CHAPTER 7

POLICY RECOMMENDATIONS, SUMMARY AND CONCLUSION

7.1 Introduction

This chapter presents the policy recommendations that have emerged from the study. It also contains the summary, conclusion and scope for future research.

7.2 Policy Recommendations

Teacher is an important component of our education system. The quality and efficiency of education depends on the quality of teachers. The quality of teachers is directly associated with the level of job satisfaction. All teachers can feel satisfied with their jobs only if their problems and grievances are properly listened to and corrective steps are taken by the authorities to make them feel happy. The duties of any teacher are similar irrespective of the type of institutions or type of appointment. As long as there is a need for the teachers there should be no basic difference in their appointments, terms and conditions and various benefits enjoyed by them. Various policy recommendations as they have emerged through the interaction with the respondents have been discussed here.

Mode of Selection

Selection of teachers in self-financing courses should be done through proper channel and procedure. Proper advertisement should be given in national newspaper. There should be proper panel for conducting interviews. The selected teachers must be eligible. An appointment letter should be given to the selected teachers. The appointment letter should also mention the terms and conditions of the teachers.

Job Security:

Security of job is a very important element for an employee. As the tenure of employment increases the job security becomes an issue of prime importance for the employees. The main reason of frustration amongst teachers is the unsecured nature of their job. After every academic year, teachers should not
be relieved from their job as long as there is a clear vacancy. This sense of insecurity lowers the morale of teachers. Hence Government should prepare new policies and new regulations regarding assurance about job security. The teachers who are working on CHB basis are normally required to appear for the interview every year. Those teachers who are appointed on contractual basis also have to appear for the interview when the contract period is over. The teachers therefore have no security of jobs. Wherever there is continuation of vacancy the contract period should be extended provided that the performance of the teacher is satisfactory.

**Work load**

The workload of the teachers is not specified. There is lot of variation which was observed in the workload of the teachers. There should be control of the excessive workload of the teachers in self-financing courses.

**Adequate salary**

The salary varies tremendously. Wherever the teachers are taking full workload the salary structure should be on par with those in aided courses. The remuneration of the teachers on CHB should also be reasonable. The other benefit also should be included such as dearness allowance, travelling allowance, house rent allowance etc as per the teachers in the aided courses.

**Vacation Salary**

Vacation salary is also the important factor which affects job satisfaction. All the teachers are not getting vacation salary from their institutions. There are no guidelines regarding compulsory vacation salary to all teachers in self-financing courses. At least those teachers appointed for more than 8 months, should be entitled to vacation salary.

**Leave facility**

All teachers require leave for various types of contingencies as well as for professional development. Such facilities should be provided to the teachers
engaged in self-financing courses as well. There should also be uniformity in the leave facility of the teachers.

**Facility of refresher and orientation courses**

Teachers in self-financing courses are unable to update their knowledge because they do not get an opportunity to attend the refresher and orientation courses meant for permanent teachers. It creates frustration among teachers and leads to job dissatisfaction. Teachers in self-financing courses should also be given chance to participate in refresher and orientation courses. This will help to increase motivation of teachers in self-financing courses in higher education institutions.

**Research**

Today is the era of research and development. In every field there is tremendous scope for research. UGC has many research programmes but these are meant only for permanent teachers. Permanent teachers are eligible to apply for grants for research projects from UGC and other funding agencies. These benefits are not available to teachers in self-financing courses. Due to lack of financial support the teachers in self-financing courses are not able to pursue research.

**Social Security measures**

Social security benefits like provident fund and medical benefits should be provided to the teachers in self-financing courses. These benefits should be made mandatory.

**Due recognition:**

There is a general feeling among the teachers in self-financing courses that they do not get due recognition. These teachers fulfill all the duties and also shoulder various responsibilities in their institutions. Yet their status remains secondary.
General Recommendations:

- The working environment of institutions needs to be made more cordial and friendly.
- Appropriate measures must be taken to provide academic infrastructural facilities to the staff in self-financed courses in higher education institutions.
- The authorities of institutions are expected to play an active role in the development and grooming of the teachers in a friendlier manner. This will reduce the unwanted stress levels of teachers.

In short, there is an urgent need for revamping the entire system of self-financing courses. The role of a teacher is the same whether he / she is teaching in aided or unaided courses. Bringing the teachers in self-financing courses on par with their colleagues in aided courses would go a long way in making the entire education sector very vibrant.

7.3 Visiting Faculty – CHB

Among all teachers who teach in self-financing courses the situation of those on CHB is the worst. There is no job security for these teachers. Every year they have to seek employment in various colleges. There is no specified workload of these teachers. There is variation in their remuneration. They do not enjoy benefits such as leave, travelling allowance, medical allowance etc. This system should be done away with at the earliest.

7.4 Summary

All developing countries are facing major challenge of creating an environment conducive to the cultural, economic and social development of their people. Historically, education has been a determining factor of the progress of human civilization. The modern world is using education increasingly as an instrument for all round development. The growing realization amongst all developing countries shows that education is the key to
development. Education shapes the destiny of a nation. Education, as a liberating force, fosters growth, social equality and technological progress. Globalisation and the emergence of a new society have further highlighted the importance of education in pursuing development goals.

The rising demand of higher education forced the universities and other academic institutions to introduce skill oriented courses, which require higher investment. In order to expand higher education as fast as possible government emphasized privatisation in the higher education. The government has also encouraged self-financing courses in aided higher education institutions of higher education. This is known as the self-financing higher education. In the last few decades sprouting of self-financing institutions and greater participation of the private players that have introduced self-financing programs has been observed. The present study was conceptualized in this context. The broad objective was to study the working conditions of teachers in self-financing courses in higher education institutions. The main focus of the study was to understand the nature of working conditions of teachers as well as income pattern of teachers in self-financing courses in higher education institutions in Mumbai.

The descriptive method was adopted for this study to map out the working conditions of teachers working in self-financing courses. This study was based on the primary data. The secondary sources were used to explore the development in the field of higher education. The primary data was collected with the help of schedule and interviews. The study was carried out among the teachers working in self-financing courses in aided and unaided higher education institutions. A sample of 300 teachers was selected randomly from various self-financed courses for this research study.

The main players in the education field are the teachers. Decision related to joining self-financing courses is largely governed by the socio-economic conditions of the teachers. Out of 300 respondents, majority 205 teachers were females and 95 male teachers who were working in self-financing courses in Mumbai. Working conditions represent the work environment and climate in
which teachers perform their job. This includes working hours, workload, nature of appointment, income pattern, other duties apart from teaching etc. The research study showed that there were different types of appointment in self-financing courses. It showed diversity in the type of appointment of teachers like permanent and contractual appointment in self-financing courses. Appointment on contractual basis was full time, part time and clock hour basis. This study observed that majority i.e. 71% of teachers were working on contractual basis and 29% teachers were working on permanent basis. There are self-financing higher education institutions as well as self-financed courses offered in aided institutions of higher education. It was seen that 181 teachers were working in aided higher education institutions and 119 teachers were teaching in unaided higher education institutions. It was observed that in aided higher education institutions 56 teachers were working on permanent basis and 125 teachers worked on contractual basis. But situation is different in unaided institutions. There were 31 teachers who worked on permanent basis and 88 teachers were working on contractual basis appointment. Workload for teachers ranged between upto 5 lectures to 26 lectures per week in self-financing courses. Regarding the working hours of teachers in self-financing courses it was observed that majority of teachers were working between 3-6 hours per day. But the working hours of CHB teachers varied as per the allotted lectures.

The earning pattern of teachers in self-financing courses revealed that majority i.e. 65.67% of teachers were getting consolidated payment, 24% of teachers were getting fixed scale of pay and 10.33% teachers were being paid on lecture basis. The teachers who were getting fixed scale of pay were on permanent appointment. It was seen that majority i.e. 81.94% of teachers were paid as per the scale of 6th pay commission, 04.17% of teachers were getting pay as per 5th pay commission and 13.89% of teachers were getting scale fixed by the managing authorities of institutions. Those teachers who were being paid on clock hour basis were working on contractual appointment basis. All teachers getting consolidated pay were working on both permanent and contractual basis appointment.
Higher education through the self-financing courses has spread throughout the nation. The teachers appointed under these courses are getting benefits and facilities from their respective institutions but they are also facing many problems at the work place. It was seen that the teachers were getting different types of leave like casual leave, medical leave and duty leave but the number of days of each type of leave varies across institutions. Majority of the teachers working as permanent and contractual - full time and part time basis were getting the facility of casual leave. But those teachers, who were working on clock hour basis, were for obvious reasons not getting the facility of casual leave. It was seen that majority i.e. 86.67% of teachers were getting the benefit of duty leave but only 27.33% of teachers reported that they were given medical leave. It was also found that only 24% of teachers were getting the benefit of travelling allowance.

Examination work is classified into paper setting, assessment and supervision of the examination. Remuneration for paper setting as well as assessment work was paid to all teachers by their institutions. But 90.67% of teachers were getting remuneration for the supervision of examination conducted by their institutions as well. All teachers said that they were getting the facility of library and majority i.e. 98.33% teachers said that they were getting computer facility and 98.33% teachers were getting internet facility from their colleges for educational work.

The problems faced by teachers at their workplace were of different types. They were broadly related to the working conditions. The problems were classified as security of job, payment / salary, vacation salary, leave and other problems faced by teachers. Security of job, salary and leave were highlighted because majority of teachers were facing problems related to these categories. Vacation salary was also the important problem for 24.67% of teachers, because they were not getting vacation salary by their institutions. There were 21.33% of teachers who were facing other problems like working hours, work load, other duties etc. The recommendations have emerged from the study and they are largely related to the recognition, terms and atmosphere in the institutions.
7.5 Future Scope

There is increasing focus on higher education and skill development in India. In the years to come tremendous expansion of higher education through self-financed courses is expected. Teacher is an extremely important pillar of the higher education system. There is a need to focus on the various aspects of the working conditions of the teachers across the different types of courses – traditional and professional, institutions and states.

7.6 Conclusion

Education is universally recognized as an important investment in building human capital. It is a key to technical innovation and economic growth. Human development is the real indicator of the advancement and promotion of a society. Indian economy is a dynamic economy that is showing tremendous potential for growth. Globalisation, liberalisation and privatisation are the key strategic mandates for economic policies. Privatisation has shown great outcomes in the development of sectors like banking, insurance, telecom, power, civil aviation etc.

Since 1990 the government started to invite and encourage privatisation of higher education in a big way in India. As a result higher education through self-financing courses was seen to be spreading initially in professional and later in all sectors throughout the nation. Along with increasing the opportunities in higher education, colleges became an easy option of temporary jobs for the highly qualified people. The present study shows the working condition of teachers in self-financing courses in higher education institutions in Mumbai. Working conditions of teacher could be understood in terms of nature of appointment, work load, income pattern, and other benefits as well as facilities available in higher education institutions – aided and unaided.

Decision to join self-financing courses on the part of teachers is largely governed by socio-economic conditions of the teacher. Respondents largely belonging to the mixed income group of Mumbai were found in teaching field.
Some of the teachers were fresh who joined first time in self-financing courses in their career but some of the others were highly experienced ones. The nature of appointment of teachers was of different types - e.g. permanent and contractual basis which was further classified into full time, part time and clock hour basis.

The earning pattern of teachers in self-financing courses was different for all teachers in higher education institutions. Teachers were getting salary on the basis of fixed scale, consolidated pay and clock hour basis in self-financing courses. Vacation salary was also the important criteria for the job satisfaction, which was not given to all teachers. There were different facilities as well as benefits provided by the higher education institutions to their teachers like leave, allowances, and other social security measures. There was diversity in the benefits and facilities given to all teachers in self-financing courses.

As privatisation opened up new avenues of development within higher education sector, the same led to the massive exploitation of teaching staff. Though the teachers appointed in self-financing courses were getting benefits and facilities but they also faced many problems related to leave, work load, mode of selection, salary, vacation salary, recognition etc. What is needed is an educational system that is modern, liberal and can adapt to the changing needs of a changing society. This should be possible with the effective measures to protect and enhance the working conditions of teachers in self-financing courses by universities, national regulatory bodies and government. Considering the growth of the self-financing courses in the context of increasing importance of higher education, the government has to develop certain policies and programmes in order to accommodate the capacity and possibilities of private investment without compromising on the rights and welfare of the teachers.