

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

I  
J  
R  
C  
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

*Indexed & Listed at:*

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A., Google Scholar,

Indian Citation Index (ICI), J-Gate, India [link of the same is duly available at Inlibnet of University Grants Commission (U.G.C.)],

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 (2012) & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 7835 Cities in 197 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

# **CONTENTS**

<b>Sr. No.</b>	<b>TITLE &amp; NAME OF THE AUTHOR (S)</b>	<b>Page No.</b>
<b>1.</b>	<b>CAREER AND SOCIO-ECONOMIC CONDITIONS OF FACULTIES WORKING IN FIRST GRADE COLLEGES: A STUDY WITH REFERENCE TO DAKSHINA KANNADA DISTRICT, KARNATAKA STATE</b>  <i>Dr. GEETHA M L</i>	<b>1</b>
<b>2.</b>	<b>THE IMPACT OF DIGITAL MARKETING STRATEGIES ON PROMOTING NICHE TOURISM DESTINATIONS: A SPECIAL REFERENCE TO UTTARAKHAND</b>  <i>RITISHA SHARMA &amp; Dr. VIJAY KUMAR</i>	<b>8</b>
	<b>REQUEST FOR FEEDBACK &amp; DISCLAIMER</b>	<b>12</b>

**FOUNDER PATRON**

**Late Sh. RAM BHAJAN AGGARWAL**

Former State Minister for Home & Tourism, Government of Haryana  
Former Vice-President, Dadri Education Society, Charkhi Dadri  
Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

**CO-ORDINATOR**

**Dr. BHAVET**

Former Faculty, Shree Ram Institute of Engineering & Technology, Urjani

**ADVISOR**

**Prof. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

**EDITOR**

**Dr. NAWAB ALI KHAN**

Professor & Dean, Faculty of Commerce, Aligarh Muslim University, Aligarh, U.P.

**CO-EDITOR**

**Dr. G. BRINDHA**

Professor & Head, Dr.M.G.R. Educational & Research Institute (Deemed to be University), Chennai

**EDITORIAL ADVISORY BOARD**

**Dr. SIKANDER KUMAR**

Vice Chancellor, Himachal Pradesh University, Shimla, Himachal Pradesh

**Dr. A SAJEEVAN RAO**

Professor & Director, Accurate Institute of Advanced Management, Greater Noida

**Dr. CHRISTIAN EHIOBUCHÉ**

Professor of Global Business/Management, Larry L Luing School of Business, Berkeley College, USA

**Dr. JOSÉ G. VARGAS-HERNÁNDEZ**

Research Professor, University Center for Economic & Managerial Sciences, University of Guadalajara, Guadalajara, Mexico

**Dr. TEGUH WIDODO**

Dean, Faculty of Applied Science, Telkom University, Bandung Technoplex, Jl. Telekomunikasi, Indonesia

**Dr. M. S. SENAM RAJU**

Professor, School of Management Studies, I.G.N.O.U., New Delhi

**Dr. KAUP MOHAMED**

Dean & Managing Director, London American City College/ICBEST, United Arab Emirates

**Dr. D. S. CHAUBEY**

Professor & Dean (Research & Studies), Uttaranchal University, Dehradun

**Dr. ARAMIDE OLUFEMI KUNLE**

Dean, Department of General Studies, The Polytechnic, Ibadan, Nigeria

**Dr. SYED TABASSUM SULTANA**

Principal, Matrusri Institute of Post Graduate Studies, Hyderabad

**Dr. MIKE AMUHAYA IRAVO**

Principal, Jomo Kenyatta University of Agriculture & Tech., Westlands Campus, Nairobi-Kenya

**Dr. NEPOMUCENO TIU**

Chief Librarian & Professor, Lyceum of the Philippines University, Laguna, Philippines

**Dr. BOYINA RUPINI**

Director, School of ITS, Indira Gandhi National Open University, New Delhi

**Dr. FERIT ÖLÇER**

Professor &amp; Head of Division of Management &amp; Organization, Department of Business Administration, Faculty of Economics &amp; Business Administration Sciences, Mustafa Kemal University, Turkey

**Dr. SANJIV MITTAL**

Professor &amp; Dean, University School of Management Studies, GGS Indraprastha University, Delhi

**Dr. SHIB SHANKAR ROY**

Professor, Department of Marketing, University of Rajshahi, Rajshahi, Bangladesh

**Dr. SRINIVAS MADISHETTI**

Professor, School of Business, Mzumbe University, Tanzania

**Dr. ABHAY BANSAL**

Head, Department of Information Technology, Amity School of Engg. &amp; Tech., Amity University, Noida

**Dr. KEVIN LOW LOCK TENG**

Associate Professor, Deputy Dean, Universiti Tunku Abdul Rahman, Kampar, Perak, Malaysia

**Dr. OKAN VELI ŞAFAKLI**

Professor &amp; Dean, European University of Lefke, Lefke, Cyprus

**Dr. V. SELVAM**

Associate Professor, SSL, VIT University, Vellore

**Dr. BORIS MILOVIC**

Associate Professor, Faculty of Sport, Union Nikola Tesla University, Belgrade, Serbia

**Dr. N. SUNDARAM**

Associate Professor, VIT University, Vellore

**Dr. IQBAL THONSE HAWALDAR**

Associate Professor, College of Business Administration, Kingdom University, Bahrain

**Dr. MOHENDER KUMAR GUPTA**

Associate Professor, Government College, Hodal

**Dr. ALEXANDER MOSESOV**

Associate Professor, Kazakh-British Technical University (KBTU), Almaty, Kazakhstan

**RODRECK CHIRAU**

Associate Professor, Botho University, Francistown, Botswana

**Dr. PARDEEP AHLAWAT**

Associate Professor, Institute of Management Studies &amp; Research, Maharshi Dayanand University, Rohtak

**Dr. DEEPANJANA VARSHNEY**

Associate Professor, Department of Business Administration, King Abdulaziz University, Saudi Arabia

**Dr. BIEMBA MALITI**

Associate Professor, School of Business, The Copperbelt University, Main Campus, Zambia

**Dr. SHIKHA GUPTA**

Associate Professor, Lingaya's Lalita Devi Institute of Management &amp; Sciences, New Delhi

**Dr. KIARASH JAHANPOUR**

Dean of Technology Management Faculty, Farabi Institute of Higher Education, Karaj, Alborz, I.R. Iran

**Dr. SAMBHAVNA**

Faculty, I.I.T.M., Delhi

**YU-BING WANG**

Faculty, department of Marketing, Feng Chia University, Taichung, Taiwan

**Dr. TITUS AMODU UMORU**

Professor, Kwara State University, Kwara State, Nigeria

**Dr. SHIVAKUMAR DEENE**

Faculty, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

**Dr. THAMPOE MANAGALESWARAN**

Faculty, Vavuniya Campus, University of Jaffna, Sri Lanka

**Dr. JASVEEN KAUR**

Head of the Department/Chairperson, University Business School, Guru Nanak Dev University, Amritsar

**SURAJ GAUDEL**

BBA Program Coordinator, LA GRANDEE International College, Simalchaur - 8, Pokhara, Nepal

**Dr. RAJESH MODI**

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

**Dr. BHAVET**

Former Faculty, Shree Ram Institute of Engineering & Technology, Urjani

***FORMER TECHNICAL ADVISOR***

**AMITA**

***FINANCIAL ADVISOR***

**NEENA**

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

***LEGAL ADVISORS***

**JITENDER S. CHAHAL**

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

**CHANDER BHUSHAN SHARMA**

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

***SUPERINTENDENT***

**SURENDER KUMAR POONIA**

## **CALL FOR MANUSCRIPTS**

We invite unpublished novel, original, empirical and high quality research work pertaining to the recent developments & practices in the areas of Computer Science & Applications; Commerce; Business; Finance; Marketing; Human Resource Management; General Management; Banking; Economics; Tourism Administration & Management; Education; Law; Library & Information Science; Defence & Strategic Studies; Electronic Science; Corporate Governance; Industrial Relations; and emerging paradigms in allied subjects like Accounting; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Rural Economics; Co-operation; Demography; Development Planning; Development Studies; Applied Economics; Development Economics; Business Economics; Monetary Policy; Public Policy Economics; Real Estate; Regional Economics; Political Science; Continuing Education; Labour Welfare; Philosophy; Psychology; Sociology; Tax Accounting; Advertising & Promotion Management; Management Information Systems (MIS); Business Law; Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labour Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; International Relations; Human Rights & Duties; Public Administration; Population Studies; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism & Hospitality; Transportation Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design and emerging paradigms in allied subjects.

Anybody can submit the **soft copy** of unpublished novel; original; empirical and high quality **research work/manuscript** **anytime** in **M.S. Word format** after preparing the same as per our **GUIDELINES FOR SUBMISSION**; at our email address i.e. [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com) or online by clicking the link **online submission** as given on our website ([FOR ONLINE SUBMISSION, CLICK HERE](#)).

## **GUIDELINES FOR SUBMISSION OF MANUSCRIPT**

### 1. **COVERING LETTER FOR SUBMISSION:**

DATED: \_\_\_\_\_

**THE EDITOR**

IJRCM

**Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF**

**(e.g. Finance/Mkt./HRM/General Mgt./Engineering/Economics/Computer/IT/ Education/Psychology/Law/Math/other, please specify)**

**DEAR SIR/MADAM**

Please find my submission of manuscript titled ' \_\_\_\_\_ ' for likely publication in one of your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published anywhere in any language fully or partly, nor it is under review for publication elsewhere.

I affirm that all the co-authors of this manuscript have seen the submitted version of the manuscript and have agreed to inclusion of their names as co-authors.

Also, if my/our manuscript is accepted, I agree to comply with the formalities as given on the website of the journal. The Journal has discretion to publish our contribution in any of its journals.

**NAME OF CORRESPONDING AUTHOR** :

Designation/Post\* :

Institution/College/University with full address & Pin Code :

Residential address with Pin Code :

Mobile Number (s) with country ISD code :

Is WhatsApp or Viber active on your above noted Mobile Number (Yes/No) :

Landline Number (s) with country ISD code :

E-mail Address :

Alternate E-mail Address :

Nationality :

\* i.e. Alumnus (Male Alumni), Alumna (Female Alumni), Student, Research Scholar (M. Phil), Research Scholar (Ph. D.), JRF, Research Assistant, Assistant Lecturer, Lecturer, Senior Lecturer, Junior Assistant Professor, Assistant Professor, Senior Assistant Professor, Co-ordinator, Reader, Associate Professor, Professor, Head, Vice-Principal, Dy. Director, Principal, Director, Dean, President, Vice Chancellor, Industry Designation **etc.** **The qualification of author is not acceptable for the purpose.**

**NOTES:**

- a) The whole manuscript has to be in **ONE MS WORD FILE** only, which will start from the covering letter, inside the manuscript. **pdf. version is liable to be rejected without any consideration.**
  - b) The sender is required to mention the following in the **SUBJECT COLUMN of the mail:**  
**New Manuscript for Review in the area of** (e.g. Finance/Marketing/HRM/General Mgt./Engineering/Economics/Computer/IT/Education/Psychology/Law/Math/other, please specify)
  - c) There is no need to give any text in the body of the mail, except the cases where the author wishes to give any **specific message** w.r.t. to the manuscript.
  - d) The total size of the file containing the manuscript is expected to be below **1000 KB**.
  - e) Only the **Abstract will not be considered for review** and the author is required to submit the **complete manuscript** in the first instance.
  - f) **The journal gives acknowledgement w.r.t. the receipt of every email within twenty-four hours** and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of the manuscript, within two days of its submission, the corresponding author is required to demand for the same by sending a separate mail to the journal.
  - g) The author (s) name or details should not appear anywhere on the body of the manuscript, except on the covering letter and the cover page of the manuscript, in the manner as mentioned in the guidelines.
2. **MANUSCRIPT TITLE:** The title of the paper should be typed in **bold letters, centered and fully capitalised.**
  3. **AUTHOR NAME (S) & AFFILIATIONS:** Author (s) **name, designation, affiliation (s), address, mobile/landline number (s), and email/alternate email address** should be given underneath the title.
  4. **ACKNOWLEDGMENTS:** Acknowledgements can be given to reviewers, guides, funding institutions, etc., if any.
  5. **ABSTRACT:** Abstract should be in **fully Italic printing**, ranging between **150 to 300 words**. The abstract must be informative and elucidating the background, aims, methods, results & conclusion in a **SINGLE PARA. Abbreviations must be mentioned in full.**
  6. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of **five**. These should be arranged in alphabetic order separated by commas and full stop at the end. All words of the keywords, including the first one should be in small letters, except special words e.g. name of the Countries, abbreviations etc.
  7. **JEL CODE:** Provide the appropriate Journal of Economic Literature Classification System code (s). JEL codes are available at [www.aea-web.org/econlit/jelCodes.php](http://www.aea-web.org/econlit/jelCodes.php). However, mentioning of JEL Code is not mandatory.
  8. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER. It should be free from any errors i.e. grammatical, spelling or punctuation. It must be thoroughly edited at your end.**
  9. **HEADINGS:** All the headings must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
  10. **SUB-HEADINGS:** All the sub-headings must be bold-faced, aligned left and fully capitalised.
  11. **MAIN TEXT:**

**THE MAIN TEXT SHOULD FOLLOW THE FOLLOWING SEQUENCE:****INTRODUCTION****REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESIS (ES)****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****LIMITATIONS****SCOPE FOR FURTHER RESEARCH****REFERENCES****APPENDIX/ANNEXURE****The manuscript should preferably be in 2000 to 5000 WORDS, But the limits can vary depending on the nature of the manuscript.**

12. **FIGURES & TABLES:** These should be simple, crystal **CLEAR, centered, separately numbered** & self-explained, and the **titles must be above the table/figure. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.**
13. **EQUATIONS/FORMULAE:** These should be consecutively numbered in parenthesis, left aligned with equation/formulae number placed at the right. The equation editor provided with standard versions of Microsoft Word may be utilised. If any other equation editor is utilised, author must confirm that these equations may be viewed and edited in versions of Microsoft Office that does not have the editor.
14. **ACRONYMS:** These should not be used in the abstract. The use of acronyms is elsewhere is acceptable. Acronyms should be defined on its first use in each section e.g. Reserve Bank of India (RBI). Acronyms should be redefined on first use in subsequent sections.
15. **REFERENCES:** The list of all references should be alphabetically arranged. **The author (s) should mention only the actually utilised references in the preparation of manuscript** and they may follow Harvard Style of Referencing. **Also check to ensure that everything that you are including in the reference section is duly cited in the paper.** The author (s) are supposed to follow the references as per the following:
- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
  - Use **(ed.)** for one editor, and **(ed.s)** for multiple editors.
  - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc., in chronologically ascending order.
  - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
  - The title of books and journals should be in italic printing. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
  - For titles in a language other than English, provide an English translation in parenthesis.
  - **Headers, footers, endnotes and footnotes should not be used in the document.** However, **you can mention short notes to elucidate some specific point**, which may be placed in number orders before the references.

**PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**

**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

**CONTRIBUTIONS TO BOOKS**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

**JOURNAL AND OTHER ARTICLES**

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

**CONFERENCE PAPERS**

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

**UNPUBLISHED DISSERTATIONS**

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

**ONLINE RESOURCES**

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

**WEBSITES**

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>



**CAREER AND SOCIO-ECONOMIC CONDITIONS OF FACULTIES WORKING IN FIRST GRADE COLLEGES: A STUDY WITH REFERENCE TO DAKSHINA KANNADA DISTRICT, KARNATAKA STATE**

**Dr. GEETHA M L**  
**PROFESSOR**  
**GOVERNMENT FIRST GRADE COLLEGE KAVOOR**  
**MANGALORE**

**ABSTRACT**

*Education plays an important role in the development of any country. India occupies third place in the higher education system in the world, with United States of America in the first place and China in the second place. With demographic transition, India is assumed to be the youngest country in the world with an average Indian being 29 years old. In this context, the importance of higher education has been acknowledged as a prominent area and efforts are being made to bring qualified and empowered teaching faculties into the education system. Therefore, the higher education sector is a major indicator of human development. In this present study an effort is made to understand the Personal, Socio-Economic and career related aspects of teaching fraternity in Degree Colleges.*

**KEYWORDS**

socio-economic, career related, teaching faculty.

**JEL CODE**

I23

**1. INTRODUCTION**

A good education system calls for experienced, efficient, and dedicated academicians to train young minds. Good teachers can be attracted and retained only when the best of compensation packages is offered to the teaching community. According to a UNESCO report, "State and Society must perceive higher education not as a burden on federal budget but as a long-term domestic investment, in order to increase economic competitiveness, cultural development and social cohesion. The public support to higher education is still essential in order to ensure its educational, social, and institutional mission". Therefore, education is given importance throughout the world. It not only improves knowledge, but also helps in generating employment, increasing the standard of living, improving culture, attracting foreign income, and helps in advancement in science and technology and government administration. It is the most important aspect in the growth of the country. The higher education system in India is gaining importance as India has more of a young population. According to the AISHE 2020-21 report, there are 16.1 lacks (1.61 million) teachers in higher education institutions in India, of which 68.8 percent are male and 31.2 percent are female. The report states that 60.5 percent of teachers in higher education institutions have a Ph.D. degree, while 24.5 percent have a Master's degree. The report also highlights that the student-teacher ratio in higher education institutions in India is 26:1.

**2. OBJECTIVES OF THE STUDY**

The central purpose of the research is to study and assess the personal, socio-economic, and career related conditions among teaching professionals in First Grade Colleges of Dakshina Kannada district located in the southern coastal belt of Karnataka, India. The specific objectives of the study are:

- 1) To know the personal, social aspects of the respondents,
- 2) To know the Economic aspects of the respondents,
- 3) To know the career related aspects of the respondents.

**3. RESEARCH METHODOLOGY**

This study is mainly based on the primary data collected from the respondents with the help of a structured questionnaire for the purpose of the present research and Secondary sources of data such as books, periodicals, and journals as well as internet sources like Proquest, EBSCO, JSTOR, Sage Publications, and Emerald Publications were referred to along with published data from the University Grants Commission, AISHE, Mangalore University, Department of Collegiate Education, and college souvenirs of First Grade Colleges of Dakshina Kannada for the purpose of study. The data was analyzed and interpreted with the help of the Statistical Package for Social Sciences (SPSS). Appropriate statistical tools and techniques such as Arithmetic Mean and Median, standard deviation, Kruskal wall is test and chi-squared test was used.

**4. ANALYSIS OF THE STUDY****(A) CAREER PROFILE**

The career profile of the respondents focuses on career related data like designation, teaching experience, administrative work experience, nature of institution they are working, and area of teaching specialization

**4.1 DESIGNATION OF THE RESPONDENTS**

Of the total 520 respondents, on an average 45.6 percent are working as lecturers in different institutions, out of which 6.0 percent are from Government Colleges 45 percent from Private aided colleges, 81.5 percent from private unaided colleges, and 62.5 percent from Autonomous college. These teachers mostly do not hold the necessary NET or SLET qualification. At the same time, about 18.6 percent respondents are working as Assistant Professors in various institutions, with 12% percent from Government Colleges, 27.5 percent from Private aided Colleges, 10 percent from Private unaided Colleges, and 27.5 percent from Autonomous Colleges. Associate Professors comprise of 13.1 percent, out of which Government Colleges have 9.3, 25 percent from Private Aided Colleges, 6.2 percent from Private Unaided Colleges, and 7.5 percent from Autonomous Colleges. Guest Faculty is mainly found in Government Colleges and comprise of 68.7 percent.

TABLE 4.1: DESIGNATION OF THE RESPONDENTS

Designation/ Position	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Principal	6 4.0%	3 1.9%	3 2.3%	2 2.5%	14 2.7%
Associate Professor	14 9.3%	40 25.0%	8 6.2%	6 7.5%	68 13.1%
Assistant Professor	18 12.0%	44 27.5%	13 10.0%	22 27.5%	97 18.6%
Lecturers	9 6.0%	72 45.0%	106 81.5%	50 62.5%	237 45.6%
Guest Faculty	103 68.7%	1 0.6%	0 .0%	0 .0%	104 20.0%
Total	150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

Source: Primary data

$\chi^2 = 246.08, p = 0.000 < 0.01, H_S$

There is significant difference between the designation held by the respondents of different institutions as  $p=0.000<0.01$  with Guest faculty being more in Government Colleges and nil in Private Unaided and Autonomous Colleges. Lecturers are more in Private Unaided Colleges and less in Government Colleges. Associate Professors are more in Private Aided Colleges and less in Private Unaided Colleges.

**(B) PERSONAL, AND SOCIO- ECONOMIC CONDITIONS OF THE RESPONDENTS**

The individual characteristics of respondents described in this section includes gender, age, location of the college, educational qualification, monthly income, dwelling and home, health status, marital status, family information of respondents.

**4.2 GENDER –WISE CLASSIFICATION OF RESPONDENTS**

A study of the gender- wise distribution of the respondents helps to understand which gender is attracted towards the teaching profession and also the existence or non- existence of women empowerment in the study area. The data collected has been analyzed and interpreted with the help of tables and charts.

TABLE 4.2: GENDER–WISE CLASSIFICATION OF RESPONDENTS

Gender	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Male	58 38.7%	71 44.4%	34 26.2%	19 23.8%	182 35.0%
Female	92 61.3%	89 55.6%	96 73.8%	61 76.3%	338 65.0%
Total	150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

Source: Primary data

$\chi^2 = 15.990, p = 0.001 < 0.01, H. S.$

FIGURE 1: GENDER-WISE CLASSIFICATION OF RESPONDENTS

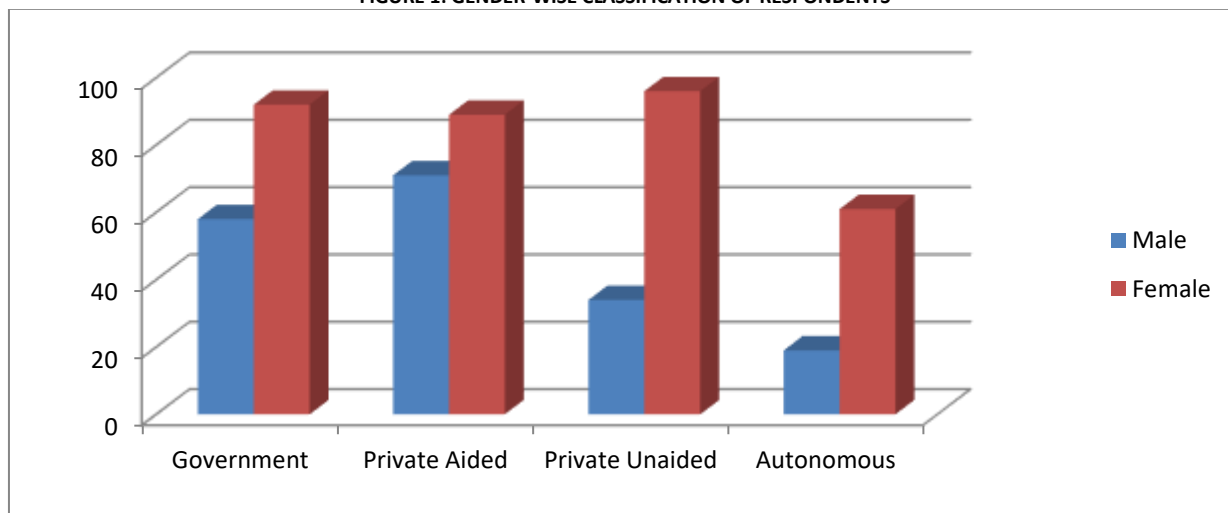


Table 4.2 depicts the gender of the respondents working in different institutions. Out of 520 respondents, 65 percent respondents are female and 35 percent are males. The composition of the female population comprises of 61.3 percent from Government Colleges, 55.6 percent from Private Aided Colleges, 73.8 percent from Private Unaided Colleges, and 76.3 percent from Autonomous Colleges. As per the test results, there is significant difference across the colleges with respect to gender distribution as  $p=0.001<0.01$ .

**4.3 AGE- WISE CLASSIFICATION OF RESPONDENTS**

Higher education needs experienced teachers for their in-depth knowledge, and at the same time, requires young teachers to bring innovations to the system. The following table shows the classification of respondents according to their age.

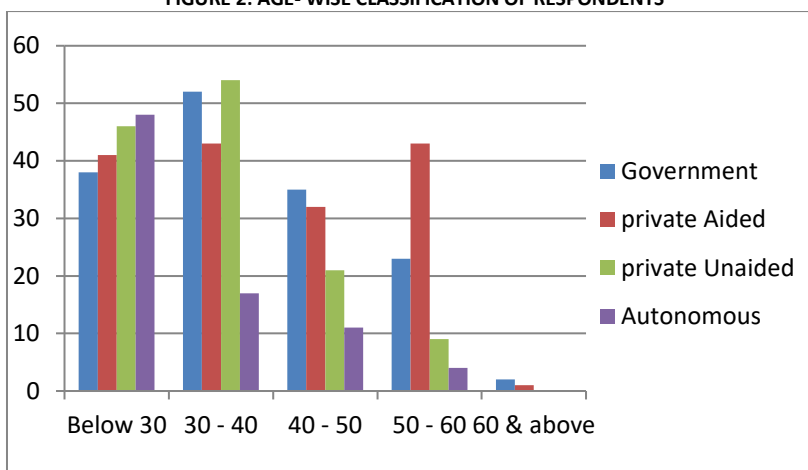
TABLE 4.3: AGE- WISE CLASSIFICATION OF RESPONDENTS

Age Group	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Below 30	38 25.3%	41 25.6%	46 35.4%	48 60.0%	173 33.3%
30 - 40	52 34.7%	43 26.9%	54 41.5%	17 21.3%	166 31.9%
40 - 50	35 23.3%	32 20.0%	21 16.2%	11 13.8%	99 19.0%
50 - 60	23 15.3%	43 26.9%	9 6.9%	4 5.0%	79 15.2%
60 & above	2 1.3%	1 .6%	0 .0%	0 .0%	3 .6%
Total	150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

Source: Primary data

$\chi^2 = 62, 935, P = 0.000 < 0.01, H. S.$

FIGURE 2: AGE- WISE CLASSIFICATION OF RESPONDENTS



With regard to age- wise classification of the respondents as seen in Table 4.3, 33.3 per cent of the total respondents are below 30 years of age, 31.9 per cent are 30 to 40 years of age, 19.0 per cent are in 40 to 50 per cent age group, 15.2 per cent of the respondents are between 50 to 60 years, and 0.6 per cent are above 60 years of age. In Government Colleges, 34.7 per cent are of 30-40 years of age. In Private Aided Colleges, 26.9 per cent respondents are 30-40 years of age. In Private Unaided Colleges, 41.5 per cent of the respondents are 30–40 years of age, and in Autonomous Colleges, 60.0 per cent of the respondents are less than 30 years of age.

There is significant difference among the colleges with respect in respect to age group of the respondents as  $p=0.000<0.01$ . Respondents belonging to Autonomous College in the age group of below 30 years are high compared to Government Colleges. At the same time, respondents of 30-40 years are much higher in Private Unaided Colleges than in other colleges.

**4.4 LOCATION OF FIRST GRADE COLLEGES**

The location of the place of work helps in understanding the institution- wise distribution of colleges in urban, semi- urban, and rural places. The following table explains the institution- wise location of First Grade Colleges of the respondents.

TABLE 4.4: LOCATION OF FIRST GRADE COLLEGES

Location College	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Rural	60 40.0%	49 30.6%	44 33.8%	4 5.0%	157 30.2%
Semi -urban	11 7.3%	52 32.5%	35 26.9%	0 .0%	98 18.8%
Urban	79 52.7%	59 36.9%	51 39.2%	76 95.0%	265 51.0%
Total	150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

Source: Primary data

$\chi^2 = 108.404, p = 0.000 < 0.01, H.S.$

Table 4.4 shows the location of the college of the respondents. About 52.7 per cent respondents from Government Colleges, 36.9 per cent from Private Aided Colleges, 39.2 per cent from Private Unaided Colleges and 95 per cent from Autonomous Colleges have their colleges in urban areas. About 18.8 per cent and 30.2 per cent of respondents work in colleges situated in semi- urban and rural places, respectively. This shows that more than half of the respondents covered by this study work in colleges situated in urban areas.

$\chi^2$ Test shows that there is significant difference among the colleges with respect to college location as  $p=0.000<0.01$ . Highest 52.7 per cent of the respondents from Government Colleges reported that their college is situated in the rural area, while at the same time, the lowest 5 per cent of the respondents from Autonomous Colleges come from rural colleges. In case of urban colleges, highest 95 per cent of the respondents from Autonomous Colleges came from urban areas and lowest 36.9 per cent teaching in Private Unaided Colleges come from urban areas.

**4.5 EDUCATIONAL QUALIFICATION OF RESPONDENTS**

Education is a continuous up gradation of knowledge. Teachers are no exception to this rule. The following table shows the educational qualification of the respondents.

TABLE 4.5: EDUCATIONAL QUALIFICATION OF RESPONDENTS

Educational Qualification	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Master's degree	107 71.3%	101 63.1%	105 80.8%	63 78.8%	376 72.3%
MPhil	17 11.3%	36 22.5%	13 10.0%	9 11.3%	75 14.4%
PhD	26 17.3%	23 14.4%	12 9.2%	8 10.0%	69 13.3%
Total	150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

Source: Primary data

$\chi^2 = 18.440, p = 0.005 < 0.01, H.S.$

Table 4.5 shows that 71.3 per cent of the teachers from Government Colleges are post graduates, 11.3% are M.Phil and 17.3 per cent are doctorates. About 63.1 per cent Private Aided College lectures possess master's degree, 22.5 per cent M.Phil degrees, and 14.4 per cent have PhDs. At the same time, in Private Unaided Colleges, 80.8 per cent lecturers are post graduates, 10 per cent are M.Phil, 9.2 per cent are doctorates. From Autonomous Colleges, 78.8 per cent have master's degree as their highest qualification, 11.3 per cent are M.Phil, and 10 per cent possess doctorates.

There is significant difference among the colleges with respect to the educational qualification of the respondents, as  $p=0.005<0.01$ . About 22.5 per cent of the respondent from Private Aided colleges reported that they have M. Phil degree as their highest qualification, but 10 per from Private Unaided colleges claimed that to have M.Phil degree as their highest qualification. On the other hand, 17.7 per cent of the respondents from Government Institutions had PhD as highest qualification, and 9.2 per cent respondents from Private Unaided Colleges had PhD as highest qualification.

**4.6 MONTHLY INCOME OF THE RESPONDENTS**

Good pay package helps in fulfilling the needs and aspirations an employee. At the same time, it attracts able and efficient employees.

TABLE 4.6: MONTHLY INCOME OF THE RESPONDENTS

Monthly Income (In ₹)	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Below 40000	63 42.0%	59 36.9%	81 62.3%	28 35.0%	231 44.4%
40001-60000	8 5.3%	37 23.1%	42 32.3%	42 52.5%	129 24.8%
60001-80000	29 19.3%	11 6.9%	1 .8%	0 .0%	41 7.9%
80001-100000	15 10.0%	16 10.0%	3 2.3%	4 5.0%	38 7.3%
100001-200000	7 4.7%	10 6.3%	1 .8%	0 .0%	18 3.5%
above 200001	28 18.7%	27 16.9%	2 1.5%	6 7.5%	63 12.1%
Total	150 100%	160 100%	130 100%	80 100%	520 100%

Source: Primary data

$\chi^2 = 143.336, p = 0.000 < 0.01, H.S$

Table 4.6 shows the distribution of the respondents based on total monthly income. The average monthly income of 44.4 per cent of the respondents is below ₹40000 per month. And when we analyze group- wise income, 42 per cent of Government college teachers, 36.9 per cent of Private aided college teachers, 62.3 per cent Private unaided college teachers, and 35 percent of Autonomous college respondents get less than ₹40000 per month, but 52.5 percent of Autonomous college teachers draw a monthly salary ranging from ₹40000-60000. Hence, Autonomous college teachers are in a better position when we take the salary at the lower end. As per the test results, there is significant difference in income level among different institutions. Here,  $P=0.000<0.01$

**4.7 DETAILS OF RESIDENCE OF RESPONDENTS**

Owning a house is the dream of every human being. Therefore, a study of the dwelling place of the respondents has been made.

TABLE 4.7: CLASSIFICATION OF RESPONDENTS BASED ON THEIR DWELLING PLACE

Dwelling Place	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Quarters	7 4.7%	6 3.8%	4 3.1%	0 .0%	17 3.3%
Rented House	34 22.7%	22 13.8%	28 21.5%	11 13.8%	95 18.3%
Own House	108 72.0%	128 80.0%	96 73.8%	69 86.3%	401 77.1%
Others	1 .7%	4 2.5%	2 1.5%	0 .0%	7 1.3%
Total	150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

Source: Primary data

$\chi^2 = 13.607, p = 0.137 > 0.05, NS.$

As per Table 4.7, 77.1 percent of the respondents own their homes. It includes 72 per cent of Government college lecturers, 80 per cent of private aided college lecturers, 73.8 per cent of Private unaided college lecturers, and 86.3 per cent of Autonomous college lecturers. About 3.3 percent live in quarters provided by employers, 18.3 percent live in rented houses, 1.3 percent live in hostels, in relative's houses, and as paying guest. There is no significant difference between the respondents of different institutions as  $P=0.137>0.05$ .

**4.8 MEANS OF TRANSPORTATION TO REACH WORKPLACE**

Means of transport to the place of work plays an important role in the quality of work- life. The following table analyses the means of transport used to reach the place of work.

TABLE 4.8: CLASSIFICATION OF RESPONDENTS BASED ON MEANS OF TRANSPORTATION USED TO REACH WORKPLACE

Transportation	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Walking	5	27	9	1	42
	3.3%	16.9%	6.9%	1.3%	8.1%
Bus	75	62	68	42	247
	50.0%	38.8%	52.3%	52.5%	47.5%
Train	8	0	2	4	14
	5.3%	.0%	1.5%	5.0%	2.7%
Two wheeler	42	52	47	23	164
	28.0%	32.5%	36.2%	28.8%	31.5%
Four wheeler	15	18	4	8	45
	10.0%	11.3%	3.1%	10.0%	8.7%
Other	5	1	0	2	8
	3.3%	.6%	.0%	2.5%	1.5%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Primary data

$\chi^2 = 53.200, p = 0.000 < 0.01, H.S.$

Table 4.8 shows the means of transport used by lecturers to reach their colleges. On an average 8.1 per cent of the respondents reach college on foot, 47.5 per cent reach their college by bus, 2.7 per cent teachers reach by train, 31.5 per cent by two wheel vehicle, and 8.7 per cent reach college by four wheeler. About 68 per cent of Private Unaided College respondents use the bus or public transport for their travel and 42 per cent of Autonomous College respondents use the public transport to reach the college. About 36.2 per cent of Private Unaided Colleges use two wheelers and 28.8 per cent of Autonomous College respondents use two wheelers to reach the college. About 10 per cent of respondents working in Autonomous Colleges own four wheel vehicle, followed by 11.3 per cent from private aided colleges, and 10 per cent of respondents in Government institutions, but 3.1 per cent of respondents working in private Unaided Colleges use four wheelers to reach the colleges. Others use Taxi or Auto services to reach the college.

The Chi square test found significant difference among respondents of different institutions regarding different modes of transportation used to reach their respective colleges as  $p=0.000 < 0.01$ . More number of private unaided College respondents use bus service. More number of Government College respondents use train, and no one from the private aided college respondents uses the train.

**4.9 MARITAL STATUS OF THE RESPONDENTS**

As per the marital status reported by the respondents, 71 per cent were married, 28.8 per cent were unmarried, 2 per cent had lost their spouse, and none of the teachers were divorcees. The table shows that more than 70 per cent of the respondents working in Government, private aided, and private unaided colleges are married. But in case of autonomous colleges, 53.8 per cent are married and 46.3 per cent are unmarried.

TABLE 4.9: MARITAL STATUS OF THE RESPONDENTS

Marital status	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Married	109	125	92	43	369
	72.7%	78.1%	70.8%	53.8%	71.0%
Unmarried	41	34	38	37	150
	27.3%	21.3%	29.2%	46.3%	28.8%
Widower/Widow	0	1	0	0	1
	.0%	.6%	.0%	.0%	.2%
Divorcee	0	0	0	0	0
	.0%	.0%	.0%	.0%	.0%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Primary data

$\chi^2 = 18.535, p = 0.005 < 0.01, H.S.$

The chi square test shows significant difference among the colleges with respect to marital status as  $p=0.005 < 0.05$ .

**4.10 FAMILY INDEBTEDNESS OF THE RESPONDENTS**

Table 4.10 explains the family indebtedness of the respondents. About 65 percent families of respondents from autonomous college did not borrow, while 6.3 percent families of respondents from Autonomous College borrowed more than ₹five lakhs. Among 150 Government College respondents, 54.7 percent of the families have nil debt, 30.7 percent have less than ₹one lakh debt, 12 percent have ₹one lakh to five lakh as debt, and 2.7 percent owe more than ₹five lakhs. Among Private aided College's respondents, 66.3 percent families did not borrow, 18.1 percent have borrowed less than ₹one lakh, 13.1 percent have borrowed between ₹one lakh to five lakh, and 2.5 percent have borrowed above ₹five lakhs. About respondents from Private unaided College, 61.5 percent of their families have nil borrowing, 29.2 percent have less than ₹one lakh as loan, 6.9 percent between ₹one to five lakh, and 2.3 percent with more than ₹five lakhs as loan.

TABLE 4.10: FAMILY INDEBTEDNESS OF THE RESPONDENT

Family Indebtedness (in ₹)	Government	Private Aided	Private Unaided	Autonomous	Total
Nil	82	106	80	52	320
	54.7%	66.3%	61.5%	65.0%	61.5%
Less than 1000000	46	29	38	20	133
	30.7%	18.1%	29.2%	25.0%	25.6%
1000001-5000000	18	21	9	3	51
	12.0%	13.1%	6.9%	3.8%	9.8%
More than 5000001	4	4	3	5	16
	2.7%	2.5%	2.3%	6.3%	3.1%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Primary data

$\chi^2 = 17.315, p = 0.044 < 0.05, Sig$

As per the results of  $\chi^2$  test, there is significant difference in the borrowing pattern in the families of respondents with P value of  $0.044 < 0.05$ .

4.11 FAMILY POSSESSIONS OF THE RESPONDENTS

As per Table 4.11, 94.6 percent own a television, 86.2 percent own a refrigerator and air conditioner, 78.7 percent own two wheelers, 72.1 percent own four wheelers, and 72.1 percent own house or land. About 94.7 percent of respondents from Government Colleges, 93.8 percent from private Aided Colleges, 92.3 percent from Private Unaided College, and 94.6 percent from Autonomous Colleges own a television; 80 percent respondents from Government Colleges, 88.1 percent from Private Aided Colleges, 83.8 percent from Private Unaided Colleges, and 97.5 percent from Autonomous Colleges own a refrigerator or air conditioner; 76.7 percent respondents from Government Colleges, 81.3 percent from private Aided Colleges, 72.3 percent from Private Unaided Colleges, and 87.5 percent from Autonomous Colleges own two wheelers or four wheelers, and 67.3 percent respondents from Government Colleges, 77.5 percent from private Aided Colleges, 69.2 percent from Private Unaided Colleges, and 75 percent from Autonomous Colleges own land or house.

TABLE 4.11: FAMILY POSSESSIONS OF THE RESPONDENTS

Family Possessions	Government		Private Aided		Private Unaided		Autonomous		Total	
	freq.	%	freq.	%	freq.	%	freq.	%	freq.	%
Television	142	94.7%	150	93.8%	120	92.3%	80	100%	492	94.6%
Refrigerator /AC	120	80%	141	88.1%	109	83.8%	78	97.5%	448	86.2%
Two wheeler/Four wheeler	115	76.7%	130	81.3%	94	72.3%	70	87.5%	409	78.7%
House/Land	101	67.3%	124	77.5%	90	69.2%	60	75%	375	72.1%

Source: primary data

4.12 SPENDING PATTERN OF RESPONDENTS

The spending pattern respondents will help in analyzing the importance given by the respondents to different avenues of expenditure like food, education, health, loan repayment, saving, investment, and on other expenses.

TABLE 4.12: SPENDING PATTERN RESPONDENT

Institution		N	Minimum	Maximum	Mean	S.D	Median	Kruskal wallis test value	d.f	P value
Food	Government	150	5	55	24.42	9.597	20.00	5.799	3	0.122 NS
	Private Aided	160	10	75	23.98	9.535	20.00			
	Private Unaided	130	10	70	23.76	9.048	20.00			
	Autonomous	80	10	50	22.11	8.935	20.00			
	Total	520	5	75	23.57	9.298	20.00			
Education	Government	150	0	40	10.97	7.668	10.00	3.672	3	0.299 NS
	Private Aided	160	0	40	11.62	8.235	10.00			
	Private Unaided	130	0	50	11.08	8.039	10.00			
	Autonomous	80	0	30	9.75	7.266	10.00			
	Total	520	0	50	10.85	7.819	10.00			
Health	Government	150	0	40	7.67	6.161	5.00	2.359	3	0.501 NS
	Private Aided	160	0	25	6.63	4.935	5.00			
	Private Unaided	130	0	40	7.11	5.422	5.00			
	Autonomous	80	0	25	7.35	5.001	5.00			
	Total	520	0	40	7.19	5.400	5.00			
Loan repaying	Government	150	0	40	16.23	11.944	20.00	9.726	3	0.021 sig
	Private Aided	160	0	50	19.11	14.775	25.00			
	Private Unaided	130	0	50	16.46	13.441	20.00			
	Autonomous	80	0	50	21.18	13.905	25.00			
	Total	520	0	50	18.25	13.669	20.00			
Saving	Government	150	0	50	18.77	9.706	20.00	2.790	3	0.425 NS
	Private Aided	160	0	50	17.25	8.244	20.00			
	Private Unaided	130	0	50	18.57	8.818	20.00			
	Autonomous	80	0	40	17.60	7.125	20.00			
	Total	520	0	50	18.05	8.524	20.00			
Investing	Government	150	0	30	10.11	7.328	10.00	9.761	3	0.021 sig
	Private Aided	160	0	30	10.96	6.650	10.00			
	Private Unaided	130	0	40	12.08	7.870	15.00			
	Autonomous	80	0	60	13.69	9.575	15.00			
	Total	520	0	60	11.71	8.020	15.00			
Others	Government	150	0	60	8.32	8.735	5.00	0.760	3	0.859 NS
	Private Aided	160	0	45	8.15	7.806	5.00			
	Private Unaided	130	0	35	6.98	6.010	5.00			
	Autonomous	80	0	35	7.80	7.040	5.00			
	Total	520	0	60	7.81	7.461	5.00			

As per table 4,12 showing the spending pattern of respondents on an average, 23.57±9.298% is spent on food, 10.85±7.819% on education, 7.19±5.4 for health expenses, 18.25±8.524% for savings, 11.71±8.02% towards investment, and 7.81±7.461% towards other expenses. There is no significant difference between the respondents of different institutions with respect to spending pattern towards food, education, health, savings, and other expenses with p=0.122>0.05, p=0.299>0.05, 0.501>0.05, 0.425>0.05, and 0.859>0.05, respectively. There is significant difference among respondents of different institutions over amount spent on loan repaying where in more portion of total income of Autonomous College respondents is spent on loan repayment on the other hand, proportion of income spent on home loan is less in case of Government College lecturers. And also, there is significant difference in investment pattern of respondents of different educational institution with p=0.021<0.05, where Autonomous college respondents spend 13.69% of their income on investment and respondents from Government College spend 10.11% on investment.

5. FINDINGS OF THE STUDY

Some of the findings of the present study are as follows

- The age group of the respondents shows that 33.3 percent are less than 30 years, 31.9 percent between 30 and 40 years of age, 19 percent between 40 to 50 years age, 15.2 percent between 50 to 60 years age, and a small portion of 3 percent were above 60 years.

- About 30.2 percent of the respondents come from rural areas, 18.8 percent from semi-urban areas, and 51 percent from urban areas. About 95 percent of the respondents working in Autonomous Colleges come from urban areas and 40 percent from Government Colleges come from rural areas. The respondents of private Aided and private Unaided Colleges are proportionately distributed between rural, semi-urban, and urban areas.
- Around 72.3 percent of the respondents had master's degree as the highest qualification, 14.4 percent had M. Phil degree, and 13.3 percent had PhD qualification. Among PhD holders, 17.3 percent belonged to Government Colleges, 14.4 percent from private Aided Colleges, 10.0 percent from Autonomous Colleges, and 9.2 percent from private Unaided Colleges. More and more teachers with higher qualifications showed interest in joining Government Colleges for job security and better pay (as per UGC scale).
- Majority, 77.1 percent of the respondents own houses of their own, 18.3 percent live in rented houses, 3.3 percent live in quarters provided by employers, and 1.3 percent of respondents are living in hostels, in relative's house or as a paying guest, etc.
- About 47.5 percent of the respondents travel to their colleges by bus, 31.5 percent uses two wheelers, 8.7 percent use four wheelers, and 8.1 percent reach the college on foot. Majority of the respondents live close to their place of work. The distance between the college and the dwelling place of 34.7 percent of respondents working in Government Colleges, 41.9 percent in Private Aided Colleges, 31.5 percent in private Unaided Colleges and 46.3 percent respondents in Autonomous Colleges is less than 5 kilometers.
- Around 520 respondents comprising of 71.0 percent married respondents and 28.8 percent unmarried respondents. Of the married respondents, 40.6 percent of the spouses of the respondents are professionals, 9.8 percent are in technical work, 15.7 percent are officials, and 12.7 percent are in business. About 88.1 percent of the spouses work in day shifts and 6 percent in night shifts. Regarding the educational qualification of the spouses of the respondents, 36.6 percent are postgraduates, 33.3 percent spouses are graduates, 11.4 percent are SSLC or PUC qualified, 8.7 percent are diploma holders, 7.0 percent are M.Phil. or Ph.D. holders, and 2.4 percent have professional degrees.
- There is wide gap between the incomes of permanent Faculties and Guest faculties teaching in First Grade Colleges.
- The number of women populations taking up the teaching profession is increasing day-by-day.

## 6. CONCLUSION

Quality of education by the institutions imparting Higher education decides the prosperity of the nation. Qualified and Experienced Teachers are the need of the hour. According to the All-India Survey on Higher Education (AISHE) 2020-21 report, state universities in India have a total of 543,135 sanctioned faculty positions, out of which 409,711 positions are filled, and 133,424 positions are vacant. This indicates a vacancy rate of approximately 24.5 percent. The report further states that during the academic year 2020-21, 51,891 faculty positions were recruited across all types of higher education institutions in India, including state universities. According to a report by the University Grants Commission (UGC) in 2020, there were approximately 45,000 guest faculty positions in state universities across India. However, the UGC report also noted that many guest faculty positions remained vacant due to budgetary constraints and administrative delays in recruitment. These statistics shows the urgent need for recruitment of necessary teachers and also importance of providing better financial and non-financial facilities to young Teachers in order to attract skilled and talented teachers to higher education field,

## REFERENCES

1. Andre, L. P. F., & Rennata, G. B. S. (2009 August). A model for evaluation of the quality of working life at public Universities. *Sistemas & Gestao*, 4(2), 136-154.
2. Archana, P., Jha., B.K.(2014). Review and define: quality of work life for higher education", *Global Journal of management and Business research: A administration and management*, 14 (11), version1.0, retrieved from <http://creativecommons.org/licenses/by-nc/3.0/>, 34-41.
3. Bharathi, P.S., & Umaselvi, M. K. N. S. (2009). Quality of work life: Perception of college teachers. *Indian Journal of commerce & Management research*, 2(1), 22.
4. Chapman, D. W. (2009) Higher education Faculty in East Asia, Retrieved from University of Minnesota Website:<http://siteresources.worldbank.org/INTEASTASIAPACIFIC/Resources/EastAsiaHigherEducationFaculty>.
5. Jagannatha, R. D. (2009). A comprehensive study of the progress of Education in Karnataka. New Delhi, UBSPD publishers and distributors Pvt. Ltd., 13-41.
6. Jostna, k. Education in Karnataka through the ages. Retrieved from [www.kamat.com/database/books/kareducation](http://www.kamat.com/database/books/kareducation).
7. Karnataka State Gazetteer (1973). Bangalore, Government of Karnataka: Government press, 360-606.
8. Kumar, D., & Deo, J. M. (2011), Stress and work life of College teachers, *Journal of Indian Academy of Applied Psychology*, 37,78-85.
9. Manju, N. D. (2013), Quality of work life of secondary school Teachers in relation to work culture and Job satisfaction, Ph.D Thesis submitted to Mysore University.
10. Pelma. D. M., Richard, G. V., Harrington, R. G., & Burry, J. M. (1989). The quality of teacher work life survey: A measure of teacher stress and job satisfaction. *Measures and evaluation counselling and development*, 21, 165-176.
11. Saad, H.S., Samah, A. J.A., & Juhdi, N. (2008). Employees' perception on quality work life and job satisfaction in a private higher learning institution. *International review of business research papers*, 4(3), 23-34.
12. Seema, A. M. I. (2013). Quality of work-life model for teachers of private universities in Pakistan. *Quality assurance in education*, 21(3), 282-298.
13. Arun C Mehta, "NIEPAAll India Higher Education Survey (AIHES) & Status of Higher Education in India 2023", retrieved from <https://educationforalinindia.com/aihes-status-of-higher-education-india> on August 01, 2023

## **REQUEST FOR FEEDBACK**

**Dear Readers**

At the very outset, International Journal of Research in Commerce & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue, as well as on the journal as a whole, on our e-mail [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com) for further improvements in the interest of research.

If you have any queries, please feel free to contact us on our e-mail [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com).

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward to an appropriate consideration.

With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**

## **DISCLAIMER**

The information and opinions presented in the Journal reflect the views of the authors and not of the Journal or its Editorial Board or the Publishers/Editors. Publication does not constitute endorsement by the journal. Neither the Journal nor its publishers/Editors/Editorial Board nor anyone else involved in creating, producing or delivering the journal or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the journal, nor shall they be liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of information/material contained in the journal. The journal, neither its publishers/Editors/ Editorial Board, nor any other party involved in the preparation of material contained in the journal represents or warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or for the results obtained from the use of such material. Readers are encouraged to confirm the information contained herein with other sources. The responsibility of the contents and the opinions expressed in this journal are exclusively of the author (s) concerned.



## ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

### *Our Other Journals*

