

An Empirical Analysis on the Working Condition of Contractual Teachers in Higher Education Institutions (HEIs) in India with Reference to Selected Government Aided Colleges at Kolkata City of West Bengal

Abhijeet Bag¹

Assistant Professor, Adamas University, Barasat - Barrackpore Road, Kolkata - 700126

Abstract

A number of changes have taken place in the number of colleges, universities and institutions along with the huge increase in the enrollments of students is a positive change on which the future progress of the economy hinges. But some developments are not so positive and one amongst these is that a large number of the posts of teachers are lying vacant in these institutions and against these posts teachers are hired on ad hoc, contractual and purely temporary basis. Colleges whether Government, aided or private, are reducing their financial burden by recruiting contractual teachers instead of hiring teachers on regular basis. The economic and social consequences of the hiring of teachers on ad hoc and contractual basis are quite serious. The present study attempts to explore the lives and experiences of such teachers whose records are not kept by any agency with the help of a structured questionnaire and then the information's were collected and interpreted with the help of statistical software (SPSS). Their voices are ignored and, moreover, they don't have any worthwhile platform to raise their voice. The study covers all those contractual teachers of the colleges of Kolkata who don't have regular or permanent jobs, are not getting full grades and don't even have any future assurance or opportunities for a stable career and professional development. The study has analyzed the two objectives one is to study the present working conditions of contractual teachers in HEIs with reference to some select Government aided colleges in Kolkata and the other is to examine the various benefits available to the contractual teachers of HEIs.

Keywords: Higher Education System, Working Conditions, Contractual workers, SPSS.

JEL Classifications: I23, J81, J46, C87.

1. Introduction:

Swami Vivekananda, the sacred idol to all Indian youth and great religious thinker, once has rightly pointed out that education is the manifestation of perfection already in man. Education is the process of instruction which is intended for all round development of youth. It is unanimously recognized as a vital investment in building human capital. It is a key to technical innovation and facilitates people to contribute to societal development. Education has the responsibility for transferring human beings into human resources (Gopalan, 2001). It, at the individual level, assists 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 is a authoritative device to build knowledge-based society. It is believed to be one of the imperative instruments for the development of any country. Development of higher education is, thus, of extreme significance for the growth and development of a country, especially a developing country like India.

According to the constitution of India, employment is made by the Government on the basis of a procedure laid down by it. The Government can make appointments considering its economic situation. So as per the rule, regular appointments are to be made on regular basis and temporary appointments can be made only in exceptional circumstances for specific period or some specific purpose. A number of changes have taken place in the sphere of higher education in our country in the last two decades. Massive expansion in the number of colleges, universities and institutions along with the huge increase in the enrollments of students is a positive change on which the future progress of the economy hinges. But some developments are not so positive and one amongst these is that a large number of the posts of teachers are lying vacant in these institutions and against these posts teachers are hired on ad hoc, contractual and purely temporary basis. Even in aided institutions where the salary grant is provided by the concerned state Governments, there is a virtual freeze on the sanction of new posts. In the wake of new courses and fresh enrollments, aided colleges are making do with ad-hoc or contractual teachers. Colleges whether Government, aided or private, are reducing their financial burden by recruiting contractual teachers instead of hiring teachers on regular basis. Contract teachers are varied categories-like "Government Approved Contractual Whole Timer, Government Approved Part-Time teacher, College Appointed Whole Time teacher, College Appointed Part-Time teacher and Guest Lecturer", etc. However, there is a huge disparity between salaries and working conditions of the contract teachers and 'Full-Time' Government appointed teachers.

¹ Address – 45/C, Satyen Park, P.O. – Joka, P.S. – Haridevpur, Kolkata - 700104

2. Present scenario of Contractual teachers in selected states of India and nature of contractual Teaching Jobs in West Bengal:

The following table shows the prevailing numbers of of contractual teachers in colleges and universities in few selected states of India. The following table shows that no of contractual teachers in West Bengal state of India is enormous in number in comparison to other states of India.

Table 1: No. of contractual teachers in colleges and universities in selected states of India.

State	No of Teachers (All Type)	Contractual Etc.	Percentage of Contractual Teacher
Tamil Nadu	2,09,737	5601	3
Uttar Pradesh	1,64,048	11294	7
Maharashtra	-1,55,471	18303	12
Karnataka	1,33,233	18489	14
Madhya Pradesh	69,734	5293	8
Rajasthan	63,727	Nil	Nil
West Bengal	57,668	17317	30

Source: Bartaman Patrika (03.04.2017)

Government Approved Contractual Whole Time Teachers are entitled to receive Rs. 23,760 at initial stage after inclusion of 10% further enhancement. Enhancement in remuneration @ 5% after every 3 years and newly launched *Swasthya Sathi*(A Health Scheme offered by West Bengal Govt) have been proposed to offered. They will also get medical-leave, the calculation of which is based on ½ of average remuneration subject to the production of medical certificate from a registered medical practitioner and maternity leave as admissible under Government rules. When they reach 60 years they are entitled to avail Rupees 1 lakh as gratuity. They participate in the college management. Government Approved Part Time Teachers who are working more than 4 years but less than 10 years are entitled to receive Rupees 14500 to Rs 15000 and those who are engaged for more than 10 years they are entitled to get Rupees 20500 to 25000 with an enhancement @ 5% every 3 years and newly launched *Swasthya Sathi*. They will also get medical-leave,the calculation of which is based on ½ of average remuneration subject to the production of medical certificate from a registered medical practitioner and maternity leave as admissible under Government rules. When they attain 60 years of age ,they are entitled to avail Rupees 1 lakh as gratuity. They are also entitled to participate in the College Management.

College Appointed Contractual Whole Time Teachers are appointed by the College Governing Body whose remuneration varies from Rupees 10000 to 20000, few are also entitled to get provident fund. They are entitled to participate in the College Management.

The college authorities recruit guest lecturers, almost in all colleges, well educated individuals as per UGC norms for a trivial sum of money (on the basis of number of classes or on consolidated basis). The classes usually run from August to March (with two months break in the middle for the festivals). Thus, they get paid only for 5-6 months but few colleges pay for the whole year. The rest of the year they are employed without pay. On an average their number of classes varies from 4 to 12 per week. The remuneration for each class varies from Rupees 150 to Rupees 250 and for consolidated pay the amount varies from Rupees 4000 to Rupees 7000. The fact that many Guest Lecturers are unaware is that they are being exploited by College Management as they come from such economically backward class, for whom any amount is lucrative and the only means of survival. Moreover being highly qualified they are left with no other option than to work for such a paltry amount. The workload is same as that of other full-time teachers as far teaching is concerned. They do not get any other benefits from the Government or the College Authority like retirement benefits, insurance coverage, etc. If they meets with an accident and anything happens to their life, his or her family will be ruined if he or she happens to be the only bread earner.

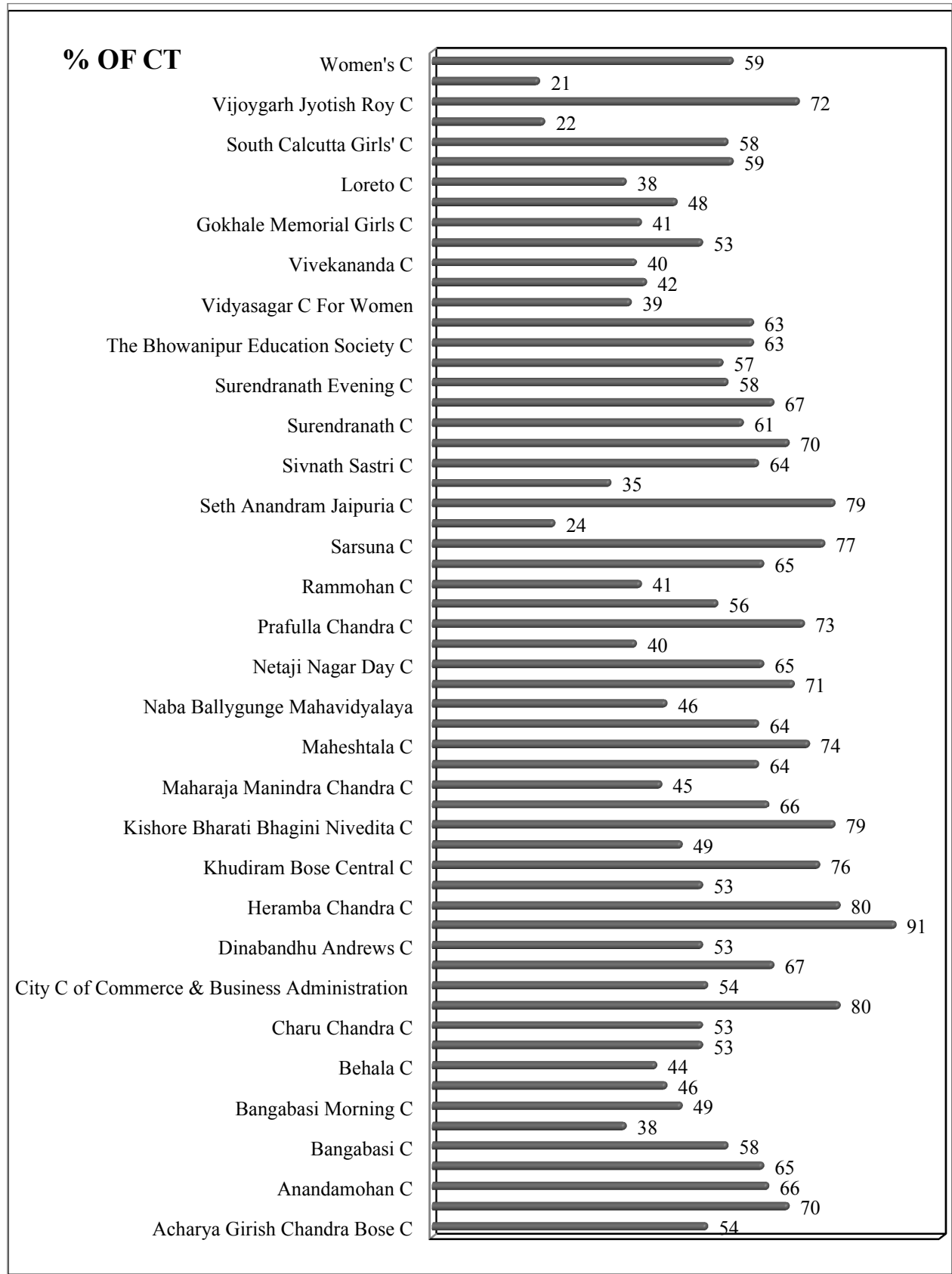
The above table shows that different types of contractual teachers are engaged in teaching job in the higher education institutions in West Bengal. Nearly about 30 % of the total teachers engaged in contractual job .From the following table ,we can get a clear picture about the number of contractual teachers engaged in teaching in different colleges of Kolkata and it can be concluded that many colleges are dependent on them as the number exceeds 50 % of the total engagement.

Table:2: Different categories of Contractual teachers engaged in colleges of West Bengal

Type of Teachers	West Bengal	Percentage
Total Contractual Teachers	17317	30
Part Time Teachers	6201	11
Contractual Teachers	2298	4
Guest Teachers	3501	6
Others	5317	9

Source: Bartaman Patrika, 03.04.2017

Figure 1: Percentage of Contractual teachers among all the teachers in different colleges in Kolkata is shown below.



Source: Author's compilation from SSR of different colleges, CT refers to Contractual Teachers & C refers to College.

On the basis of the effectiveness of contractual teachers or casual teachers in HEIs, the researcher has gone through many literatures at international, national and regional level. After a minute screening of all available literatures, the researcher has mentioned some pertinent and the relevant literatures below:-

Bakotic and Babic (2013) states in their study that job satisfaction is a complicated idea that is influenced by way of many factors. They analyzed the impact of working conditions to job satisfaction. For that motive the empirical lookup has been carried out in 2012 in one Croatian Shipbuilding Company.

Gopi and Saidireddy (2016) commented that in formal schooling instructor had a very necessary area in improvement of education. Teachers' position in society, in every day and in higher education in specific had been altering with time but the significance of this function remains the same. The teachers were the pre-requisite of the success of all academic programmes. The paper was committed to tracing out satisfaction and dissatisfaction of contractual trainer in Telangana area.

Srija and Shirke (2012) in their study state that the Indian labor market is characterized with the aid of predominance of informal employment with extra than 90 per cent of India's casual body of workers working as self-employed and informal workers. The annoying style was that the increasing charge of informal employment even in the organized sector, their article tried to argue that the challenges to in-formalization were multi-faceted and that a single tool like labor reforms alone couldn't tackle it completely.

Schulze (2006) in his article explains that there was not been a good deal lookup center of attention on job satisfaction in Higher Education in South Africa, the article describes the job pleasure of these academics in times of transformation.

Raval and Dave (2015) in their study evaluate the lookup already carried out via various researchers on the wide region of Job Satisfaction of the teachers of greater schooling institutes. Their article consists of discussions on specific views related to job pride of instructors of higher schooling institutes.

Bergmann (2011) in his study states that the Adjunct College who teach part-time incorporates about half the professoriate, making them fundamental to the operation of tutorial programs. The results indicated that most of the respondents did now not interact in assist things to do at OIT, although they reported comments on their educating and creating curriculum elevated their teaching.

Mukherjee, Paul and Pathan (2009) has analyzed the socio-economic popularity of the migrant labor in urban India. Moreover, they probe into the extent of in-formalization of work and its influence on working conditions. Further, the study describes how these migrants discover the approaches to cope with inevitable deprivations.

Atta, Aziz, Sallahuddin and Hassan (2012) undertake the study to discover the job delight of teachers. Present research compared job pleasure of 26 contractual and 24 normal teachers on pay, promotion, supervision, fringe benefits, coworkers, nature of work, communication, contingent & rewards and operating conditions. Results indicated that there was big distinction between the contractual and regular teacher's job pride on the pay, fringe advantages and contingent & reward aspects. As the job satisfaction of teachers could have an effect on college students and lecture room so it is encouraged that there need to be regular teachers in the schools so that their pride could produce true results.

Tirelli (2007) in his doctoral thesis worked on the hypothesis that the objectives behind the creation of a flexible academic force in higher education were as much political as economic and, therefore, the labor success depends upon political mobilization and not just on market forces and the economic assumptions of the business model of unionism. The researcher contended that academic workforce could succeed in improving their working conditions if democratic organizations could be formed, strategic alliances with other groups of workers be developed. All these factors can act as glue for a broad based movement.

The American Federation of Teachers (2007) has drawn attention towards the increasing use of contingent faculty in the American higher education system and the difference in the compensation package of tenured and non-tenured track faculty members. Part time and adjunct faculty received \$2,758 per course, only a quarter of what the full time tenure track faculty received if their salaries are divided by the classes taught by them. Calculated the same way, full time non-tenured track faculty earned one third of what the tenured track faculty members earned.

National Education Association (NEA, 2006) of the US in a report had criticized the way higher education system has changed in the US after 70s. Change in attitude of the policy makers becomes clear when in place of those who retire from the profession contingent faculty is hired to save costs and ensure labor flexibility. US colleges and universities are relying increasingly on contingent faculty. Hiring of contingent faculty in higher educational institutions has implications for the faculty as well for the students. In the present study, our focus is to look at the effects of actualization on the work and life of the faculty.

Monks, James (2004) in his paper stated that part time and full time non-tenure track faculty represents almost half of all faculties in the US higher education. In order to see the differences in the salaries of tenure track and non-tenure track faculty, he took a sample of 8,274 faculty members.

3. Research Gap:

The present scenario showcases that the Contractual Teachers working in different educational institution with almost no social security benefits. They participate in all academics activities in an institution or organization. In reality, they are providing the same service as provided by any permanent or full-time teachers as far teaching is concerned. In spite of quiet same contribution to the Higher Education Institutions (HEIs) they are paid less remuneration without any such social security benefits. By keeping this view, there is no such study on problems of contractual teachers of Kolkata based Government-Aided HEIs.

4. Objectives of the Study:

Reviewing the existing literature, the following objectives are determined in this study. The objectives of the study are:

- (i) To analyze the present working conditions of contractual teachers in HEIs with reference to some select Government aided colleges in Kolkata.
- (ii) To examine the various benefits available to the contractual teachers of HEIs.

5. Methodology:

5.1. Hypothesis of the Study:

H₀₁: There is no relationship between form of salary and designation.

H₀₂: There is no relationship between suggestion of contractual teachers and their self-esteem.

H₀₃: There is no relationship between self-esteem of contractual teachers and their recognition from the head of the institution.

H₀₄: There is no relationship between self-esteem of contractual teachers and attitudes of the administrative staff.

H₀₅: There is no relationship between motivation and satisfaction with workload.

H₀₆: There is no relationship between negative motivation and suggestions of Contractual Teachers.

H₀₇: There is no relationship between satisfaction with remuneration and satisfaction with workload.

5.2. Database and Research Methodology:

The present topic deals with data sources and methods used to conduct the study. The size of the sample, its selection, designing of questionnaire and techniques used to analyze the responses have been dealt with in this portion. The study is descriptive¹ and exploratory² in the sense that it is inclined towards the identification and description of various economic and social variables which influence the working conditions of contractual teachers. The research aims to bring out the impact which these insecure and temporary jobs have on the life and work of contractual teachers. The scope of the study was limited to the general degree colleges and institutes of higher education in Kolkata District of West Bengal. In order to make the study comprehensive and in order to have a wider picture of the terms and conditions of work and employment prevailing in Government aided colleges, teachers like Government Approved Contractual Whole Time Teachers, Government Approved Part Time Teachers, College Appointed Contractual Whole Time Teachers and Guest Lecturer have been included in the sample. Contractual Teachers are those who are engaged by the college and who are either approved by the Education Department of West Bengal or who are only approved by Governing Body of the college but do not hold any substantive post.

5.3. Sample Design

This research utilizes a survey design. In most of the studies it becomes impossible to study the entire universe. In such a situation the only alternative available is to go for sampling. The present study is also of the same nature. Since the objective of the present study is to analyze the working conditions of contractual teachers, individual teachers from Government aided general degree colleges of Kolkata taken as sample unit like Government Approved Contractual Whole Time Teachers, Government Approved Part Time Teachers, College Appointed Contractual Whole Time Teachers and Guest Lecturers constituted the population of the study. A total of 200 sample members (respondents) have been interviewed with the help of structured questionnaire of which 50 were rejected due to incomplete filling up. Finally, the researcher has got only 150 contractual college teachers from 118 (one hundred and eighteen) Government-Aided General Degree Colleges of Kolkata as sample respondents for the present study to make inferences about the population. The procedure that a researcher adopts in selecting the unit for the sample is known as sampling technique. Convenient sampling

¹ A descriptive study describes the characteristics of the phenomenon being studied. It does not answer how when and why the characteristics occurred, rather it addresses the 'what' question. The main goal of this type of research is to describe the data and its characteristics regarding what is being studied.

² Exploratory research seeks to find out how people get along in the setting under question, what meanings they give to their actions and what issues concern them.

technique has been used to select the number of respondents.

5.4. Data Sources

The primary data was collected from the sample with the help of a structured questionnaire and the secondary data were collected from different research article, magazines, reports, books, etc. Also the secondary data were consulted specifically Report on the State Ministry of Education, Websites of colleges, Self-Study Report to know the total number of regular and contractual teachers working in the colleges of Kolkata.

5.5. Data Collection Method

For the purpose of reaching to the conclusion the researcher had send the questionnaire with the help of electronic mail as well as sent by hand to the respondents and reminders were sent as well as telephonic requests were also made. The overall response was quite satisfactory. The questionnaire was also got filled through personal visits. On the whole, personal visit and e-mail remained the primary contact method for data collection. Different analytical tools like Simple Percentages, Cross Tabulation, Chi-square Test, One-Way ANOVA, etc. are used for computing the results with help of SPSS package.

6. Analysis of Results and Interpretation:

The analysis of the results is presented in the following tables.

H₀₁: There is no relationship between salary and designation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	176.295 ^a	8	.000
Likelihood Ratio	175.134	8	.000
Linear-by-Linear Association	46.130	1	.000
N of Valid Cases	150		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.92.

Source: Own estimates from tabulated data

The above table presents the result of Chi-Square test of association of attributes between the form of salary and designation of contractual college teacher. Several Statistics are reported here but the most commonly used is the Pearson Chi-Square. In Table 3 the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a relationship between form of salary and designation of contractual teachers.

H₀₂: There is no relationship between suggestions of contractual teachers and their self esteem

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.360 ^a	16	.000
Likelihood Ratio	42.363	16	.000
Linear-by-Linear Association	5.022	1	.025
N of Valid Cases	150		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .43.

Source: Own estimates from tabulated data

The above tables give the result of Chi-Square test of relationship between suggestion of contractual teachers and their self-esteem. Several Statistics are reported here but the most commonly used is the Pearson Chi-Square. In Table 4 the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a significant relationship between suggestion of contractual teachers and their self-esteem.

H₀₃: There is no relationship between self-esteem of contractual teachers and recognition from the head of the institution

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	60.867 ^a	20	.000
Likelihood Ratio	52.053	20	.000
Linear-by-Linear Association	20.512	1	.000
N of Valid Cases	150		

a. 20 cells (66.7%) have expected count less than 5. The minimum expected count is .05.

Source: Own estimates from tabulated data

The above tables give the result of Chi-Square test of association of attributes between the self-esteem of contractual teachers and their recognition from the head of the institution. Several Statistics are reported here but

the most commonly used is the Pearson Chi-Square. In Table 5, the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a significant relationship between self-esteem of contractual teachers and their recognition from the head of the institution.

H₀₄: There is no relationship between self-esteem of contractual teachers and attitudes of the administrative staff

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.498 ^a	20	.001
Likelihood Ratio	49.070	20	.000
Linear-by-Linear Association	16.187	1	.000
N of Valid Cases	150		

a. 18 cells (60.0%) have expected count less than 5. The minimum expected count is .05.

Source: Own estimates from tabulated data

The above tables give the result of Chi-Square test of association of attributes between the self-esteem of contractual teachers and attitudes of the administrative staff of contractual college teacher. Several Statistics are reported here but the most commonly used is the Pearson Chi-Square. In Table 6 the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a significant relationship between relationship between self-esteem of contractual teachers and attitudes of the administrative staff of contractual college teacher.

H₀₅: There is no relationship between motivation and satisfaction with workload

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.863 ^a	8	.032
Likelihood Ratio	17.683	8	.024
Linear-by-Linear Association	.737	1	.391
N of Valid Cases	150		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .06.

Source: Own estimates from tabulated data

The above tables give the result of Chi-Square test of association of attributes between the motivation and satisfaction with workload of contractual college teacher. Several Statistics are reported here but the most commonly used is the Pearson Chi-Square. In Table 7, the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a significant relationship between relationship between motivation and satisfaction with workload of contractual college teacher.

H₀₆: There is no relationship between negative motivation and work load in comparison to UGC scale teacher

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.185 ^a	8	0.016
Likelihood Ratio	18.75	8	0.016
Linear-by-Linear Association	3.82	1	0.051
N of Valid Cases	150		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .20

Source: Own estimates from tabulated data

The above tables give the result of Chi-Square test of relationship between negative motivation and suggestions of contractual college teacher. Several Statistics are reported here but the most commonly used is the Pearson Chi-Square. In Table 8, the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a significant relationship between relationship between negative motivation and suggestions of contractual college teacher.

H₀₇: There is no relationship between satisfaction with remuneration and satisfaction with workload

SATISFACTION WITH REMUNERATION					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.134	2	8.567	3.975	.021
Within Groups	316.839	147	2.155		
Total	333.973	149			

Source: Own estimates from tabulated data

The researcher tested the significance of the above null hypothesis with satisfaction with remuneration and satisfaction with workload, one way ANOVA. In the Table 9 the p-Value is less than 0.05 percent level of significance. Therefore, the null hypothesis is rejected. In other words, there seems to be a relationship between satisfaction with remuneration and satisfaction with workload of contractual college teacher. Thus, there is

enough evidence to suggest that satisfaction with remuneration and satisfaction with workload is significantly related at 95 % level of confidence.

The following image shows the job security, qualification and the present condition of the Contractual Teachers working in different educational institution which are computed and constructed by using the information collected through the questionnaire. Maximum Contractual Teachers of the study do not get any kind of paid leave and no retirement benefits. Among them, many are qualified as per University Grants Commission's norms. They do not have any job security as well as they do not belong to any union to place their need in front of the government or to any other authority. Maximum respondents of the study receive remuneration on class basis from the college authority.

Figure 2: Presentation of information collected.



Source: Own estimates from tabulated data

8. Conclusion:

In a nut shell, the following observations are found out from the study. Although, the contractual teachers performs their teaching and allied duties with huge responsibility, salaries are very less remunerative, less inspiring as well as below their subsistence level in all the colleges and more precisely, the lowest are Rupees 150 per class and up to a maximum of Rupees 4000 per month which is fixed in government aided colleges. Limited credit is given to the qualification and experience of contractual teachers while fixing up of salaries for casual and contractual jobs. Medical leave is available to a limited number of teachers who are working on contractual basis. Maternity leave with pay is only given to Government approved contractual teachers. The other contractual teachers like the guest faculty or college appointed part-time teachers do not entitled to get this facility. In conclusion, it can be said that there are various factors which affect the working conditions of

contractual teachers in the organizational setting. In teaching institutions an enabling and conducive environment can make teachers feel part of a professional community. In the absence of such support from the administrators, colleagues and others, the faculty does not feel connected or affiliated to the organization and feels disempowered. Education, employment and earning are considered the three pillars on which the empowerment structure is built but unfortunately in casual jobs these pillars are not strong enough. The Contractual teachers perform all the educational activities of a college but do not receive due remuneration for their effort. They also do not receive due recognition for their duties which are discharged by them to the best of their ability. They are also not getting any kind of social security and retirement benefits during their job tenure and after their retirement. These teachers are appointed to cater the educational needs of Government, Semi-Government and Government-Aided colleges. The Principal of the college maintain a balance in between teacher and student ratio which is essential according to the UGC norms.

In conclusion, it can be inferred that we need 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 govt. aided colleges and universities. Considering the growth of the educational institutions in the context of increasing importance to higher education, the government has to develop policies and programmes in order to accommodate the capacity and possibilities of contractual teachers without compromising on the rights and welfare of its contractual employees.

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18. Websites of Higher Education Department have been visited to gather authentic information related to study.
19. Library of the University has been visited for reading Thesis to increase knowledge about to area of the

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