area and socioeconomic manpower needs of the country. In the circumstances correspondence education has been looked down upon as a poor substitute for the formal higher education programmes and as a means for the less academically endowed students to obtain degrees².

FINANCES OF ANDHRA UNIVERSITY DISTANCE EDUCATION

The financial position of the School of Distance Education has been assessed basing on enrollment, income and expenditure of various courses offered by it. These three components are key indicators of the financial position of any distance education institute. The position of enrollment, income levels and expenditure levels has been discussed in detail.

Enrolment

The enrollment enormously expounds the strength of the students and indicates the demand for that course. Higher the enrollment higher will be the income as well as expenditure. There exists always a positive relationship between the size of the enrollment and level of income. The income from various levels of courses offered by the institute has been presented in the Table 1.

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The enrollment enormously expounds the strength of the students and indicates the demand for that course. Higher the enrollment higher will be the income as well as expenditure. There exists always a positive relationship between the size of the enrollment and level of income. The income from various levels of courses offered by the institute has been presented in the Table 1. Enrolment in graduation in AU was highest at 56333 in 2012-13 and lowest at 45099 in 2010-11 with an average of 51914.50. There was a gradual decline in enrolment from 2012-13 to 2016-17. The coefficient of variation is 6.78 and CGR is 0.019. The 't' value is significant at one per cent level witnessing significant enrolment of graduate students.

Table 1 TOTAL ENROLMENT OF STUDENTS IN SDE OF SELECT UNIVERSITIE

Year	AU			
	Graduation	Post Graduation	Diploma	Total
2010-11	45099 (81.17)	9810 (17.65)	658 (1.18)	55567 (100)
2011-12	47972 (65.63)	24651 (33.74)	462 (0.63)	73084 (100)
2012-13	48958 (61.89)	28589 (36.15)	1556 (1.96)	79103 (100)
2013-14	56333 (68.05)	24179 (29.22)	2262 (2.73)	82774 (100)
2014-15	55356 (69.57)	21779 (27.37)	2426 (3.06)	79561 (100)
2015-16	52975 (69.08)	19887 (25.95)	3817 (4.97)	76679 (100)
2016-17	52624 (67.48)	19436 (24.94)	5914 (7.58)	77974 (100)
2017-18	52296 (68.46)	16605 (21.74)	7486 (9.80)	76387 (100)
2018-19	53215 (68.25)	19542 (25.06)	5217 (6.69)	77974 (100)

2019-20	54321 (68.28)	20521 (25.79)	4719 (5.93)	79561 (100)
Mean	51914	20499	3451	
C.V	6.78	24.64	68.28	
C.G.R	0.019	0.077	0.218	
t. cal	46.671*	12.832*	4.631*	

Source: Records of DEC of select University

Notes: (i) * Indicates significant at five per cent level

(ii) Figures in parentheses indicate the percentage to total

The enrolment of students in post-graduation was very low when compared to graduation. Highest enrolment was 24651 in 2011-12 and lowest at 9810 in 2010-2011 with an average of 21779. There has been decreasing trend in enrolment gradually from 2013 to 2014. The value of CV is 24.64 and the CGR is 0.077. The 't' value 12.832 is significant at one per cent level which shows significant enrolment. The enrolment in diploma courses in AU was highest at 7486 in 2016-17 and lowest being 462 in 2010-11 with a mean of 3451.70. There was rapid growth in enrolment of diploma courses from 2010 to 2020 and thereafter, the enrolment gradually decreased. The CV is 68.28, thereby indicating maximum variation in enrolment from year to year. The CGR is 0.218 which shows significant growth. The 't' value is 4.631 and significant at one per cent level. It denotes significant improvement in the enrolment.

Income

Income to University mainly comes from various levels of courses such as PG, UG and diploma. The income comes from tuition fee, sale of applications, admission fees, examination fee and the like. The details of income from various levels of education in SDE of AU are presented in Table 2.

Table.2 Income from various levels of courses

(Rs. in lakhs)

Year	Income at constant price			
	Graduation Courses	Post-graduation courses	Diploma courses	Total
(1)	(2)	(3)	(4)	(5) (2+3+4)
2010-11	339.5	26.51	76.21	442.22
2011-12	(76.77)	(5.99)	(17.23)	(100)
2012-13	601.81	157.22	23.39	782.25
2013-14	(76.92)	(20.09)	(2.99)	(100)
2014-15	530.74	155.71	34.17	720.67
2015-16	(73.65)	(21.61)	(4.74)	(100)
2016-17	617.42	301.661	36.3	955.32
2017-18	(64.63)	(31.57)	(3.80)	(100)
2018-19	862.99	258.26	24.25	1145.5
2019-20	(75.34)	(22.55)	(2.12)	(100)
	442.42	232.24	14.03	688.72
	(64.24)	(33.72)	(2.04)	(100)
	508.2	525.25	9.55	1043
	(48.72)	(50.36)	(0.92)	(100)
	1211.68	436.22	2.54	1650.44
	(73.42)	(26.43)	(0.15)	(100)
	864.51	713.58	8.24	1648.66
	(54.50)	(44.98)	(0.52)	(100)
	876.43	706.51	9.52	1592.46
	(55.05)	(44.37)	(0.6.)	(100)
Mean	685.57	351.32	23.82	

CV	38.37	67.20	90.77	
C.G.R	8.82*	32.83*	-23.21*	
t-cal	2.55	5.30	-4.19	

Source: Budget Books of DEC of select University

Notes: (i) * Indicates significant at five per cent level

(ii) Figures in parentheses indicate the percentage to total

The income from graduate courses was lowest at Rs. 339.5 lakhs in 2010-2011 and highest at Rs. 1211.68 lakhs in 2016-17 with the mean of Rs. 685.57 lakhs. The income is not constant but showing mixed trend. The CV value which registered at 38.87 per cent shows moderate magnitude of variation from year to year in income. The CGR is recorded at 8.82 percent growth. The 't' value is 2.55 and significant at five per cent level, denoting significant income from graduation courses. The income from post-graduate courses was lowest at Rs. 26.51 lakhs in 2010-11 and highest at Rs. 713.58 lakhs in 2007-08 with a mean of Rs. 351.32 lakhs. The income shows up and down trend. The CV is 67.20 and shows 67.20 percent of high variation in the income of post graduation courses. Moreover, the CGR shows 32.83 percent, growth in income and is rather substantial. The 't' value is 5.30 and significant at five percent level implying that the income from post graduation courses is significant at higher magnitude.

In case of diploma courses, the income was very low when compared to income from graduate and post graduate courses. The income had varied between Rs. 2.54 lakhs in 2016-17 and 76.21 lakhs in 2010-11 with a mean of Rs. 23.82 lakhs. The table explains that the income upto 2014-15 was in double digit and from 2015-16 the income had fallen to single digit. The income shows an up and down trend. The CV shows 90.77 per cent variation in income showing highest level from year to year The CGR is recorded at -23.21 per cent of negative growth. It is significant at five per cent level. It may be said that more variations from year to year income of P.G and diploma courses are pronounced while moderate variations with regard to graduation courses. It is confirmed that growth is significant for all the courses under study with mild variations.

ITEM-WISE INCOME

Income particulars from various items of graduation courses under constant prices and current prices are presented in Table 3. The income from sale of applications for graduate courses was very low at Rs 4.2 lakhs in 2011-12 and very high at Rs. 21.55 lakhs in 2012-13. The mean income from sale of applications is Rs. 13.89 lakhs. The income from sale of applications seems an up and down in nature. The CV shows 39.81 per cent of variation in the sales and indicates moderate level. The CGR is 5.76 per cent growth which is very low magnitude. The 't' value is 7.95 and not significant. It indicates that there is no significant growth in sale of graduate applications.

The income from registration and admission was lowest at Rs. 21.45 lakhs in 2010-11 and highest at Rs. 426.72 lakhs in 2017-18. The mean income is Rs. 147.12lakhs. The table shows that the income was very low up to 2014-15 and later on the income increased 7 folds and above due to increase in tuition fee and admission fee. The increase is observed up to 2017-18 and decreased in 2018-19. The CV of 12.25 per cent shows abnormal variation in the income from registration and admission and the CGR of 46.06 per cent and shows high magnitude. The 't' value is 2.82and significant at five per cent level showing significant income from registration and admission. This is due to increase in registration and admission fee.

Table 3 Item-wise income at constant prices

Year	Item-wise income at constant prices					
	Sale of applications	Registration & admission	Tuition fees	Exam fees	Entrance	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7) (2+3+4+5+6)
2010-11	13.49	23.47	210.19	46.97	45.38	339.5
2011-12	(3.97)	(7.26)	(61.91)	(13.83)	(13.37)	(100)
2012-13	9.00	21.45	484.31	42.92	44.12	601.81
2013-14	(1.50)	(3.56)	(80.48)	(7.13)	(7.33)	(100)

2014-15	4.20	24.61	426.52	49.24	26.17	530.74
2015-16	(0.79)	(4.64)	(80.36)	(9.28)	(4.93)	(100)
2016-17	21.55	28.15	443.65	62.68	49.04	617.42
2017-18	(3.49)	(5.07)	(71.85)	(10.15)	(7.92)	(100)
2018-19	18.37	32.10	632.43	102.23	63.43	862.99
2019-20	(2.13)	(4.06)	(73.28)	(11.85)	(7.35)	(100)
	15.08	24.52	285.57	88.32	24.82	442.42
	(3.41)	(5.83)	(64.54)	(19.96)	(5.61)	(100)
	8.71	179.99	252.01	53.93	13.56	508.2
	(1.71)	(35.42)	(49.59)	(10.61)	(2.67)	(100)
	7.54	271.43	828.78	60.00	33.93	1211.68
	(10.44)	(22.50)	(68.39)	(4.97)	(2.80)	(100)
	11.49	422.39	411.49	-	14.81	864.51
	(1.32)	(49.48)	(47.59)		(1.71)	(100)
	19.45	381.75	395.16	80.45	21.59	876.43
	(2.22)	(42.45)	(45.09)	(9.18)	(2.46)	(100)
Mean	13.89	147.12	440.31	65.19	29.55	
C.V	39.81	112.25	41.69	31.54	47.89	
CGR	5.76*	46.06*	3.76*	5.88 ^{NS}	-10.24*	
t-cal	7.95	2.82	7.59	9.51	-6.51	

Source: Budget Books of DEC of select University

Notes: (i) * Indicates significant at five per cent level

(ii) NS: Not significant

(iii) Figures in parentheses indicate the percentage to total

The tuition fee was lowest at Rs. 210.19 lakhs in 2010-11 and highest at Rs. 828.78 lakhs in 2016-17 with a mean of Rs. 440.31 lakhs showing tuition fee mixed trend. The CV is 41.69 and shows 41.69 per cent of variation in the income. The CGR is 3.76 and shows significant growth and the same has been confirmed by 't' value which is significant at five per cent level. The income from exam fee was minimum at Rs. 42.92 lakhs in 2010-11 and maximum at 102.23 lakhs in 2013-14 with a mean of Rs. 65.19 lakhs. The income from exam fees gradually increased from 2010 to 2014 and later on it gradually decreased.

It is surprising to note that the fee has not been collected in 2017- 18. The CV shows 31.54 per cent variation in fees. The compound growth rate is 5.88 and shows very low per cent. The 't' value is 9.51 and not significant and shows that the growth rate in examination fee is not significant. The income from conducting entrance examination shows that minimum income from entrance was at Rs. 13.56 lakhs in 2015-16 and maximum at Rs. 63.43 lakhs in 2013-14. The income is observed higher in the first five years and lower income in the later period. The average income from entrance was Rs 33.69 lakhs. The CV shows 48.52 percent variation in the income and the CGR shows -10.24 per cent negative growth. The 't' value is -6.51 and significant at five per cent level indicating negative growth rate in the income.

It may be deduced that the variations in item-wise income of graduate courses are high in the case of registration and admission, tuition fee and examination fee whereas moderate variations from year to year income on sale of applications. The growth in income is significant in all the items of income barring sale of applications. However, the significant growth is not even in these items of income.

EXPENDITURE

Break-up of annual expenditure of SDE of AU under the education levels graduate, post-graduate and diploma courses is shown in Table 4. The annual expenditures Rs.1156.01 lakhs, Rs.417.10 lakhs and Rs.83.71 lakhs for graduate, post-graduate and diploma courses respectively. As revealed by CV values yearly valuation is highest at 110.72 per cent for diploma courses followed by 43.59 per cent for graduate courses and 39.03 per cent for post-graduate courses. All the three levels of education registered positive CGRs which are statistically significant at five per cent level. The CGRs happen to be highest at 54.59 per cent for diploma courses and it is around 12 per cent both for post-graduate and graduate courses. In total expenditure, the share of graduate courses ranged from 61.89 to 86.83 per cent.

**Table .4 Level Of Education-Wise Categorization Of Expenditure Of
SDE OF AU**

(Rs. in lakhs)

Year	Expenditure at constant prices on			
	Graduation courses	Post -graduation courses	Diploma courses	Total
(1)	(2)	(3)	(4)	(5) (2+3+4)
2010-11	429.22	103.27	4.24	536.73
2011-12	(79.97)	(19.24)	(0.79)	(100.00)
2012-13	1015.56	220.83	14.76	1251.15
2013-14	(81.17)	(17.65)	(1.18)	(100.00)
2014-15	984.68	506.22	9.45	1500.35
2015-16	(65.63)	(33.74)	(0.63)	(100.00)
2016-17	750.92	438.61	23.78	1213.31
2017-18	(61.89)	(36.15)	(1.96)	(100.00)
2018-19	1371.95	589.11	55.04	2016.1
2019-20	(68.05)	(29.22)	(2.73)	(100.00)
	950.67	374.01	41.81	1366.49
	(69.57)	(27.37)	(3.06)	(100.00)
	1347.52	506.19	96.95	1950.66
	(69.08)	(25.95)	(4.97)	(100.00)
	839.68	310.34	94.32	1244.34
	(67.48)	(24.94)	(7.58)	(100.00)
	1706.18	541.81	244.24	2492.23
	(68.46)	(21.74)	(9.80)	(100.00)
	2163.67	580.61	252.52	2996.8
	(72.20)	(19.37)	(8.43)	(100.00)
Mean	1156.01	417.10	83.71	
C.V	43.59	39.03	110.72	
CGR	12.06*	12.45*	54.59*	
t-cal	3.27	2.40	11.24	

Source: Budget Books of DEC of select University

Notes: (i) * Indicates significant at five per cent level

(ii) Figures in parentheses indicate the percentage to total

ITEM-WISE EXPENDITURE

The Table 5 shows the annual expenditures of SDE of AU segregated under three expenditure heads namely general charges, development fund and others at constant and current prices for the ten-year period.

Table. 5 Item-Wise Expenditure

(Rs. in lakhs)

Year	Expenditure at constant prices			
	General charges	Development fund	Others	Total
(1)	(2)	(3)	(4)	(5) (2+3+4)
2010-11	278.91	20.93	236.89	536.73
2011-12	(51.96)	(3.90)	(44.14)	(100)
2012-13	1063.93	14.34	172.88	1251.15
2013-14	(85.04)	(1.15)	(13.82)	(100)

2014-15	1177.50	79.02	243.83	1500.35
2015-16	(78.48)	(5.27)	(16.25)	(100)
2016-17	793.19	123.58	296.54	1213.31
2017-18	(65.37)	(10.19)	(24.44)	(100)
2018-19	1583.38	58.16	374.55	2016.09
2019-20	(78.54)	(2.88)	(18.58)	(100)
	961.31	29.69	375.49	1366.49
	(70.35)	(2.17)	(27.48)	(100)
	1454.44	81.47	414.76	1950.67
	(74.56)	(4.18)	(21.26)	(100)
	619.99	211.56	412.79	1244.34
	(49.82)	(17.00)	(33.17)	(100)
	1929.59	25.02	537.39	2492.00
	(77.43)	(1.00)	(21.56)	(100)
	1912.23	27.32	552.21	2491.76
	(76.35)	(1.63)	(22.16)	(100)
Mean	1177.45	67.11	361.73	
CV (%)	46.28	91.80	34.76	
CGR (%)	12.62 ^{NS}	5.80 ^{NS}	12.34*	
t-test	2.73	0.57	7.94	

Source: Budget Books of DEC of select University

Notes: (i) * Indicates significant at five per cent level

(ii) NS: Not significant

(iii) Figures in parentheses indicate the percentage to total

Mean annual expenditures are Rs.1177.45 lakhs, Rs.67.11 lakhs and Rs.361.73 lakhs under general charges, development fund and 'others' respectively. Annual mean general charges are 17.5 times and 3.25 times higher than development fund and others respectively. Relative shares of these expenditure heads are also shown in the table both at constant prices and current prices. In the total expenditure, the percentage share of general charges ranged from 49.83 in 2016-17 to 85.04 in 2010-11, of development fund ranged from one in 2017-18 to 17 in 2016-17 and of 'others' ranged from 13.81 in 2000-01 to 44.15 in 2010-2020. C.V. value is highest at 91.80 for development fund followed by 46.28 per cent for general charges and 34.76 per cent for others. CGR. is highest at 12.62 per cent for general charges followed by 12.34 for 'others' and 5.80 per cent for development fund. CGRs is found significant for others, whereas C.G.R. is not significant for general charges and development fund at five per cent level.

CONCLUSIONS

Distance learning has come as a boon for those who want to pursue their education further but are constrained to do it through a regular education mode medium for want of time and resources. The average enrolment is 51914.50 in graduation, 21779 in post-graduation and the enrolment in diploma at 7486. The mean income is mean of Rs. 685.57 lakhs in graduation, Rs. 351.32 lakhs in post graduation and Rs. 23.82 lakhs in diploma courses. The mean income from sale of applications is Rs. 13.89 lakhs and the mean income is Rs. 147.12lakhs in registration fee. The annual expenditures Rs.1156.01 lakhs, Rs.417.10 lakhs and Rs.83.71 lakhs for graduate, post-graduate and diploma courses respectively. Mean annual expenditures are Rs.1177.45 lakhs, Rs.67.11 lakhs and Rs.361.73 lakhs under general charges, development fund and 'others' respectively. The enrollment, income and expenditure are in sound position. The income is higher compared to expenditure and the difference between these two is large. Hence the financial position of the School of Distance Education, Andhra University, Visakhapatnam is sound and hence it is running with flying colours.

The average income from examination fee appears to be high in graduate and post-graduate courses while low in diploma courses in SDE of AU. Yearly variations in income are of high magnitude in post-graduate and diploma courses while reverse picture is true in the case of graduate courses. The growth income is low in graduate and diploma courses whereas the growth is significant and appreciable level in P.G courses. The general charges are dominant expenditure category in total expenditure of SDE of AU followed by 'others' as distant second and development fund as distant third. There is statistically significant difference between expenditure items of SDE of AU. The variations in expenditure of various levels, courses and items shall be reduced by the

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