



A Study on the Working Conditions and Challenges Faced by Teachers in Self-Financing Courses: A Policy-Oriented Approach

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Abstract

This research abstract delves into the pivotal role of education in individual and societal development, particularly emphasizing the transformative nature of the educational process and its contribution to the continuity of traditional knowledge and contemporary insights. The focus shifts to higher education in the context of India, highlighting its significance in producing an educated workforce crucial for national growth. Despite its importance, the financial challenges facing higher education institutions in India, marked by escalating costs and diminishing resources, are acknowledged. The study explores the emergence of privatization in higher education, particularly through the introduction of self-financing courses, as a potential solution. A distinction is drawn between aided and unaided colleges, with a specific focus on the working conditions of teachers in self-financing courses—an essential aspect impacting the effectiveness of the teaching and learning process. This research aims to provide valuable insights into the evolving landscape of higher education in India, shedding light on the dynamics of self-financing courses and their implications for educators.

Keywords: Higher education, financial landscape, teacher working conditions

1. Introduction

Education stands as a pivotal force for the holistic development of individuals and the progress of a nation. It plays a crucial role in shaping the youth, fostering societal contributions, and transferring wisdom across generations. At its core, education is a transformative process that turns individuals into valuable human resources. Beyond individual development, education ensures the continuity of traditional knowledge while embracing contemporary insights, contributing to the overall advancement of society. Higher education, with its multifaceted components of teaching, research, applied work, and vocational training, serves as a potent instrument for fostering a knowledge-based society. In the context of a developing nation like India, the significance of higher education cannot be overstated, as it is instrumental in producing the educated workforce necessary for national growth and development.

Despite its importance, the financial landscape of higher education in India faces challenges, marked by escalating costs and diminishing resources. Historically reliant on public investment, higher education institutions are now compelled to explore alternative financing sources to cope with the prevailing financial crisis. The emergence of various forms of privatization in higher education, such as the introduction of self-financing courses within government institutions and the expansion of private self-financing institutions, offers a potential solution. A notable distinction lies between aided

and unaided colleges, with aided institutions receiving government support while unaided ones must secure their own funding. The introduction of self-financing courses, initially conceived to vocationalize higher education, has become a means for institutions to attract students and generate additional financial resources. Against this backdrop, the focus of this study is on the working conditions of teachers in self-financing courses—a crucial aspect that directly impacts the effectiveness of the teaching and learning process.

2. Review of Literature

Review of literature attempts to present a general critical survey of studies conducted on higher education, privatization of higher education, self-financing higher education and teachers in self-financing higher education institutions.

2.1. Higher Education: Higher education is an engine of economic growth in any country including India. It supports knowledge driven economic growth strategies. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. Indian higher education system has undergone massive expansion since independence Prakash V (2007) has given an overview of trends in the expansion of higher education and examines variations in participation across states, gender and social groups. He made an attempt to discuss the trends in the growth and financing of higher education, besides highlighting some

important issues regarding development of higher education in India.

2.2. Privatisation of Higher Education: Challenges of Privatisation of higher education in India have been explored by Rajesh Tiwari, Dr. Bimal Anjum and Dr. Ashok Khurana (2013). The last two decades had witnessed unprecedented growth in institutes of higher education primarily due to private sector participation. Authors spread light on certain issues like quality, access, equity, inclusiveness and argue for urgent attention. To improve these issues they suggested proper regulatory framework support of mutual trust and accountability are important for vibrant global private higher education institutions.

J.B.G. Tilak (2014) examined the growth of private higher education as an important feature of the very high growth of higher education experienced in India. The size of the private sector is about twice as compared to public sector in terms of the number of institutions and students enrolments. Apart from refuting several claimed advantages of private higher education, this article draws attention to the dangers involved in a high degree of dependence on the private sector for the development of higher education in a country like India.

2.3. Self-Financing Higher Education: Anju Ailsinghani and Neelam Wadhvani (2013) ^[3] outline the present context of increasing commercialization of higher education in India. They view education more as commodity sold in market, the universities and colleges where students act as consumers and educators as service providers. The paper highlights more on commercialization of higher education in today's global market with special reference to courses offered by universities and colleges in collaboration with foreign universities and providing better career opportunities to its students.

2.4. Teachers in Self-Financing Higher Education Institutions: Anita Devi (2012) ^[4] conducted a comparative study focusing on "Teacher Educators of Government-financed and self-financed colleges of Education in Relation to their Professional Values." The primary objective was to compare teacher educators in these two settings regarding their professional values. Employing a descriptive survey method, the study utilized the Teachers Value Inventory for data collection. The findings indicated that the professional values of teacher educators in self-financed colleges of education were significantly higher than those of their counterparts in government-financed colleges of education. Job satisfaction, a critical element for organizational success, was emphasized as a pleasurable or positive emotional state derived from one's job or job experiences. However, the transformation of higher education, particularly in self-financing courses, raised concerns about the application of business principles and the potential exploitation of students and staff. Praveen (2013) concluded that government intervention is crucial to develop policies and programs that accommodate private investment while safeguarding the rights and welfare of employees.

Review of literature focuses on various aspects related to the self-financing higher education scenario. The present study focuses on the working conditions of teachers in self-financing courses in higher education institutions.

3. Objectives of the Study

- i). To study the working conditions of teachers in self-financing courses.
- ii). To study the problems of teachers in self-financing courses.
- iii). To suggest policy recommendations.

4. Research Methodology

The study is an exploratory study of teachers teaching in self-financing courses in higher education institutions in Mumbai. Teachers are important stakeholders in the educational system.

- **Profile of Study Area:** The present study is concerned with the working conditions of teachers in self-financing courses. The present study is in Mumbai suburban area.
- **Sources of Data:** The study is based on primary and secondary data. The primary data was collected with the help of structured questionnaire. The secondary data was collected from various reports.
- **Sample and Sample Size:** A Sample of 100 respondents was selected randomly of teachers from various self-financed courses.

5. Privatisation of Higher Education

In post-independence India, higher education held a crucial role in fostering economic growth, technological advancement, and serving as a catalyst for equal opportunity and social mobility (Karuna, 2004). However, the changing economic landscape, coupled with pressures to curb public spending on higher education, has led to a paradigm shift. Structural adjustment programs advocated by international bodies like the IMF and World Bank have urged countries to reduce public expenditure on higher education, prompting a search for alternative funding sources. Private financing in higher education has gained traction, with an emphasis on effective cost recovery and increased private investment becoming widely accepted.

Traditionally, the government played a pivotal role in funding higher education in India until the early 1990s. However, a significant policy shift occurred in 1991, marked by a move towards reducing public support and encouraging self-financing and privatization (Rani, 2011) ^[16]. Higher education, once considered a public good, underwent a transformation as the government shifted its focus from funding higher education to prioritizing primary education. This transition encouraged the private sector to play a more prominent role, leading to the privatization of higher education. The government permitted the establishment of fee-paying and self-financing institutions by the private sector to address the growing demand for higher education in specific courses.

As of the latest available data, Mumbai boasts a significant number of private colleges, totaling 886 institutions (source: collegedunia.com). In the field of commerce and accounting, there are approximately 426 colleges across Mumbai offering various courses in different modes. Among these, 239 are private colleges, 78 are public-private institutions, and 10 are public or government colleges (source: collegedunia.com). These statistics underscore the dynamic landscape of higher education in Mumbai, with a substantial presence of private institutions catering to diverse educational needs.

6. Data Analysis

6.1. Socio Economic Profile

Table 1: Location of College

Address of College					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	North Mumbai	12	12.0	12.0	12.0
	Southern Mumbai	5	5.0	5.0	17.0
	Western Mumbai	83	83.0	83.0	100.0
	Total	100	100.0	100.0	

This table presents a geographic distribution analysis of colleges participating in the study based on their location in Mumbai. The objective of the research is to delve into the working conditions and challenges faced by teachers in self-financing courses, with the ultimate goal of formulating policy recommendations. The data reveals that Western Mumbai dominates the sample, constituting 83% of the total instances, while North and Southern Mumbai contribute 12% and 5%, respectively. This geographical distribution sheds light on the prevalence of self-financing courses in different regions of Mumbai and forms a crucial aspect of understanding the working conditions and challenges faced by teachers. The concentration in Western Mumbai may indicate a potential focus for policy interventions, given the majority presence of self-financing courses in that area. The study aims to draw insights from these geographical patterns to inform recommendations that are region-specific, addressing the unique needs and challenges faced by teachers in self-financing courses across different parts of Mumbai.

Table 2: Age of Teachers

Age					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	25 to 30	32	32.0	32.0	32.0
	31 to 40	36	36.0	36.0	68.0
	41 to 50	29	29.0	29.0	97.0
	51 to 60	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

This table provides an overview of the distribution of respondents based on their age in the study. The research objectives, focusing on understanding the working conditions and challenges of teachers in self-financing courses, are critical to contextualize the findings. The data illustrates that the majority of respondents fall within the age range of 31 to 40, representing 36% of the total instances. This age group is followed closely by those aged 25 to 30, constituting 32% of the respondents. The distribution further extends to individuals aged 41 to 50, making up 29% of the total, while a smaller percentage, 3%, falls within the age range of 51 to 60. The cumulative percentages provide a sense of the overall age distribution in the study, with 68% of respondents falling within the 31 to 40 age range. Understanding the age demographics is crucial for the research objectives, as it can influence the experiences, perspectives, and challenges faced by teachers in self-financing courses. This information aids in tailoring recommendations and policies that cater to the diverse needs of teachers across different age groups in the context of self-financing education.

Table 3: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	31	31.0	31.0	31.0
	Female	69	69.0	69.0	100.0
	Total	100	100.0	100.0	

The presented table outlines the gender distribution among respondents in the study, aligning with the research objectives centered on exploring the working conditions and challenges faced by teachers in self-financing courses. The data reveals that the majority of respondents are female, constituting 69% of the total instances, while males account for 31%. These percentages offer insights into the gender representation within the sample and are pivotal for understanding potential variations in the experiences and perspectives of male and female teachers in self-financing courses. The cumulative percentage shows that the entirety of the dataset is accounted for, emphasizing the clear delineation between male and female respondents. This gender-based analysis is crucial for the research's overarching objectives, allowing for a nuanced exploration of potential gender-specific challenges and considerations in the realm of self-financing education. The findings from this breakdown can inform policies and recommendations tailored to address the diverse needs of both male and female teachers in self-financing

Table 4: Teachers Qualification

Educational Qualifications					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post graduate	55	55.0	55.0	55.0
	Post graduate and NET/SLET	33	33.0	33.0	88.0
	Post graduate with Ph.D.	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

This table presents the educational qualifications distribution of respondents in the study, aligning with the research objectives focused on understanding the working conditions and challenges of teachers in self-financing courses. The data indicates that the majority of respondents hold a post-graduate qualification, constituting 55% of the total instances. The next significant group comprises individuals with both a post-graduate qualification and NET/SLET, accounting for 33% of the respondents. A smaller percentage, 12%, have a post-graduate qualification along with a Ph.D. The cumulative percentages show that the entire dataset is accounted for, emphasizing the clear categorization of respondents based on their educational qualifications. This breakdown is essential for the research's overarching objectives as it provides insights into the diverse educational backgrounds of teachers in self-financing courses. Such information is critical for tailoring recommendations and policies that consider the unique perspectives and needs associated with varying levels of educational qualifications in the context of self-financing education.

Table 5: Working Status

Working Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part Time	9	9.0	9.0	9.0
	Full time	91	91.0	91.0	100.0
	Total	100	100.0	100.0	

The table outlines the distribution of respondents based on their working status, which is a crucial aspect of the research objectives aimed at comprehending the working conditions and challenges faced by teachers in self-financing courses. The data indicates that the overwhelming majority of respondents are in a full-time working status, constituting 91% of the total instances, while a smaller percentage, 9%, are in a part-time working status. The cumulative percentages confirm that the entire dataset is accounted for, underscoring the clear distinction between part-time and full-time employment status. This breakdown is vital for the research's overarching objectives, as it sheds light on the predominant employment arrangement among teachers in self-financing courses. Understanding the distribution of working statuses helps in tailoring recommendations and policies that consider the unique challenges associated with both part-time and full-time employment in the context of self-financing education.

Table 6: Annual Income

Annual Income from all sources					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,000-2,00,000	24	24.0	24.0	24.0
	2,00,001-5,00,000	42	42.0	42.0	66.0
	5,00,001-10,00,000	17	17.0	17.0	83.0
	Greater than 10,00,000	17	17.0	17.0	100.0
	Total	100	100.0	100.0	

This table provides insights into the distribution of respondents based on their annual income from all sources, aligning with the research objectives focused on understanding the working conditions and challenges faced by teachers in self-financing courses. The data indicates that the largest group of respondents falls within the annual income range of 2,00,001 to 5,00,000, constituting 42% of the total instances. Following this, 24% of respondents report an annual income between 50,000 and 2,00,000. An equal percentage of 17% is observed for both the income brackets of 5,00,001 to 10,00,000 and greater than 10,00,000. The cumulative percentages demonstrate that the entire dataset is captured, emphasizing the clear segmentation of respondents based on their annual income. This breakdown is pivotal for the research's overarching objectives as it unveils the economic diversity among teachers in self-financing courses. Understanding the distribution of income helps in tailoring recommendations and policies that consider the financial circumstances of teachers across different income brackets in the context of self-financing education.

Table 7: Stream

Stream					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self-financing course	42	42.0	42.0	42.0
	Traditional B. Com,	55	55.0	55.0	97.0
	Traditional B.A	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

This table delineates the distribution of respondents based on their academic streams, providing valuable insights in line with the research objectives aimed at understanding the working conditions and challenges faced by teachers in self-financing courses. The data reveals that a substantial majority of respondents, constituting 55%, come from the academic stream of Traditional B. Com. Following this, 42% of respondents are from the stream of Self-financing courses. A smaller percentage, 3%, represents those in the Traditional B.A. stream. The cumulative percentages confirm that the entire dataset is accounted for, underscoring the clear categorization of respondents based on their academic streams. This breakdown is essential for the research's overarching objectives as it highlights the diverse academic backgrounds of teachers in self-financing courses, contrasting them with those in traditional streams. Understanding this distribution assists in tailoring recommendations and policies that consider the unique challenges associated with both self-financing and traditional academic streams in the context of education.

6.2. Working Conditions of Teachers

Table 8: Co-relation between level of satisfaction & Qualification

Correlations			
		Educational Qualifications	Are you satisfied with the working condition?
Educational Qualifications	Pearson Correlation	1	-.365**
	Sig. (2-tailed)		0.000
	N	100	100
Are you satisfied with the working condition?	Pearson Correlation	-.365**	1
	Sig. (2-tailed)	0.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The table provides correlation coefficients between respondents' educational qualifications and their satisfaction with working conditions. The Pearson correlation between these two variables is -0.365, and the significance level is 0.000, which is less than 0.01.

Interpretation

- **Strength of Correlation:** The correlation coefficient of -0.365 indicates a moderate negative correlation between educational qualifications and satisfaction with working conditions. As one variable increases, the other tends to decrease to a moderate extent.
- **Significance Level:** The significance level of 0.000 is less than the conventional threshold of 0.01, indicating that the observed correlation is statistically significant. In other words, there is a very low probability (less than 1%) that this correlation occurred by chance.
- **Direction of Correlation:** The negative sign suggests an inverse relationship, implying that as educational qualifications increase, satisfaction with working conditions tends to decrease, and vice versa.
- **Practical Implications:** This finding may have practical implications for educators and policymakers, suggesting that higher educational qualifications might be associated with lower satisfaction with working conditions. Further qualitative or contextual analysis would be needed to understand the specific factors contributing to this correlation and inform strategies for improving working conditions, especially for those with higher educational qualifications.

6.3. Benefits and Problems Faced by Teachers

Table 9: Co-relation between level of satisfaction & Income

Correlations			
		Educational Qualifications	Annual increment in your salary?
Educational Qualifications	Pearson Correlation	1	-0.075
	Sig. (2-tailed)		0.459
	N	100	100
Annual increment in your salary?	Pearson Correlation	-0.075	1
	Sig. (2-tailed)	0.459	
	N	100	100

The correlation table shows the relationship between respondents' educational qualifications and the annual increment in their salary. The Pearson correlation coefficient is -0.075, and the significance level is 0.459.

Interpretation

- **Strength of Correlation:** The correlation coefficient of -0.075 indicates a very weak negative correlation between educational qualifications and the annual increment in salary. The correlation is close to zero, suggesting a minimal association between these two variables.
- **Significance Level:** The significance level of 0.459 is greater than the conventional threshold of 0.05. This suggests that the observed correlation is not statistically significant. In other words, there is a high probability (45.9%) that this correlation could have occurred by chance.
- **Direction of Correlation:** The negative sign suggests a slight inverse relationship, implying that as educational qualifications increase, the annual increment in salary tends to decrease slightly, and vice versa. However, due to the weak correlation and lack of statistical significance, this relationship should be interpreted with caution.

- **Practical Implications:** The weak and non-significant correlation suggests that there is no clear association between educational qualifications and the annual increment in salary among the respondents. Other factors not considered in this correlation analysis may play a more substantial role in influencing salary increments. Further investigation or additional variables may be necessary to gain a more comprehensive understanding of the factors affecting salary increments in this context.

6.4. Level of Job Satisfaction

Table 10: Co-relation between Qualification & mental health

Correlations			
		Educational Qualifications	Do you feel income level effects mental health?
Educational Qualifications	Pearson Correlation	1	.247*
	Sig. (2-tailed)		0.013
	N	100	100
Do you feel income level effects mental health?	Pearson Correlation	.247*	1
	Sig. (2-tailed)	0.013	
	N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

The provided correlation matrix examines the relationship between educational qualifications and the perception of whether income level affects mental health. The Pearson Correlation coefficient for the pair is 0.247, and the associated p-value is 0.013. The positive correlation of 0.247 suggests a weak to moderate positive linear relationship between educational qualifications and the perception of income level influencing mental health. This indicates that as educational qualifications increase, there is a tendency for individuals to perceive a greater impact of income level on mental health. The p-value of 0.013 is less than the significance level of 0.05, signifying that this correlation is statistically significant at the 0.05 level (2-tailed). In summary, the analysis suggests a noteworthy correlation between educational qualifications and the perception of income level affecting mental health, with individuals with higher educational qualifications tending to express a stronger connection between income levels and mental health impacts.

Table 11: Co-relation between Qualification & personal life

Correlations			
		Educational Qualifications	Do you feel your working conditions effects your personal life.
Educational Qualifications	Pearson Correlation	1	-0.123
	Sig. (2-tailed)		0.224
	N	100	100
Do you feel your working conditions effects your personal life.	Pearson Correlation	-0.123	1
	Sig. (2-tailed)	0.224	
	N	100	100

The provided correlation matrix examines the relationship between educational qualifications and the perception of whether working conditions affect personal life. The Pearson Correlation coefficient for the pair is -0.123, and the associated p-value is 0.224. The negative correlation of -0.123 suggests a weak negative linear relationship between educational qualifications and the perception of working conditions affecting personal life. This implies that, to a limited extent, as educational qualifications increase, there is a tendency for individuals to perceive a slightly lesser impact of working conditions on their personal lives. However, the correlation is weak, and the p-value of 0.224 is greater than the significance level of 0.05, indicating that this correlation is not statistically significant at the 0.05 level (2-tailed). In summary, the analysis suggests a minor negative correlation between educational qualifications and the perception of working conditions affecting personal life, but this correlation is not statistically significant.

Table 12: Co-relation between Qualification & behaviour of aided staff

Correlations			
		Educational Qualifications	Are you satisfied with governments approach towards un-aided teachers
Educational Qualifications	Pearson Correlation	1	-0.189
	Sig. (2-tailed)		0.060
	N	100	100
Are you satisfied with governments approach towards un-aided teachers	Pearson Correlation	-0.189	1
	Sig. (2-tailed)	0.060	
	N	100	100

The provided correlation matrix examines the relationship between educational qualifications and satisfaction with the government's approach towards un-aided teachers. The Pearson Correlation coefficient for the pair is -0.189, and the associated p-value is 0.060. The negative correlation of -0.189 suggests a weak negative linear relationship between educational qualifications and satisfaction with the government's approach towards un-aided teachers. This implies that, to some extent, as educational qualifications increase, there is a tendency for individuals to be slightly less satisfied with the government's approach towards un-aided teachers. However, the correlation is weak, and the p-value of 0.060 is marginally greater than the significance level of 0.05, indicating that this correlation is not statistically significant at the conventional 0.05 level (2-tailed). In summary, the analysis suggests a minor negative correlation between educational qualifications and satisfaction with the government's approach towards un-aided teachers, but this correlation does not reach statistical significance at the 0.05 level.

7. Policy Recommendations

It is said that the educational progress depends upon the quality of teachers and the quality of teachers is directly associated with their job satisfaction level. All teachers can feel satisfied with their jobs only if their cries are properly listened to and corrective steps are taken by the authorities to

make them feel happy. The following recommendations can help to provide job satisfaction to the teachers:-

- i). Mode of selection of teachers in self-financing courses may be done through proper channel and procedure. Proper advertisement should be given in either local or national newspaper. Interview should be taken through proper panel. Appointment letter should be provided to selected teachers.
- ii). 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 session of academic year, teachers should not be relieved from their job and they should be given guarantee/security of their job by offering permanent job. Government should prepare new policies and new regulations related to permanent appointment of teachers in self-financing courses in higher education institutions.
- iii). Now-a-days besides teaching much of the other work is also assigned to teachers in self-financing courses and they are also required to give their services for co-curricular activities. Due to these they feel overburdened. The outcome of excess work load of teachers affects the quality of their teaching. So there should be a proper balance between teaching workload and other duties.
- iv). Authorities should take care to prepare policies related to salary of teachers in self-financing courses which can keep check on the higher education institutions. This will bring parity in the salary of all teachers.
- v). Colleges should provide the leave for adequate number of days such as casual leave and sick leave to their teachers, so that they can give adequate time to attend to their personal problems as well. It helps to enhance their performance and satisfaction level.
- vi). Vacation salary is also the important factor which affects job satisfaction. There should be policy regarding the vacation salary. Guidelines should be given to the colleges that at least those teachers working as full time and part time for more than 8 months should be provided vacation salary by their colleges.
- vii). Participation of teachers in refresher and orientation courses should be made compulsory, which would help them to update their knowledge formally.
- viii). Today is the era of research and development. Funding facilities should be made available to permanent teachers for undertaking research.
- ix). After the expiry of contract period of contractual teachers, they have to re-appear for the interview. The system of one shot selection should be adopted i.e. if they are selected at one time and they give good performance then they may get the extension.
- x). UGC should prepare a separate set of guidelines for teachers in self-financing courses and make it mandatory for every institution of higher education to appoint teachers according to these guidelines.
- xi). Social security benefits like provident fund and maternity benefits should be provided to the teachers in self-financing courses. Government authority should pass the new rule or at least inform the institutions to give such benefits to their teachers.

8. Significance of the Study

In the dynamic landscape of the globalized economy, knowledge has emerged as a central force shaping the competitive advantage of specialized human resources worldwide. This intricate interplay between challenges and opportunities requires adaptability to the evolving environment. Despite variations in higher education systems and financing structures globally, a common challenge is the financial crisis faced by public finances for higher education, exemplified by India's struggle to fund tertiary education amid acknowledging its vital importance. In response, the encouragement of private institutions has surged through privatization policies, reduced government grants, and the introduction of fee-based marketable courses. However, this privatization journey, aimed at academic and administrative autonomy, comes with challenges, including potential exploitation due to lax implementation of regulations. This study focuses on teachers in self-financing courses in Mumbai, delving into their socio-economic profiles, income patterns, workloads, additional duties, benefits, and constraints. By offering valuable policy recommendations, this research contributes to the existing literature by comprehensively exploring the multifaceted dimensions of working conditions, highlighting the need for targeted interventions in this domain.

9. Limitation of the Study

Though the role of the teacher is recognized in the literature on economic development but not enough attention is paid to teachers in self-financing courses. Similar was the case in relation to teachers of Mumbai city as well.

10. Conclusion

Education is widely recognized as a vital investment in human capital, fostering technical innovation and economic growth. Human development serves as a true measure of societal advancement. In India, a dynamic economy, globalization, liberalization, and privatization are pivotal economic policy mandates. Privatization has yielded positive outcomes in sectors like banking, insurance, telecom, and civil aviation. Since the 1990s, the government actively promoted privatization in higher education, leading to a proliferation of self-financing courses. While expanding opportunities, it turned colleges into convenient avenues for temporary employment. This study delves into the working conditions of teachers in self-financing courses in Mumbai, covering aspects like appointments, workload, income, and benefits.

Teachers' decisions to engage in self-financing courses are significantly influenced by socio-economic conditions. The study reveals a diverse group of respondents in terms of income, including fresh entrants and experienced educators. Appointments vary, encompassing permanent and contractual positions, full-time, part-time, and clock-hour arrangements, across aided and unaided institutions. Earning patterns range from fixed scales to consolidated pay and clock-hour basis. Vacation salary emerges as crucial for job satisfaction but is not uniformly granted. Higher education institutions offer various facilities and benefits, yet challenges persist, including leave policies, workload, salary disparities, and additional non-teaching duties. The narrative advocates for a modern, adaptable educational system, emphasizing the need for effective measures to improve teachers' working conditions in self-financing courses, urging interventions from universities, regulatory bodies, and the government. As

self-financing courses gain importance, policies balancing private investments with educators' rights are urgently needed.

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