



ORIGINAL RESEARCH PAPER

Education

A STUDY ON THE WORKING CONDITIONS OF TEACHERS IN SELF FINANCING COURSES AT UG LEVEL UNDER GAUHATI UNIVERSITY

KEY WORDS: Higher education, working conditions, self-financing courses

Ranjeeta Kakoti

Research scholar Department of Education Gauhati University

ABSTRACT

Financial crises which have lower down the quality of higher education hence; institutions have opted for alternative source of finance. This has given way to introduction of self financing courses in higher educational institutions.

This study aims to study the working conditions of the teachers in self- financing courses in colleges under Gauhati University. A sample of 100 teachers working in the self-financing courses was selected purposively and self-structured questionnaire and interview schedule were used for the study. The findings of the study highlight that although the teachers are highly qualified yet their appointment is purely temporary in nature. In fact the pay structure is also not satisfactory and the teachers do not avail any specific benefits. The study also highlight that the teachers have problems like insecurity of job, pay structure, etc.

1. INTRODUCTION:

Education is extremely important for the development of a nation. It is the process of instruction aimed at all round development of youth. Education enables people to contribute to societal development. Education has the responsibility for transferring human beings into human resources. Education, at the individual level helps in the process of socialization. At the level of society, it ensures that the traditional wisdom passes from one generation to the other and the new and modern knowledge is imbibed by the present generation.

Higher education in India has been perceived in context of globalisation and privatisation in the present society. It acts as a powerful instrument in making India a knowledge-based society. The expansion of higher education in India is basically depended upon public finances provided by the government. This has however, resulted in financial crises which have further lower down the quality of higher education. Henceforth, to deal with financial crisis in higher education, institutions have opted for alternative source of finance. This has given way to introduction of self financing courses in higher educational institutions. These courses have also given opportunities to the students to explore various courses which were left away due to lack of financing by the governmental machineries.

1.1: Meaning of self financing institutions:

According to L.C.Singh and Sudarshan Mishra (2008), self financing institution implies those institutions that are managed by private funds and private management without an apparent motive of commercialization.

A self-financed college in India is one which does not receive any financial aid from the Central Government or from the State Government. They also do not get any financial grant from the UGC nor do they get any benefits from the UGC. Such an institute finances itself through the fees paid by the students who enroll for the courses and may get private financing from other sources, such as a corporate house. Self-financing programmes are the programmes which are financed by charging user fees from students. There is almost no government subsidy for such self-financing programmes. The nature of self financing programmes depends on the institutional mode under which it is delivered

2. SIGNIFICANCE OF THE STUDY:

Privatization of higher education has emerged in numerous forms in the recent decades in India such as – privatization, higher education institutions in the form of introducing self-financing courses; converting government aided private institutions into private self-financing institutions and expansion of self-financing private institutions.

The main aim behind launching self-financing courses was to vocationalised higher education. The policy of the University Grants Commission (UGC) was to equip students through these courses with some practical knowledge along with the bachelor's degree. The nature of self-financing course depends on the

institutions and organization under the fold of the management. Colleges slowly and gradually found this as an opportunity to attract students and raise the financial resources as it was becoming difficult to launch new courses without the subsidy of the government. In the last few decades sprouting of self-financing institutions and its greater participation also have resulted in creating job opportunity for the teachers. Along with this, it is every important to create an conducive environment and work climate for the teachers. Thus this paper tried to make an humble attempt to study the exiting working conditions of teachers in the self financing college of Guwahati city.

3. LITERATURE REVIEW:

There were many studies undertaken which reveal the working conditions of teacher in self sustaining courses in higher education. Few of them are mentioned below.

Das (2012) studies on self financing schemes in post graduate courses of government sponsored college. The study reflects that the parents and guardians are willing to spend high fees structure and in fact the fees structure has not become the barrier in availing higher education. The demand for the self financing courses is also high and has generated job opportunities. Yet the college has suffered from problems like shortage of books in library, inadequate infrastructure, etc.

Shetty and Gujarathi (2012) found that 78% of faculty members were dissatisfied with their jobs and expressed high level of professional dissatisfaction. They have expressed their high workloads which have hampered their research work. The factors that have discourage the professional growth were job insecurity, lack of support, low salary, and poor relationship with colleagues. Ahluwalia and Preet (2014) found that the most important factor responsible for job satisfaction among college and university teachers are possibility of growth and administration followed by salary, hygiene, infrastructure, interpersonal relations in profession and unbiased administration.

Clarke, Kenny, and Loxley (2015) found in the study that apart from science and technology other subjects don't get sufficient funding. Yet the teachers engaged in the IT sectors, the high teaching workload left very little time to engage in research. It also show that excessive workloads and conflicting role demands have lead to negative work experience.

Singh and Singh (2015) studied on quality of work life of teachers working in higher educational institutions. This study focuses on quality of work life under various dimensions. The QWL (quality of work life) facilitates the job satisfaction, performance and personnel as well as institutional effectiveness.

Arunkumar and Saminathan (2017) found that heavy workload, long hours of work, manpower shortage problems are the major causes affecting their physical health. In fact the cause of stress has also resulted in friction with colleagues, inappropriate task and insufficient skills.

4. STATEMENT OF THE PROBLEM:

The present study aims at studying the working conditions of the teacher in self sustaining courses in Guwahati. It also try to analyses the problems faced by them. Thus the title has been formulated as:-*"A study on the working conditions of teachers in self financing courses at UG level under Gauhati University"*

5. RESEARCH QUESTION:

The present study has formulated the following research question as-

- To study the working conditions of teachers in self financing courses
- To find out the problems faced by the teacher in self financing courses

6. DESIGN OF THE STUDY

6.1. Methodology:

The present study is based on descriptive study method. It is design particularly to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusion from the fact discovered. They are restricted not only to facts finding but may often in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues.

6.2. Population and Sample:

The population the study under consideration includes the teachers working self financing courses in the UG level under Gauhati University. The present study aimed at investigating working condition of the teachers in self sustaining courses in the undergraduate colleges under Gauhati University and so for this purpose non-probability sampling technique has been used. Further purposive sampling technique is used to select the sample for the study. A sample of 100 teachers working in the self-financing courses of UG level was selected purposively.

6.3. Tools:

One self structured questionnaire has been used to collect necessary information on working condition of teachers in self sustaining courses as well as the problems faced by them.

7. ANALYSIS AND INTERPRETATION OF DATA:

The resulting data are analysed objective wise by using appropriate statistical treatment. The results have been explained below:

Objective 1: To study the working conditions of teachers in self financing courses

The working conditions of the teachers were studies under the following head:

Table no 1 Working hour and Work load

Working hour/week	Percentage	Work load(classes)/week	Percentage
42	38%	36	10%
40	26%	30	42%
36	07%	26	29%
30	21%	24	11%
18	08%	18	08%

The table no 1 shows that 38% of the teachers have the 42 working hour per week while 21% work for 30 hours and 8% work for 18 hours. In case of workloads (classes) per week 10% have 36 classes per week while 42% have 30 classes i.e., on average 5 classes.

Table no 2 Income pattern

Income structure	Percentage	Income per annum	Percentage
Fixed scale of pay	64%	< 2lacs	60%
Consolidated(lump sum)	36%	2-5lacs	38%
Hourly basis	0%	5-10lacs	2%

This table shows that 64% gets their salary in form of fixed scale of

pay while 36% receive as consolidated pay. In fact 60% of teachers have their annual income less than 2lacs while only 385 have their income ranging between 2-5lacs.infact only 2% of teachers have annual income of 5-10 lacs.

Table no 3 Leave structure

Type of leave	Percentage
Casual	100%
Medical	22%
Duty	47%
Special	11%

Regarding the leave structure, table no 3 shows that all the teachers can avail casual leave. These leaves are 12 days in a year. However, only 22% can avail medical leave and 47%were entitled with duty leaves. However only 11% of teachers have been entitle with special leave of 15 days.

Objective 2: To find out the problems faced by the teacher in self financing courses

Table no 4

Problems	Percentage
Security of jobs	87%
Payments/salary	72%
Vacation salary	45%
Leave	39%

Table no 4 of the study shows that 87% were insecure regarding their job.72% have highlighted that their faced problems regarding their salary and 45% of the teacher do not get any salary during their vacation. In fact 39% opines that they face problems in matter of leave.

8. FINDINGS AND DISCUSSIONS:

Working conditions of teachers implies the work environment and work climate in which an employee carry out his / her job. These include nature of appointment, working hours, workload, income pattern, additional responsibilities apart from teaching etc. The findings were discussed below:

- It has been observed that different methods were used for selection of teachers in self financing courses. The study show that majority of teachers (86%) got selected through proper interview process by advertisement given in local and national newspapers followed by the interviews by the selection committees. While 14% were selected through walk-in interview process.
- The study reveal that the type of appointment is basically contractual with 65%, 19% of teachers were non sanction and 16% were of AD-HOC nature. This highlights the fact that the posts of teachers was neither of permanent nor sanction post. Yet appointment letters were issued to the teacher clearly mentioning the terms and conditions of the job.
- In case of contractual type of teachers, 65% teacher yearly appointment was given but 17% of teachers were given appointment for either 6 or 10 months. This kind of appointment often de-motivates these teachers and creates a sense of insecurity of the jobs.
- The study shows that 38% of the teachers have the 42 working hour per week while 21% work for 30 hours and 8% work for 18 hours. In case of workloads (classes) per week 10% have 36 classes per week while 42% have 30 classes i.e., on average 5 classes.
- Apart from the teaching duties, the teachers were engaged in various additional duties of the colleges.47% of teachers were engaged in various committees of the colleges while only 27% were members of co-curricular activities. These activities include welfare development programme of the college, students welfare committee, co-curricular committee, website development committee, college magazine and newsletter committee etc.
- As per the pay pattern in self –financing courses, it was observed that majority of the teachers 64% gets their salary in form of fixed scale of pay while 36% receive as consolidated

- pay. These pay structure were fixed by the managing authorities of institutions. In fact 60% of teachers have their annual income less than 2lacs while only 385 have their income ranging between 2-5lacs. In fact only 2% of teachers have annual income of 5-10 lacs.
- g) Regarding the leave structure, table no 3 shows that all the teachers can avail casual leave. These leaves are 12 days in a year. However, only 22% can avail medical leave and 47% were entitled with duty leaves. These duty leaves were basically used by the teachers to participate and attend seminar/conference/workshop at different level. However only 11% of teachers have been entitle with special leave of 15 days.
- h) With regards to the educational level, it is significant to note that all teachers were highly qualified. All the teachers have completed their Master degree. Yet 23% of the teachers had qualified NET and only 11% had qualified SET. 8% of teachers had M. Phil and 13% had PhD degree while 24 % teachers were pursuing PhD.
- i) Regarding the refresher and orientation courses, 3% of teachers have done refresher courses for their career and academic enhancement. Regarding minor and major research project, only 2% teacher did their minor research independently while only 1 teacher did a major research sponsored by DBT.
- j) The problems faced by teachers at their workplace were of different types. Majority of the teachers (91%) have insecurity regarding their job and service. Apart from these many teachers have issues related to working condition, absence of medical benefits, absence of vacation salary, pay structure etc.
- k) The teachers have put forward certain recommendations for enhancement and enrichment of the teachers in self financing courses. These suggestion included mode of selection through proper interview process, pay structure based on UGC scale, provident fund for future security, better annual increment etc.

9. CONCLUSION:

Indian higher education system has undergone massive expansion since independence. Privatisation and globalization have resulted and encouraged higher education through self-financing courses. Along with the increase in opportunities, it has become a market of temporary job for highly qualified teachers. The present study has made an humble attempt to study the working conditions of teachers in self-financing courses. Although the teachers are highly qualified yet their appointment is purely temporary in nature. In fact the pay structure is also not satisfactory and the teachers do not avail any specific benefits. The study also highlight that the teachers have problems like insecurity of job, pay structure, etc.

An educational system can adapt to the changing needs of a changing society. Privatization and self financing course is the need of the hour. A realistic policy by the policy makers as well as the government can certainly help to protect and enhance the working conditions of teachers in self-financing courses.

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