

## ASSESSMENT OF STUDENTS IN SELF- FINANCING COURSES OF PRIVATE-AIDED COLLEGES OF AMBALA DISTRICT

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### **Abstract**

*Among various alternative sources of financing, the self-financing courses are visualized as a most emerging and influential source of generating funds for the education sector and the government too favoring this trend as it reduce their financial burden on one hand and meet the ever-raising demand of higher education on the other. Thus the present paper attempts to assess the total student's strength enrolled in various self-financing courses of private-aided colleges of Ambala district of state of Haryana and the socio-economic profile of the sampled students of self-financing courses along with their family's background. The study made use of both primary and secondary data and on the basis of that it concluded that though the enrollment of students in various self-financing courses are quite impressive and they belongs to a well-off families but the issues of low participation rate of the weaker sections in the higher education sector and the fee structure of the self-financing courses are still the vital concerns that requires the immediate attention of the policy makers.*

**Keywords:** Self-financing Courses, Students Strength, Socio-economic Characteristics.

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## (I) INTRODUCTION

Due to liberalization and globalization, new trends in national and international competitive environment have set in. Higher education institutions can efficiently react to emerging new trends only by producing skilled and trained human capital as needed by the industrial sector. Otherwise this may lead to a great demand-supply gap between what is needed by the industry and what is supplied by the education institutions. Keeping in mind the need of the industrial sector for skilled human asset and employment oriented preference of courses from the student population, the introduction of Self-financing courses was found as a viable option for this. Self-financing courses has brought a change in the provision of educational services, control and management, approach, mode of financing and the role of the institutions in the higher education system. The universities and colleges among various alternative sources of financing have visualized self-financing courses as a most emerging and influential source of generating funds for the education sector. Even, government too has been encouraging the higher education institutions in mobilizing their own financial resources besides government funding.

Since government focus is on universalization of primary education and therefore it spends more on extending elementary education. This led to diversion of financial resources from higher to primary sector of education. Hence, to combat the financial crunch on one hand and meeting the higher education demands of the student population on the other, has paved the way or open the door for Self-financing Courses in the country. Apart from Professional Higher Education, the self-financing courses are coming up very fast in the area of General Higher Education and are evident in various States of India. In Haryana also, numerous self-financing courses were witnessed in the field of General Higher Education but they are served only by Private-aided colleges in all the districts of Haryana as per the present study. The Private-aided colleges along with general courses has been offering various self-financing courses at all levels viz. UG and PG levels in Arts, Science, Commerce, Computer and Physical education streams namely B.A (hons) in English, Political Science, Economics, B.Sc in Computer Science, Biotech, Electronics, Vocational, I.T, B.Com in Professional, Vocational, Computer Application, Finance Market Operation, Insurance & Taxation and B.P.Ed courses at Under-Graduate levels and at Post-Graduate Level namely M.A in English, Hindi, History, Pol. Science, Mass Communication, Economics, M.Sc in Physics, Maths, Computer Science, M.Com in I.T and P.G.D.C.A etc.

With the increase in their number, they also account for number of advantages and disadvantages. While it is certainly a positive step towards making government free from financial worries, helping higher education institutions to be self-reliant and discharging their academic functions in a satisfactory manner, but at the same time, it has a risk of commercialization of education system, and ending up into mediocrity as only those who can afford it would join this and the economically weaker section which is otherwise deserving may remain deprived of educational opportunities and facilities. Keeping this in view, the present study is devoted to assess the total students enrolled in all the self-financing courses of Private-aided colleges of Ambala district; the socio-economic profile of these students and their family background with an aim to get deeper insights about the factors that led to actual utilization of educational services. Socio-economic imbalances are persistently found to be one of the most significant factors that result in lower participation rates of certain communities or groups, despite the massification of higher education systems. The socio-economic concerns lie at the core of many of the issues of equity, access and participation in education. Hence, the present study sheds light on these two important aspects namely enrollment of students and their socio-economic background and for that the paper is divided into two main sections. Section I deals with total enrollment of students in self-financing courses of all the Private-aided colleges of Ambala district and section II shows the socio-economic characteristics of the 120 sampled students along with their parental educational and economic background.

## **(II) OBJECTIVES**

The main objectives of the study are:

- To assess the total strength of the students studying in various self-financing courses of Private-aided colleges of Ambala District.
- To examine the socio-economic profile of the sampled students studying in various self-financing courses of Private-aided colleges of Ambala District.

## **(III) DATA & METHODOLOGY**

The district Ambala has total 9 private-aided colleges during the period of study i.e. 2012-13, thus the sample of total strength consists of all the students enrolled in self-financing courses of these colleges. Whereas information pertaining to socio-economic profile comprises the sample

of total 120 students (with 60 boys and equal number of girls) studying in various self-financing courses. The study made use of both primary and secondary data. The secondary data regarding the students strength in various self-financing courses was taken from the offices of the concerned colleges whereas a detailed questionnaire was designed to collect the primary data about socio-economic profile of the students in terms of age, religion, previous education, mode of conveyance (to and fro) from their place of destination, education level and income status of the family etc. The self-financing courses refer to those courses which are financed fully through the user charges/fees from the students and there is no government subsidy for such courses. The categories-wise student's strength divided into general category and reserved category students which includes scheduled castes, backward class and other category namely economically weaker sections and disabled students (Bhushan, 2008). In this study, same terminology shall be used.

#### **(IV) FINDINGS/RESULTS**

##### **IV.I Enrollment of Students in Self-financing Courses**

The faculty-wise distribution of the student population both at UG and PG level was given in Table-1 which also depicts the choices of the students for a particular type of self-financing courses of study. It is evident from the table that in case of general category, the course of B.Com has the highest enrollment of students (56 percent) followed by B.Sc courses (29 percent) and least was enrolled in the B.C.A courses (1.8 percent) proceeded by B.P.Ed course (2.5 percent). In case of reserved categories, again B.Com has the highest enrollment of students 54 percent followed by B.Sc courses 21.5 percent and least was enrolled in the B.P.Ed course 2.9 percent proceeded by B.C.A courses 4.3 percent at UG level respectively.

The enrollment of general category students at PG level indicates that M.Com courses (53 percent) has the maximum strength of students, followed by M.Sc courses (26 percent) and least were enrolled in P.G.D.C.A course (10 percent). In reserved categories, M.A courses (35 percent) accounts for the highest concentration of students followed by M.Com courses (31 percent) and least was again in P.G.D.C.A course (7 percent) respectively. Hence, it depicts that Commerce and Science streams are the most popular courses among the various self-financing

courses and Arts and other professional courses such as B.P.Ed and B.C.A are least preferred by the students.

Evidently no gender bias was seen at post-graduate level of education across categories (general and reserved) was concerned in the Private-aided colleges Ambala district. But, such bias are more observable at under-graduate levels as well as in case of reserved category students, whose share in total enrolment across levels was much lower when compared to the share of general category students. Hence, this issue demands immediate attention of the State Government and policy-makers.

**Table 1- Distribution of Students in Self-financing Courses of Private-aided Colleges of Ambala (2012-13)**

Courses	General Students			Reserved Category Students		
	Boys	Girls	Total	Boys	Girls	Total
Under-Graduate						
B.A	8	76	84 (4.2)	5	20	25 (5.3)
B.Com	727	415	1142 (56)	160	95	255 (54)
B.Sc	300	288	588 (29)	65	36	101 (21.5)
B.P.Ed	32	18	50 (2.5)	6	8	14 (2.9)
B.C.A	24	12	36 (1.8)	18	2	20 (4.3)
B.B.A	80	51	131(6.5)	42	13	55 (12)
<b>Total (UG)</b>	<b>1171</b>	<b>860</b>	<b>2031 (100)</b>	<b>296</b>	<b>174</b>	<b>470 (100)</b>
Post-Graduate						
M.A	17	54	71 (11)	17	59	76 (35)
M.Com	84	262	346 (53)	17	50	67 (31)
M.Sc	36	129	165 (26)	19	39	58 (27)
P.G.D.C.A	38	27	65 (10)	4	12	16 (7)
<b>Total (PG)</b>	<b>175</b>	<b>472</b>	<b>647 (100)</b>	<b>57</b>	<b>160</b>	<b>217 (100)</b>
<b>Grand Total (UG &amp; PG)</b>	<b>1346</b>	<b>1332</b>	<b>2678</b>	<b>353</b>	<b>334</b>	<b>687</b>

**Note:** Figures in parentheses refers to the percentages

**Source:** Secondary Survey

#### IV.II. Socio-economic Background of the Sampled Students

This section deals with the socio-economic profile of the sampled students studying in various self-financing courses of Private-aided colleges of Ambala district along with their parental educational and economic background.

##### Age

The data in Table-2 shows that age-wise, out of total 120 sampled students studying in different self-financing courses, the maximum number of students belongs to the age-group between 20-22 years i.e. nearly 72 percent included in this category followed by 17-19 years (17 percent) and 23-25 age-group (11 percent).

**Table 2- Age-wise Distribution of Sampled Students**

Age of Students	Total Students	Percentage
17-19	21	17
20-22	86	72
23-25	13	11
Total	120	100

**Source:** Primary Survey

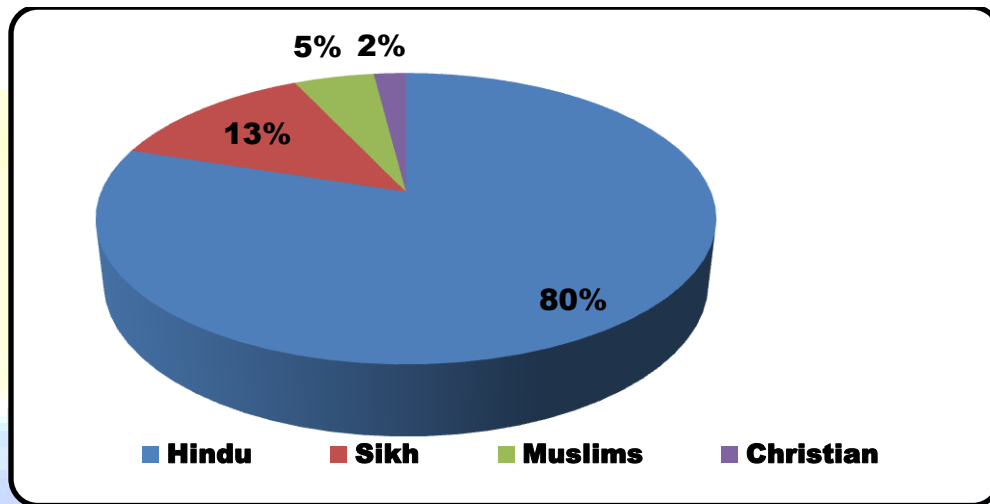
##### Religion

Religion or caste system too has been considered as an important cause of social stratification. The caste system is a very deep rooted and strong influence the Indian society. It has important impact on various institutions or units such as social, economic, political, religious and also educational institutions. As religious background and categories of the people are very powerful in all aspects of life, therefore, it was considered essential to collect information about the religion or caste background of the respondents.

Figure -1 depicts that among the sampled students (120 in number), a majority report their religion as Hindu (80 percent), followed by Sikh (13 percent). Other religions reported are

Muslim (5 percent) and Christian (2 percent). It shows that a huge proportion of student population belongs to Hindu religion and a very small percent of students belong to Christian religion.

**Figure-1 Distribution of Sampled Students Respondents according to their Religion**



**Source:** Primary Survey

### Place of Residence

An assessment of the data pertaining to the place of residence of the sampled students shows that 106 students have mentioned cities/towns as their permanent place of residence and just 14 students reported the villages as their place of origin. It means around 88 percent respondents are belongs to urban areas and only 12 percent are from rural areas.

### Mode of Conveyance

The data on the mode of traveling of the students to and from their place of destination revealed that majority of the student population were having their own vehicles such as scooter, motor-cycle and even car. None of the student reported to have a cycle or bus services as a mode of transportation. All it reflects that they are from well-off families as out of 120 sampled students, around 19 respondents reported to have their own cars, 68 students have motor-cycles and 33 total number of students reported to have scooter as a mode of traveling.

### Previous Education Level

The educational level of respondents has been classified into three broad categories namely secondary level, higher secondary level, graduate level and postgraduate level. Among the sampled students, a majority of the students consists of higher secondary education level followed by graduation level students i.e. out of total 120 students nearly 107 total number of students have completed their higher secondary education and merely 13 students have done under-graduation level of education.

### Parental Educational Background

Children are fundamental to society because the future of the nation lies in their hands. Because it was widely accepted that out of various factors of growth and development, the influence of education on all types of human development outcomes is the most important one (IHD Report, 2011).

Thus, it is necessary to provide them with complete opportunities or facilities of education. But this education starts from home as it is parent's educational levels that significantly influence their children's education, because they are their children's first teachers. Educated parents provide better healthcare, educational and various other facilities for themselves and for the proper growth of their children.

Therefore, it is important to examine the educational level of the parents of the students pursuing self-financing courses. The data revealed that the parental educational levels of the 120 sampled students are quite good as nearly 92 respondents fathers are having Graduate degrees, followed by 25 holding Post-graduate degrees and 3 with Professional/Ph.D./M.Phil degrees. Similarly, on mother side, the data shows that again it consists of highest number of mothers with Graduate degree levels (76 in number), followed by Post-graduate levels (37) and 7 with having Professional/Ph.D./M.Phil degrees.



**Table 3- Parental Educational Levels of Sampled Students**

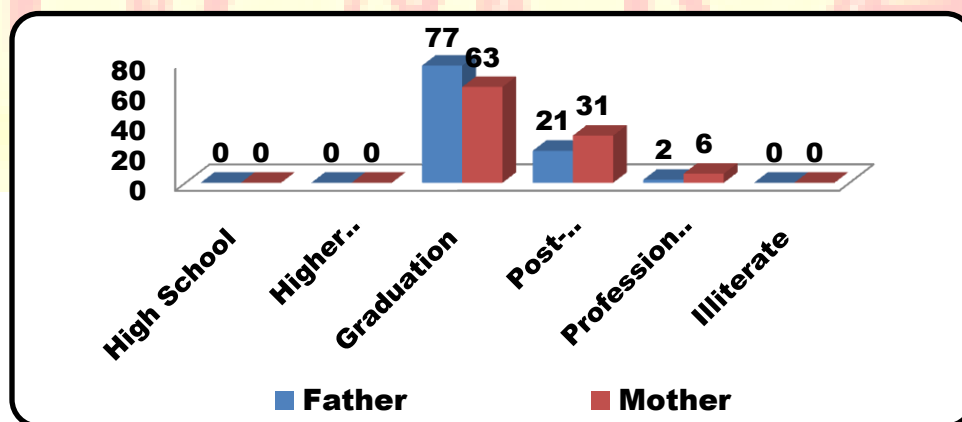
Level of Education	Father	Mother
High School	0	0
Higher Secondary	0	0
Graduation	92 (77)	76 (63)
Post-graduation	25 (21)	37 (31)
Professional/Ph.D./M.Phil	3 (2)	7 (6)
Illiterate	0	0
<b>Total</b>	<b>120 (100)</b>	<b>120 (100)</b>

**Note:** Figure in parentheses refers to percentages.

**Source:** Primary Survey

In terms of percentage share, figure-2 depicts that in case of father's educational levels, the highest share made up of Graduation (77 percent) levels, followed by Post-graduate grades (21 percent) and Professional/Ph.D./M.Phil (2 percent) degrees. Likewise, in case of mothers, the maximum share accounts for Graduate degree (63 percent) holders, proceeded by Post-graduate degrees (31 percent) and Professional/Ph.D./M.Phil degree (6 percent) respectively. It represents that the sampled student population belongs to the group of highly qualified or well educated families as shown by their parental educational levels, that maximum parents are having the graduate and above levels of education and none of the parents are reported to be illiterate or less qualified.

**Figure-2 Percentages of Parental Educational Levels of Sampled Students**



**Source:** Primary Survey

### Parental Economic Background

Children's educational attainments levels are not only influenced by educational background of their parents, but with the economic background also. Occupational status and income levels are considered to be the most important variable in determining the socio-economic status of an individual as they affects the quality of life, one's behaviour, conduct as well as plays an important role in getting higher education or attaining higher social status. Thus, it becomes necessary to study the economic background of the parents of the students studying in various self-financing courses.

The data in Table-4 reveals that more than half of the sampled students that is 74 percent belong to the income category of between Rs. 3 to 5 lakhs, succeeded by 15 percent of the students fall in the income category of Rs. 1 to 3 lakhs and 11 percent in the income category of more than 5 lakhs. It depicts that an overwhelming majority of the sampled students reports to fall in the high income level groups.

**Table 4- Parental Income Levels of the Sampled Students**

Income Levels	Number	Percentage
Less than 1 Lakhs	0	0
Between 1 to 3 Lakhs	18	15
Between 3 to 5 Lakhs	89	74
More than 5 Lakhs	13	11

**Source:** Primary Survey

In summing up, it can said on the basis of the primary survey that the sampled students opted these courses because they are market driven and job oriented. As regard fee structure of the self-financing courses are concerned, majority of the students find it to be quite high. Although, the sampled students belongs to a good economic family background but still the fee structure act as a significant factor that influence their level of education.

## (V) SUGGESTION & CONCLUSION

Hence, in nutshell, it was concluded that with the advancement of technology and competition, higher education institutions have left with no choice of introduction of self-financing courses, but this trend has its other side too that adversely affect the higher education system. As out of the various major issues attached with the self-financing courses, fee structure and participation of weaker sections in the higher education sector are one of most important and crucial concerns.

Therefore, the policy-makers required to have a strong monitoring mechanism in order to supervise the fees in the self-financing courses of these institutions and government as well as educationists' needs to provide financial support in high demand courses so that the fees in such courses are lowered and the course is made affordable to all sections of the society. This will help to prevent any commercialization that institutions might be indulged in.

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