QUALITY OF SELF-FINANCING PROGRAMMES: WHAT STAKEHOLDERS PERCEIVED? A CASE STUDY

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Abstract

Education is one of the significant factors instrumental in the development of a country. It transformed into the needs of the time and changing scenario of the world. In particular, higher education and its delivery mode repeatedly tune for more remarkable development and changes to cope with such challenges. Hence, this pandemic changes the education system's expectations from academics to more on professional courses and self-financing courses. These two courses' significant benefits, i.e., increased employability and enabled skilled to the youth mass, highlight its need and importance. However, for a better understanding of the self-financing course, the researchers try to explore the status and the perception of stakeholders regarding self-financing programs through a case study method. Researchers have selected Ravenshaw University, Cuttack, Odisha, as a case for in-depth ideas about the study's core. The study revealed that many teachers and students (90%) at present self-financing programmes fulfill the market demand. However, only 40 percent of teachers have viewed curriculum preparation based upon the market business's current need. That must encourage them to engage his/her course work actively.

Keywords *Self-Financing Programs, Quality, Stakeholders, Higher Education*

INTRODUCTION

India has a fruitful demographic dividend, the State's pressure to use all steps and acquire all means to reap its benefits. Promoting and ensuring that every person receives technical and higher education becomes the responsibility of the State. Furthermore, there is a prominent disparity between the burgeoning demand and the limited supply of higher education facilities. With its limited financial resources, India has faced the challenge of raising the availability of higher education. The State has agreed to foster more private investment in this field. It has promulgated a plan for allowing entrepreneurs to profiteer from higher education, a model new to the Indian sensibilities to incentivize the same. Higher education in India is a State-funded sector. But as higher education benefits not only society at large, and as it attracts relatively more privileged sections of society, there is a rationale for shifting the financial burden to the social domain's domain. A course entirely run by the financial resources collected from the students is called a self-financed program. For such self-financing projects, there is virtually no government subsidy. The nature of self-financing programs depends on the institutional model under which it may deliver. Self-financing courses in the colleges were launch as a deliberate attempt at vocational higher education. The UGC also supported the colleges to launch first degree if the colleges could plan professional courses to meet the market needs. Most of these professional degree level courses were under self-financing mode. Colleges slowly and gradually found this an opportunity to attract students and raise the financial resources. It was becoming

impossible without the government's subsidy to introduce new courses. In the last few decades, we find the sprouting of self-financing institutions and greater participation of the private players who have introduced self-financing programs.

The concept of Self-financing education in India has its root in the National Policy on Education (1986). The World Bank also emphasized self-financing in teaching to developing courtiers. In two reports, World Bank, namely "Pattern of financing in education and higher education lesson from experiences," the World Bank focuses on private-sectional investment in secondary and higher education for quality improvement. Different comities, e.g., Punaiya Committee (1992-93) and Mhamudur Rehman committee strongly recommended the self-financing in higher education based on the rationale that the elite class should contribute to financing higher education. Ambani did the essential work in this regard -Birla report (2000-01) entitled ` A Policy Framework For Remarks in Education ` This report provides a framework for policymaking on education in the context of emerging complexities early decades of the 21st century. The other reports, like the report of the Anand Krishnnan Committee and the report of the Study of Fee Structure of Allahabad University conducted by Sahoo (2002), also provide a sound base to encourage self-financing in higher education highlighted –

(i)   Reduction of the budget in higher education.
(ii)   Development of Self-financing resources by universities.
(iii)   Investment in higher education by the private sector.
(iv)   The fee structure in self-financing institutes must be following the socioeconomic status of the students.

THE RATIONALE OF THE STUDY

In a sense, a large part of India's higher education system is rapid de facto privatized. At the turn of the century, it is obvious that nations' wealth and humanity's well-being will rely on ideas and knowledge. In the past, land, labor, capital, and technology were the sources of economic prosperity. In the future, knowledge will be the key to the process of economic growth. The gap between the haves and have-nots transformed into a widening those who know and who know not. In the present era of globalization, the country requires many higher education institutions established, and quality education has percolated. There remains a synergy between economic growth and social development. In this scenario, self-financing programs and self-financing institutions can play an essential role in bridging the gap between demand and supply. Education has become a pre-requisite for the survival of the country's economy, transformation, and integration with the knowledge economy, globalization, and new economic order.

In the changed context, service providers have persuaded us to build brands for educational excellence. It may be essential to cultivate various regulatory measures and self-discipline, including ethics for an organization, management, and service delivery. UNESCO (1998), in its report entitled "Higher Education in Developing Countries Peril and Promise," highlighted that today higher education demanded by the masses and can no longer have confined to a tiny elite. The increasing need for quality higher education in the developing world is due to three factors: the incredible growing thirst for learning, the ever-increasing importance of learning in society, and the logic of globalization (UNESCO, 1998). There is a fast transition in people's demand from liberal to professional education (NKC, 2005). India has about 53 central universities, 412 state universities, 361 state private universities, 124 deemed universities, 127 institutions, and about 12,502 colleges (UGC, 2020). It is imperative to look into the academic programs, teaching staff, and participation in self-financing programs at Ravenshaw University in the above context.

The following research questions have to formulate based on the above rationale.

RESEARCH QUESTIONS

1. What is the existing self-financing program's status with reference to course duration, seat available, admission policy, fee structure, job prospects, course outline, Credit system, and learning recourses facilities?
2. What is the status of student's enrolment regarding course and gender?
3. What is the status of the academic profile of teachers regarding course and gender?
4. How do the teachers and students perceive the quality of existing self-financing programs?

STATEMENT OF THE PROBLEM

Based on the above research question's the problem of the Study has stated in the following words, "**Quality of Self-Financing Programs: What Stakeholders Perceived? A Case Study."**

OBJECTIVES OF THE STUDY

1. To explore existing self-financing programs with reference to
   I. Course duration, Seat available, Admission policy, Fee Structure, and   Job prospect.
   II. Course outline, Credit System, and learning resource facilities.
2. To ascertain the enrolment status of students regarding course and gender.
3. To study the academic profile of teachers regarding course and gender.
4. To study the perception of students and teachers towards the quality of Self-financing programs.

METHODOLOGY

The researchers for this present study followed the case study method & selected Ravenshaw University, situated at Cuttack, Odisha as the case for in-depth analysis. The informants within the case have comprised of all self-financing program teachers fifty (approx.), self-financing program students three hundred (approx.) as core participants for this study.

TOOLS FOR DATA COLLECTION:

The following tools were used for the present study.
   I.   Information Scheduled for self-financing programs.
   II.   Interview guide for Teacher and Students

THE PROCEDURE OF DATA COLLECTION & DATA ANALYSIS

The researcher personally visited the research site. To analyze the data, firstly, it organized. Categories it, classify it and finally analyze the data using appropriate qualitative techniques, i.e., through percentage, graphical presentation, and content analysis techniques.

MAJOR FINDINGS

The major findings have present regarding pertaining research questions.
Research Question 1: What is the status of existing self-financing programs under Study academic with reference to course duration, seat available, admission policy, fee structure, job prospect, course outline, credit system, and learning resource facilities? ?

- Many teachers and students (90%) viewed that the present self-financing program fulfills the market demand.
- A majority of Students' and Teachers' (90%) agreed that there is a perfect course duration gap between courses. The course duration of the self-financing programs has divided into two categories: Master's Degree level is two years, and another is Bachelor Degree level is three years.
- Many students (70%) viewed a need to increase seat availability in self-financing programs because of its market demand.
- 100% of students viewed that the admission policy is Satisfy, but it needs more flexibility in qualifications.
- Most students (80%) are satisfied with the course fee structure, not a massive amount for a year-wise payment.
- 45% of students believed that there are quality job placements, but 65% of students say they are opposite to their need for more international companies to create immense job opportunities among students through campus selections.
- 90% of teachers have agreed that the course outline is prepared by him or through his department.
- 80% of students have viewed much more need quality teaching-learning resources facilities in present programs.
- A large chunk of students (100%) suggested a smart classroom system in every self-financing program.

Research Question 2: What is the status of students' enrolment and drop out with reference to course and gender?
- There are 100% of enrolment statuses in present programs.
- 65% of girls have attended the self-financing programs in present courses.
- 45% of boys have attended the self-financing programs in present situations.
- There is a vast gap between the boys' and girls' ratios.
- Drop out of self-financing programs' status indicates the low drop out like 5% of drop out cases in self-financing programs.
- The majority of dropout the case lies boys than the girls.
- 90% of students are dropout in the cause of job attending, and 10% of dropout causes are related to their problem.

Research Question 3: What is the status of the academic profile of teachers with reference to course and gender?
- A large chunk of guest faculty (80%) is working in self-financing programs.
- There are very few (10%) of lady teachers appointed at self-financing programs.
- A few lady teachers (5%) became a reader and in professor level in self-financing programs.
- Many teachers (100%) view that there is a need for permanent teachers in every program.
- 70% of teachers viewed that there is a need for quality infrastructure for an effective teaching-learning process.

➢ A below-average number of teachers (35%) viewed that they have 10-15 years of teaching and research experiences.
➢ A few numbers of the teachers (10%) are published books, journals.
➢ There was a low percentage, like 30% of teachers qualified NET and GATE.
➢ A lower average of teachers (20%) have a Ph. D. awarded the degree, and the rest have not enrolled in the Ph.D. program.
➢ There are 10% of teachers taking project work during the programs.
➢ 55% of teachers have attained the seminars and different types of workshops for his/her benefits'.

Research Question 4: How do the teachers and students perceive the quality of existing self-financing programs?
➢ A large chunk of teachers and students' (80%) viewed providing quality of curriculum practices.
➢ A majority of teachers (90%) prepared curricula for his own department's rules and regulations.
➢ Forty percent of teachers have viewed curriculum preparation based upon the market business's present demand. That must encourage the students to engage his/her course work actively.
➢ Sixty percent of teachers viewed that the present syllabus is outdated, so it needs some changes in a current outlook or needs a curricular reform.
➢ Thirty percent of students found that the students' perception gathered when the course has designed would be beneficial for students to appreciate better content and actively engage in curriculum changes that strengthen curriculum reform awareness.
➢ Seventy percent of teachers viewed that the process of teaching-learning and assessment practices is magnificent.
➢ Sixty percent of students disagree about the quality of the teaching-learning process in classroom transactions because there is a lack of quality teacher and quality infrastructure in present programmers; also, the assessment practices are outdated.
➢ A large chunk of students' (80 percent) viewed many students' support facilities, but it can't effectively progress during the hour's need. So that students face problems during the course works.
➢ A majority of students viewed a lot of placement opportunities in the present all these courses.
➢ Ninety percent of students viewed a need for many more National and International Companies to provide job opportunities through campus selections.
➢ Many students like (70 percent) viewed a collection of feedback system only when classroom transaction is going on—feedback system based on the change of the teaching-learning process and curricular activities.

CONCLUSION
Based on major findings, the following conclusions have drawn:
• There are needs of permanent teachers in every self-financing program.
• There are needs for quality teaching-learning materials, especially special classrooms, in every department's need for personal right equipment computer laboratories.

- The need for the hours is to providing positive encouragement to the students towards better placements.
- Mainly the problem is related to the quality course, teach-leaning resources.
- The majority of teachers are not permanent teachers, so there is need for permanent faculty in every department.
- University must provide a better place for building the new self-financing block for quality improvement in these courses.
- The role of teachers is very vital for providing quality teaching-learning transitions.
- There is a need for well-qualified teachers in every department for effective learning.

THE IMPLICATION OF THE STUDY

The Study has many seminal implications for the Policy Makers, Administrators, Teachers, Students, and Parents.

For Policy Makers

The policymakers should explore the policy gaps in higher education. They must do policy exercises and develop new policies relevant to their professional needs and job providing sectors.

For Administrators

The administrators must implement new policies in the interest of the students and parents. Flexible in implementing new courses and quality practices required for a specific period as need of the hour. They must provide faculty empowerment and training facilities.

For Teacher

The teacher must implement the quality teaching-learning procedure in the classroom transaction. The teacher must well train according to the course. So, an emphasis on a student-centric teaching-learning approach helps the students improve their understanding level. A teacher must use technological tools for practical work fulfillment.

For Students

The student first understands the courses, then he/she choose the course according to their capability to help achieve better success in various job sectors. He must be aware of the course content and learning infrastructure to allow for better and practical learning. Students must be connecting with the teachers positively and fully engaged in project work.

For Parents

Parents should actively know about the student's position in the class. They must care about the professional growth and interest of their wards.

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