

EMERGENCE OF SFS LECTURERS IN INDIAN HIGHER EDUCATION AND THEIR JOB SATISFACTION

Archana Bhatia¹

Abstract

This paper is an attempt to see the emergence of SFS lecturers in Indian Higher education. Emergence of SFS courses is really a good gesture. No doubt self financing courses are spreading Higher education throughout the nation. But the teachers appointed under these courses are not satisfied. The purpose of the study is to see the causes of dissatisfaction among SFS lecturers. Study found that these teachers are not satisfied with their jobs. They are having many dissatisfying factors. Out of those factors absence of job security and low pay scales are the most dissatisfying factors. Authorities of Indian higher education must consider their status. Govt. /UGC and Managing Committees of the educational institutes of the Indian Higher education should take strict steps to enhance these teachers morale satisfaction so that quality of education can be improved.

Key Words: Higher Education, SFS lecturers, job satisfaction

Education plays a vital role in developing one's personality. It contributes towards ensuring development in a country. Hence the education system should be strategically planned in order to produce the best results for all concerned. The main players in the education field are the educators who may be termed as teachers, tutors, facilitators. Irrespective of the title or the institutions where they work, the educators shoulder heavy responsibilities in educating the students. Narrowing down to the lecturers, their roles are broad and challenging. They are not

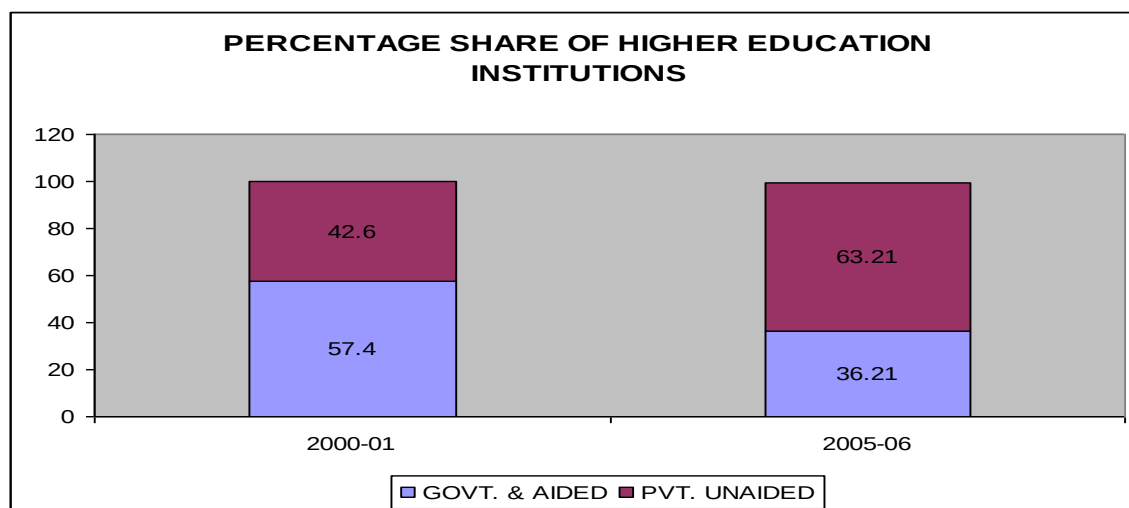
¹ **Associate Prof.& Head Department of Commerce, DAV Centenary College Faridabad**

only required to deliver lectures but are also expected to provide professional consultations, to conduct academic researches and to publish their findings so that the community should benefit. They are supposed to keep themselves abreast of new knowledge, new technologies and new techniques in order to deliver the best to the student.

FINANCING OF HIGHER EDUCATION

Higher education has generally been recognized as a “public good”. The ‘public good’ nature of higher education warrants that the state should play a more active role in the financing of higher education. The state has been funding higher education since independence. It was thought that higher education is the foundation for a strong, self-reliant & modern industrial economy. Hence the government should take keen interest in funding higher education. However, since 1990s the state funding to education in general and higher education in particular has been declining. As a result, the private institutions in large numbers are coming up in the areas of management, engineering, medicine, computers etc. The increasing share of private sector in higher education in India is shown in the following diagram.

Chart.1



Source : Anandkrishnan (2006)

This figure shows that the percentage share of private higher education institutions is rising and share of govt. and aided higher education institutions is falling. In 2000-01 the share of govt. & aided higher education institutions was 57.4% which fell to 36.21% in 2005-06. On the contrary the share of private higher education institutions has increased from 42.6% in 2000-01 to 63.21% in 2005-06.

EMERGENCE OF SFS LECTURER IN THE HIGHER EDUCATION HIERARCHY

Public expenditure on higher education has increased from a modest Rs. 171.5 million in 1950-51 to Rs. 95,620 million in 2004-05 (budget estimates). It had a good start during the 1950s with a real growth rate of 7.5% per annum, had a golden period during the 1960s with a real growth rate of 11% per annum but suffered a severe setback during the 1970s with the annual real growth rate declining to 3.4% and recovered somewhat during the 1980s with the annual growth rate to 7.3%. With budgets being tightened & other fiscal problems that both central and state governments are facing, the financing trends have not been favorable to higher education since 1990s.

DECLINING TREND OF STATE FINANCING OF HIGHER EDUCATION

The public expenditure on higher education has increased from Rs. 23,120 million in 1990-91 to Rs. 95,260 million in 2004-05 (budget estimates) in current prices with an annual growth rate of 12.3%. However, rising inflation makes this increase an illusion. To get the realistic picture, one may have to look at trends in public expenditure adjusted from inflation. After adjusting public expenditure on higher education for inflation with national income deflators, the annual growth rate turns out to be just 5.4%. Since higher education is on the concurrent list, its financing is the responsibility of states. The share of the central govt. has remained around 20%. Much of the central govt. expenditure on higher education is routed through UGC and the disbursement of funds by UGC is uneven. Bulk of the UGC funds goes to the Central universities and their affiliated colleges. A vast majority of universities and other degree awarding institutions are not even eligible to receive any kind of grants from the UGC. In all, only 158 out of 348 universities are eligible to receive grants from the UGC.

All this has resulted in lack of funds and public participation in the higher education sector. Hence more & more private players are coming in the higher education sector leading to the emergence of the Concept of the “SFS lecture” or “lectures under the self finance scheme”

CONCEPT OF SFS LECTURERS

SFS lecturers are those lecturers who are appointed on those posts which are financed by the funds generated from those courses which they are teaching. In case of SFS posts no funds are provided by either central or state governments. Hence the managements of these self finance or private higher education institutions are paying such lecturers only out of funds generated by them. Not only private rather many of the aided colleges are also having SFS lecturers. The reasons behind this are twofold.

In aided colleges there are many vocational course for which govt. provides no aid. These courses are sanctioned by the relevant university only under the “self finance scheme”. So the lecturers appointed to teach such courses are also covered under SFS

STATUS OF SFS LECTURERS IN INDIA

The lecturers who are appointed under ‘SFS’ are deprived of many benefits which, a permanent/covered lecturer is entitled to. The SFS lecturers are not only getting very less salary due to the self finance nature of their job rather they are suffering on other grounds also. List of some of the cries of SFS lecturers is as follows.

- a) Inadequate remuneration
- b) Job insecurity
- c) Lack of recognition
- d) Excess work load
- e) Low social status
- f) Inadequate leave facility
- g) Unhealthy working environment
- h) No refresher or orientation courses
- i) No UGC sponsored research work
- j) General biased ness

- k) No maternity benefits
- l) Lack of provisions with regard to increments in salary
- m) No promotions
- n) Appearing in interviews times & again

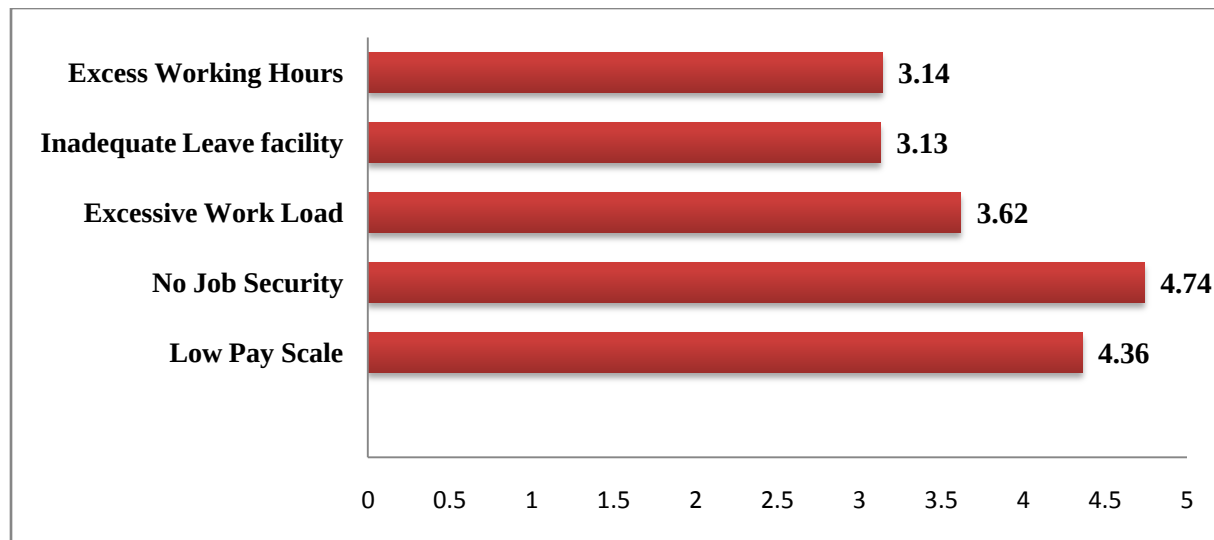
All these factors collectively are responsible for the poor status of SFS lecturers in India. The more tragic fact is that with the passage of time the number of SFS lecturers is rising. In the present scenario also we can see that in almost all of the aided colleges the higher proportion of the lecturers is covered under SFS. In my study the Districts Faridabad and Palwal are covered which are having five aided colleges and more than 15 unaided institutes. 100 Respondents of these educational institutes have given their causes of dissatisfaction.

ANALYSIS FOR THE CAUSES OF DISSATISFACTION AMONG THE SFS LECTURES

The effort is made to find out the reasons of dissatisfaction for the SFS teachers. A study is done on the SFS lecturers of two districts of Haryana Faridabad and Palwal. Total 100 respondents gave their responses regarding their satisfaction level. The various identified causes are incorporated in the questionnaire and the respondents are asked to rate these causes in the scale of 1 to 5 where 1 means “**Not Responsible**” and 5 means “**Most Responsible**”. The results of the responses are shown in table below. The results indicate that the absence of Job Security is the most important reason of the dissatisfaction for the SFS teachers. After the absence of job security the lower pay scales of these teachers is the second main reasons of dissatisfaction for the SFS teachers. If some sort of Job security is provided to these SFS teachers and they are paid as per UGC norms then they will feel motivated and put their maximum efforts in their jobs.

Table 1: Causes of dissatisfaction

Causes	Mean	Std. Deviation
Low Pay Scale	4.36	.628
No Job Security	4.74	.630
Excessive Work Load	3.62	1.301
Inadequate Leave facility	3.13	1.169
Excess Working Hours	3.14	1.255



SFS LECTURERS & THEIR JOB SATISFACTION

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. SFS lecturers 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 provide job satisfaction to the SFS lecturers:-

1. **Adequate remuneration:** Many of the research studies have found that salary is the most important factor of job satisfaction for teaching community. If decent salary is given to the SFS lecturers, they will be performing their duties with more sincerity and dedication.
2. **Less work load:** Now-a-days besides teaching much of the clerical work is also assigned to SFS lecturers & they are also required to give their services for co-curricular activities. Thus they feel over burdened. In such a situation the question of job satisfaction does not arise at all. The outcome of excess work load of SFS lecturers is deterioration of the quality of their teaching which defeats the very purpose of teaching.
3. **Adequate Leave facility:** SFS lecturers should be provided adequate number of leaves so that they can give adequate time to solve their personal problems otherwise they carry their personal tensions to the work place which deteriorates the quality of their work performance. Hence the adequate leave facility makes them free from personal tensions and it helps in enhancing their performance and satisfaction level.
4. **Facility of refresher and orientation courses:** SFS lecturers are unable to update their knowledge formally because they are not allowed to attend the refresher and orientation courses meant for permanent teachers. It causes frustration amongst SFS lecturers and leads to job dissatisfaction. If SFS lecturers are also allowed to attend such courses and they are given increments in salary for the same, they will get motivated and satisfied.
5. **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 SFS lecturers is the unsecured nature of their job. After every session the SFS lecturers are relieved from their job and they have no guarantee of getting the job in the next session. This sense of insecurity lowers the morale of SFS lecturers. Hence to give job satisfaction to SFS lecturers first of all they should be given secured jobs.
6. **Due recognition:** It is commonly observed that in higher education institutions maximum duties are assigned to SFS lecturers and they have to perform their duties under a head who is normally a permanent lecturer. So for all the efforts put in by the SFS lecturers the credit goes to the permanent lecturers who are supposed to be the head of their respective committee. This lack of recognition de-motivates the SFS lecturers. Hence if we want to boost up the morale of SFS lecturers they should be given due

recognition for the efforts put in by them and if possible, their remuneration would be linked with their achievements / performance.

7. **UGC sponsored research work:** Today is the era of research and development. In every field a no of researches are gong on. UGC has many research programmes but these are meant only for permanent teachers. Permanent teachers are eligible to have grants for research work from UGC. But no such benefits are available to SFS lecturers. The fact is SFS lecturers are more interested in research in comparison to permanent lecturers. But due to lack of financial support they are unable to fulfill their desire of conducting research. This issue needs to be considered seriously by UGC. If UGC starts some projects where SFS lecturers can directly contact UGC to have the approval of their research proposals, this will lead to enhancement of the level of satisfaction of SFS lecturers.
8. **Separate set of guidelines for SFS lecturers:** If UGC prepares a separate set of guidelines for SFS lecturers and make it mandatory for every institution of higher education to appoint SFS lecturers according to these guidelines, the injustice done with the SFS lecturers can be reduced to the least possible extent and they will be feeling satisfied with their jobs.
9. **One shot selection:** The SFS lecturers are normally required to appear in the interviews every year. Even if some SFS lecturers are appointed on contractual basis for 2-3 years, after the expiry of the contract period they have to re-appear for the interview. Appearing in the interviews time and again makes them feel embarrassed and de-motivated. Hence the system of one shot selection should be adopted i.e. if they are selected at one time and they give good performance then no interview would be conducted time and again. By this practice they will feel more satisfied.

CONCLUSION

The paper concludes that emergence of SFS lecturers in Indian Higher education is a good gesture. No doubt Higher education through self financing courses is spreading through out the nation. But the teachers appointed under these courses are not fully satisfied. The purpose of the study is to see the satisfaction level. Study found that these teachers are not satisfied with their

jobs. They are having many dissatisfying factors. Out of those factors absence of job security and low pay scales are the most dissatisfying factors. They must be considered by the Govt. /UGC and managing committees of the educational institutes of the Indian Higher education.

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