



# **Status of Teaching faculties in Private/Management Professional Educational Institutions**

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**Abstract-** Teaching faculty in private and management professional educational institutions play a vital role in maintaining academic quality and preparing skilled graduates. Over the past few decades, the rapid expansion of private institutions has increased access to higher education, especially in professional fields such as engineering, management, pharmacy, nursing, law, and teacher education. However, faculty members in many of these institutions face challenges such as job insecurity, contractual appointments, inadequate salaries, excessive workload, limited research opportunities, and restricted participation in institutional decision-making. These issues affect faculty motivation, professional development, and the overall quality of education. At the same time, several reputed private institutions provide competitive salaries, modern infrastructure, research support, and opportunities for career advancement. Therefore, the status of teaching faculty varies significantly across institutions. This study examines the working conditions, professional status, challenges, and opportunities of teaching faculty in private and management professional educational institutions and highlights the need for improved policies to ensure quality education and faculty well-being.

**Keywords-** Teaching Faculty, Private Educational Institutions, Management Institutions, Professional Education, Faculty Welfare, Job Satisfaction, Higher Education, Professional Development, Academic Quality.

## **I. Introduction**

Higher education has become one of the most important drivers of economic growth, social development, and technological advancement. In recent decades, private and management professional educational institutions have emerged as major contributors to higher education by offering programs in engineering, management, pharmacy, nursing, law, architecture, teacher education, and other professional disciplines. Their rapid growth has expanded educational opportunities, reduced the burden on public institutions, and promoted skill-based learning.



The quality of any educational institution largely depends on the competence, commitment, and professional satisfaction of its teaching faculty. Teachers are not only responsible for imparting knowledge but also for mentoring students, conducting research, promoting innovation, and contributing to institutional development. Consequently, the status of teaching faculty is a critical indicator of the quality and effectiveness of professional education.

Despite their significant role, faculty members in many private and management institutions encounter numerous professional challenges. These include temporary or contractual employment, comparatively lower salaries than government institutions, heavy teaching and administrative workloads, performance-based evaluations, limited academic freedom, inadequate research funding, and fewer opportunities for career progression. Such conditions may reduce job satisfaction, affect faculty retention, and ultimately influence students' learning outcomes.

On the other hand, several well-established private institutions have adopted progressive human resource policies by providing competitive compensation, research incentives, faculty development programs, international collaborations, and modern teaching facilities. These institutions demonstrate that effective faculty support can enhance educational quality and institutional reputation.

### **Overview**

In the current landscape of higher education in India, teaching faculty in private professional institutions are increasingly becoming the most neglected and exploited segment, despite being the backbone of academic delivery. These educators—who serve in disciplines like engineering, law, pharmacy, and management—are facing a multi-layered crisis that goes beyond mere workload or salaries. While occasional academic pressure is widely accepted as part of their professional role, what makes their situation truly distressing is the systematic imposition of non-academic responsibilities that have no connection to their core duties as educators.

Faculty members are routinely compelled to engage in admission counselling, marketing campaigns, student enrollment drives, administrative coordination, and event management, all under the directions of institutional management. These additional responsibilities not only burden them physically and mentally, but also hamper their academic effectiveness, research output, and professional growth. Instead of being treated as academic professionals, they are often seen as multi-purpose employees, expected to fulfill all tasks assigned by the management—regardless of relevance, workload, or expertise.



What worsens the situation is the climate of fear and helplessness that prevails in such institutions. Faculty members are frequently described as "silent victims"—not because they are unaware of the injustices, but because they are forced to remain silent in order to safeguard their jobs and financial security. Speaking out or questioning unfair practices often leads to threats, pressure, and in many cases, termination or forced resignation. The management uses vague clauses in contracts or minor procedural justifications to remove dissenting employees.

Even when such cases are reported to higher education regulatory bodies like AICTE, U.G.C, or university authorities, justice is rarely delivered. This is because many private institutions possess significant influence through money, political reach, and well-established networks within the system. Using this power, they are often able to manipulate facts, present falsified records, and twist narratives to protect their image and suppress genuine grievances. As a result, the faculty member who dares to stand up not only loses their job but also suffers reputation damage and professional isolation, with little hope for redress.

This alarming trend is not limited to a few institutions—it has become a nationwide pattern, affecting private professional institutions across states. The absence of strict enforcement of government regulations, non-existent or inactive grievance redressal mechanisms, and lack of accountability have created a system that heavily favors management while leaving faculty vulnerable, insecure, and voiceless.

If this ongoing exploitation is not urgently addressed through strong legislative reform, regulatory oversight, and transparent grievance mechanisms, the consequences will be drastic and irreversible. We risk witnessing a massive decline in educational quality, the departure of talented individuals from the teaching profession, and the erosion of ethical and academic standards in higher education. Ensuring dignity, protection, and rightful recognition of teaching faculty is not only a matter of professional ethics but a critical requirement for the future of quality education in India.

Private or management-run professional institutions (engineering, law, management, pharmacy, etc.) play a significant role in higher education in India and many other countries. While they have expanded access to education, they have also brought several concerns regarding the status, rights, and working conditions of faculty members.

### **Key Issues and Challenges**

#### **Job Security and Contractual Appointments**

- Most teachers in private professional institutions are hired on a contractual or ad-hoc basis, with no long-term job security or structured service conditions. Often,



no appointment letter is issued at the time of joining, and faculties are merely informed they are under a “probation period” of three months. Their continuation is said to depend on performance, but no clear policy or fair assessment criteria are shared.

- In the absence of tenure or permanent status, faculty members constantly work under pressure, with the fear of sudden termination always hanging over their heads like a bare sword. This vulnerability is frequently used by management to coerce teachers into following questionable or unethical directives, especially those involving academic compromises.
- A particularly serious issue arises when management directs faculty to allow students with zero or extremely low attendance to appear in examinations—despite clear academic norms. When such students are permitted to sit for exams, those who have attended classes regularly and followed rules begin to protest, questioning the integrity of the system. They argue that if admit cards and exam permissions are granted purely on the basis of personal influence, money, or management pressure, then attending classes becomes meaningless. Students even say openly, “If management influence works more than attendance, why should we come to class regularly?”
- In such situations, faculty members become the first line of confrontation, facing arguments, disrespect, and anger from both students and their parents. Meanwhile, the management distances itself from the controversy, often stating that it is the “discretion of the Head/Principal or concerned faculty” to decide such matters. In reality, however, these instructions are issued directly by the management, leaving academic heads and faculty members in a miserable and helpless position, blamed for decisions they had no power to resist.
- Faculty who resist or question these practices risk losing their jobs or facing administrative retaliation, whereas those who comply are often silently complicit in academic compromise. This creates an environment of moral conflict, stress, and professional suffocation, ultimately leading to a decline in academic standards and erosion of institutional credibility.

## **II. Salary Disparities, Manipulation & Fraudulent Practices in Disbursement**

- It has become a common and alarming practice across many private professional educational institutions in India to pay faculty members salaries far below the prescribed U.G.C/AICTE norms, especially in Tier-2 and Tier-3 cities and rural setups. Despite having qualified teaching staff, these institutions violate salary standards openly, with little fear of regulatory consequences.



- What's even more disturbing is the manipulative and deceptive salary disbursement mechanism adopted by much management to create a false appearance of compliance. For instance, while the official salary as per records may be shown as ₹21,600, the faculty member is actually handed only ₹10,000 in cash or transferred separately, and is instructed to return the remaining amount (₹11,600) back to the institution—either by withdrawing it and depositing it in the accounts office, or by other informal means. This illegal practice is done under pressure, and any resistance could lead to termination or harassment.
- This manipulation is largely designed to fool inspection teams from regulatory bodies like AICTE, UGC, or affiliating universities. During inspections, the management presents faculty bank passbooks, salary slips, or online transfer receipts, showing that salary is credited as per norms—thus creating a false narrative of compliance. The faculty, under job insecurity and pressure, is forced to remain silent and cooperate in the deceit.
- In such a scenario, not only are faculty members financially exploited, but the entire regulatory process is compromised, and merit-based education suffers. The question arises: how can such deeply rooted practices be exposed and restricted?

#### **Recommendations to Address and Restrict Such Malpractice**

##### **Anonymous Reporting Mechanisms:**

Establish secure and anonymous complaint portals under UGC/AICTE, allowing faculty to report such practices without fear of retaliation.

##### **Randomized Physical Verification:**

Regulatory bodies must conduct surprise inspections and confidential interviews with faculty, without informing the institution in advance.

##### **Cross-Verification of Salary Disbursement:**

Introduce a system where faculty members directly report their net salary received via online confidential declarations to a central UGC/AICTE portal, which can be compared with institution-provided records.

##### **Mandatory Biometric Attendance & Linked Payroll Audits**

Salary payments must be linked with biometric attendance and verified by independent auditors appointed by regulatory authorities.

##### **Penal Provisions for Salary Fraud**

Institutions found guilty of such practices should face strict penalties, including cancellation of affiliation, fines, and blacklisting of promoters/management.

##### **Whistleblower Protection for Faculty**



Laws and policies should ensure that faculty members who expose such malpractices are protected from termination and harassment, and given legal support.

Such manipulative and exploitative practices are not only unethical but criminal in nature. They damage the very foundation of education and must be exposed, reported, and eliminated through robust oversight, systemic reforms, and collective action from academic bodies and concerned faculty members.

### **III. Delayed Salary Disbursements and Financial Exploitation**

- In many private professional institutions, salary disbursement is irregular and unjustifiably delayed, which amounts to direct exploitation of teaching faculty. Unlike standard employment practices where salary is expected to be credited by the 1st or 7th of every month, in these institutions, faculty often receive their salaries after the 15th or even 20th of the month, without prior notice or valid explanation.
- This delay creates immense financial stress, especially for those who rely solely on their monthly salary to manage household expenses, EMIs, medical bills, or school fees. Many faculty members are forced to borrow money or take advances, simply because the institution fails to fulfill its most basic obligation—timely payment for services rendered.
- The worst part is that no accountability is fixed on the management, and no compensation or interest is provided for the delay. Faculty are expected to continue working silently under this pressure, as any complaint or objection may result in targeted harassment, non-renewal of contract, or sudden termination.
- Repeated delays in salary payment clearly reflect the lack of respect for the teaching profession and the unethical functioning of such institutions, which often project financial strength to outsiders but fail to prioritize the dignity and livelihood of their own academic staff.
- Salary often falls below UGC/AICTE pay scales, especially in Tier-2 and Tier-3 institutions.
- Discrepancy in pay for the same qualifications and workload.
- Delayed salary disbursements in many cases.



#### **IV. Exploitation of Faculty Through Non-Academic Duties: Admission Counselling and Forced Marketing in Extreme Conditions**

One of the most degrading practices observed in many private professional institutions is the forced engagement of highly qualified teaching faculty—including Ph.D. holders and UGC-NET qualified educators—in admission counselling, field marketing, and student enrollment drives. Rather than being respected for their academic role, faculty are treated like marketing agents, burdened with unrealistic admission targets under constant pressure and threats.

Managements openly instruct faculty to bring a minimum of 5 admissions each, failing which their monthly salary is withheld or cut. This transforms academic staff into unwilling participants in sales campaigns, completely detached from their core professional duties.

What worsens the situation is that these marketing activities are conducted during the peak summer months of May, June, and July, when temperatures reach extreme levels across much of the country. Faculty members are forced to go door to door, walking long distances under the scorching sun—without any provision of basic facilities like drinking water, transportation, or food. Female faculty, in particular, face serious safety and dignity concerns, being made to interact with strangers in unknown areas, often encountering disrespect or insensitive behavior from the public.

Despite these exhaustive and demeaning efforts, if the outcome remains unsatisfactory—if students don't enroll or a "target" is missed—the management often calls internal meetings where faculty are humiliated and insulted in front of their colleagues. They are taunted with remarks like:

- “You go out just for fun.”
- “You’re not serious about your job.”
- “You couldn’t even bring a single admission?”

Such public shaming is not only deeply disrespectful but emotionally damaging, especially when the same faculty have worked tirelessly in unbearable weather conditions, without resources, without support, and under extreme pressure.

This entire approach undermines the dignity of the teaching profession, treating educators like underpaid salespeople, disregarding their qualifications, experience, and human rights. It violates all principles of workplace ethics, professional responsibility, and academic integrity.



**Serious Concerns Raised:**

- Faculty forced into door-to-door campaigns in extreme summer heat (May–July).
- No basic facilities provided (food, water, transportation).
- Unrealistic targets imposed under threat of salary deductions.
- Humiliation and taunting in internal meetings when targets are not met.
- Female faculty face heightened safety and dignity risks.
- Systemic exploitation masked as “institutional responsibility.”

This is not just an academic management issue—it is a human rights concern, a workplace safety failure, and a blatant violation of professional ethics. There is an urgent need for regulatory intervention to end such practices and restore the dignity and rightful role of educators in professional institutions.

**Overburdened Faculty Without Compensation: No Time for Academic Preparation or Rest**

One of the most overlooked but pressing issues in private professional institutions is the excessive workload imposed on faculty members without any corresponding compensation, rest, or professional consideration. Teachers are not only tasked with long and packed teaching hours, but are also simultaneously responsible for:

- Syllabus delivery and class management,
- Setting examination papers, checking answer sheets, and compiling results,
- Conducting internal assessments and remedial sessions,
- Administrative coordination, reporting, and data maintenance,
- Organizing and managing extracurricular and institutional events,
- And most heavily during the months of May, June, and July—handling admission counselling and promotional work.

Instead of being allowed time to plan for the upcoming academic session, faculty are expected to be fully consumed by admission drives, which include strategizing for new student intake, marketing, and even field-level promotional activities. As a result, there arises a serious and valid concern:

**When are faculty members supposed to prepare for the academic year ahead?**

Academic planning involves designing coursework, updating lecture materials, creating evaluation rubrics, planning research and seminars, and aligning with new guidelines or curricula—none of which is possible when faculty are burdened with non-teaching assignments day in and day out.

The situation becomes more troubling with the imposition of Sunday duties on a rotational basis. Faculty are made to work even on weekends—particularly on



Sundays—to conduct door-to-door admission counselling in nearby areas. These activities, conducted under extreme summer conditions and without any transportation or refreshment support, invade personal time, break family routines, and contribute to physical and mental exhaustion. There is no compensatory leave or additional pay offered for working on these weekends.

- No protected academic planning time before new semester.
- Faculties are engaged in admission tasks during May–July, leaving no scope for course preparation.
- Sunday duties enforced for door-to-door counselling on a rotational basis.
- No compensation or compensatory leave for weekend work.
- Severe violation of work-life balance and professional dignity.
- Leads to academic fatigue, poor educational planning, and long-term dissatisfaction among faculty.

This culture of continuous exploitation, unrealistic expectations, and zero academic breathing space is not only unjust—it is counterproductive. Institutions that fail to respect and protect the academic time and personal dignity of their educators ultimately compromise the quality of education they claim to provide.

#### **Faculty Overburdening Due to Staff Shortage and Unfair Workload Distribution**

Faculty members in private professional institutions face an unsustainable workload, worsened by chronic staff shortages and unrealistic expectations from the management.

The burden of responsibilities goes far beyond regular classroom teaching and includes:

- Paper setting and examination duties,
- Copy evaluation and result compilation,
- Organizing and participating in extracurricular events,
- Administrative and admission-related assignments,
- And often handling multiple subjects and extra classes due to the shortage of teaching staff.

This situation arises because managements often try to hire the most qualified faculty (e.g., Ph.D. holders and UGC-NET qualified candidates) at the lowest possible salary, which results in widespread rejection of offers by competent educators. As a result, vacancies remain unfilled for extended periods, even as the academic calendar progresses.

By the time the semester nears completion, institutions are still operating with insufficient faculty strength, and the responsibility of completing the syllabus falls on the shoulders of the existing faculty members—regardless of whether the subjects are



theirs or not. Teachers are made to take extra classes, manage additional batches, and often teach subjects outside their specialization, all without any additional compensation or workload reduction.

This extreme overburdening leads to:

- Reduced teaching quality due to insufficient preparation time,
- Burnout and mental fatigue,
- Increased errors in assessment and evaluation,
- And an overall decline in the efficiency and motivation of the teaching faculty.

Even the most sincere and dedicated teachers struggle to maintain academic excellence under such pressure, which directly impacts student learning outcomes and institutional reputation.

**Key Issues Highlighted:**

- Qualified faculty reject low salary offers, leading to unfilled vacancies.
- Existing faculty bear the brunt, taking additional classes and covering multiple subjects.
- Overburdening compromises academic quality and reduces faculty efficiency.
- No compensation, workload relief, or support provided.
- Long-term impact on faculty health, morale, and retention.

This is a systemic issue that demands urgent attention, both at the institutional level (for better HR planning) and at the regulatory level (for policy enforcement). Education cannot thrive in an environment where those who deliver it are continuously overworked, underpaid, and undervalued.

**Lack of Academic Freedom and Management Interference in Core Academic Functions**

One of the gravest challenges faced by faculty members in private professional institutions is the severe lack of academic freedom. In many cases, teachers are routinely subjected to interference from management in core academic areas such as:

- Syllabus coverage and scheduling,
- Student attendance enforcement,
- Internal assessment marking,
- Evaluation practices, and
- Exam eligibility decisions.

Throughout the semester, faculty members—as well as Heads of Departments—are continuously pressured to maintain high attendance ratios in classrooms, regardless of the actual student participation. If the student strength in class appears low, threats of disciplinary action are issued, placing additional stress on faculty to manipulate



attendance records or force unwilling students to attend just to meet internal benchmarks.

Even more concerning is the manipulation of internal assessments. Management often demands that internal assessment marks be first submitted to them for review, before they are uploaded to the university portal. In many cases, faculty members are instructed to alter or inflate the marks—especially for students who have poor attendance, weak performance, or disciplinary issues, but are protected due to management influence.

Faculty who object to such unethical practices are pressured, isolated, or even threatened with removal. Students with zero or negligible attendance not only receive high internal marks, but are also allowed to appear for university examinations, despite being clearly ineligible as per university regulations. This makes a complete mockery of academic rules, faculty autonomy, and institutional credibility.

The result is a highly toxic and stressful work environment, where honest and committed educators struggle to maintain academic integrity, but are forced to comply with directives that compromise their principles, violate norms, and distort the true academic record of students.

#### **Pressure to Inflate Marks and Pass Undeserving Students**

One of the most alarming and ethically disturbing practices in private professional institutions is the direct pressure on faculty to inflate marks or pass students, not on the basis of merit, but for commercial and institutional image reasons.

Faculty members are often coerced by the management to ensure that certain students are passed at any cost, even if they have not met the minimum academic requirements or have performed poorly in assessments. This pressure is especially evident during practical examinations and external viva voce sessions, where the presence of external examiners is seen as an opportunity to manipulate outcomes without scrutiny.

In many institutions, the management provides internal faculty with a pre-decided list of students who “must be passed”—regardless of their performance, attendance, or academic conduct. Faculty are instructed to “handle” the externals tactfully, and in some cases, external examiners themselves are influenced or pre-briefed by the institution to ensure favorable marking.

This unethical practice is driven by:

- The desire to maintain high pass percentages to attract new admissions,
- To avoid fee refund demands or complaints from students/parents,
- Or simply due to personal connections or pressure from influential families.



Such manipulation:

- Undermines the authority of faculty, who are reduced to silent observers in a process they are supposed to lead,
- Compromises academic standards, as undeserving students are certified as qualified,
- And sends a dangerous message to the student community—that performance and discipline don't matter if you have influence.

Faculty members who raise concerns or refuse to comply with such unethical demands face threats of non-renewal, harassment, or termination. Over time, even the most honest educators become demoralized, feeling powerless in the face of institutional corruption.

Key Issues Highlighted:

- Direct instructions from management to pass specific students in practical exams.
- External viva voce influenced to favor undeserving students.
- Faculty forced to comply or risk their jobs.
- Academic dishonesty institutionalized to maintain pass percentages and commercial interests.
- Long-term damage to education credibility and student discipline.

This kind of malpractice strikes at the very foundation of quality education. It disrespects educators, misleads regulatory authorities, and produces graduates who may not be academically competent, putting public trust at risk.

Absence of Grievance Redressal Mechanisms: No Platform for Faculty to Raise Concerns

One of the most critical systemic failures in private professional institutions is the complete absence of an independent, fair, and transparent grievance redressal mechanism for teaching faculty. Issues related to:

- Harassment or mental pressure by the administration,
- Excessive workload or unfair duty allocation,
- Salary delays, underpayment, or deductions,
- Unjustified termination or non-renewal of contracts,
- Or unethical academic interference

often go unreported and unaddressed, because there is no formal internal committee or external escalation platform available to protect the rights of educators.



In most cases, the management retains absolute control over the fate of the faculty throughout the semester. From appointment to evaluation, workload to renewal, everything lies at the discretion of the institution's top authorities, with no checks or balances in place. As a result:

- Faculty members who experience exploitation or raise genuine concerns are branded as “non-cooperative”.
- If someone dares to protest unethical practices or seek clarity about their rights, they face threats of dismissal or are simply relieved without explanation.
- Most faculty suffer in silence, afraid of losing their livelihood, particularly in institutions where there is no staff union or external support.

There is also no dedicated body within the institution (such as a Faculty Grievance Committee or Staff Welfare Cell) to handle complaints impartially. If such committees do exist on paper (to fulfill regulatory requirements), they are often non-functional, biased, or entirely controlled by management representatives, defeating their purpose..  
Violation of Regulatory Guidelines and Faculty Rights

Despite clear and binding norms issued by regulatory bodies such as AICTE and UGC, many private professional educational institutions routinely flout these guidelines—particularly those relating to:

- Faculty-student ratio,
- Minimum qualifications for teaching staff,
- Working hours and workload,
- Salary structures, and
- Institutional governance and transparency.

Institutions often underreport class sizes or inflate faculty numbers during inspections, misrepresent infrastructure, and engage in superficial compliance purely for documentation purposes, while the reality on the ground remains exploitative.

One of the most disturbing trends observed recently is the installation of CCTV cameras in staff rooms, faculty cabins, and even in the offices of Principals or Heads of Departments. While CCTV surveillance may be justified in public or security-sensitive areas (like entrances or examination halls), its installation in private faculty spaces is a direct violation of professional ethics and basic rights under Article 21 of the Indian Constitution, which guarantees the Right to Privacy.

Faculty members—who are already under immense academic and administrative pressure—are subjected to constant surveillance, with their daily movements and interactions being monitored 24/7 by management. In some cases, Directors and



Principals themselves are watched by higher authorities, creating a culture of mistrust and fear.

This covert surveillance is not only demeaning, but also:

- Violates workplace dignity,
- Discourages free academic dialogue,
- Suppresses innovation and spontaneity,
- And creates a psychologically unsafe environment where educators feel constantly judged and policed.

#### **Key Issues Highlighted**

- AICTE/UGC norms on faculty qualifications, ratios, and working conditions are routinely violated.
- Institutions often fabricate compliance only for inspection purposes.
- CCTV cameras installed in staff rooms, HoD cabins, and academic offices without consent.
- 24/7 surveillance by management erodes trust, morale, and personal dignity.
- Right to privacy of faculty and administrators is grossly violated.

This widespread disregard for regulatory compliance and personal rights calls for urgent attention from AICTE, UGC, and affiliating universities. It is imperative that:

- Surveillance policies be strictly regulated,
- Faculty consent be mandatory for any non-public area monitoring,
- And institutions found guilty of such violations be subject to penal action, derecognition, or withdrawal of affiliation.

### **V. Lack of Representation in Decision-Making and Governance**

A foundational principle of any healthy academic institution is participatory governance, where all stakeholders—especially faculty—are given a voice in institutional decision-making. Unfortunately, in many private professional institutions across the country, this principle is consistently violated.

Faculty members, including Heads of Departments, often have little to no role in the creation of policies that directly impact their professional lives. Critical decisions regarding:

- Leave entitlements and working hours,
- Salary structures and increments,
- Workload distribution,
- Code of conduct and disciplinary actions,
- And even academic strategies and timetables



are taken unilaterally by the management—without consultation, transparency, or academic justification.

#### **Arbitrary Leave and Attendance Policies**

In several cases, faculty have reported that even gazetted holidays are removed from the academic calendar without justification and converted into working days, especially during admission or inspection seasons. When faculty or administrative heads raise objections, the management simply states:

**"This is a decision of the management, not open for discussion."**

Such actions not only create confusion and resentment, but also amount to mental harassment and violation of labor norms.

#### **Lack of Transparency and Fairness in Increment Decisions**

Similar opacity exists in the matter of salary increments and promotions. Instead of using performance-based evaluations or consulting Heads of Departments or senior faculty, the management arbitrarily decides who should receive increments—often based on personal proximity, loyalty, or willingness to follow directions, rather than genuine merit or contribution.

As a result:

- Deserving faculty are ignored, which leads to demoralization.
- Favoritism flourishes, especially for those who comply with unethical or non-academic tasks.
- The overall work culture is poisoned by distrust, comparison, and internal division. Faculty begin to feel like powerless subordinates rather than respected professionals—disconnected from the system they are supposed to help build and lead.

#### **Recommendations for Reform**

##### **Regulatory Enforcement**

Strengthen oversight by AICTE, UGC, and state councils to enforce pay, workload, and job security norms.

##### **Faculty Welfare Mechanisms**

Introduce grievance redressal systems and protect teachers' rights to form associations.

##### **Transparent Recruitment and Promotion Policies**

Implement clear, merit-based recruitment and time-bound promotions based on qualifications and experience.



#### **Standardization of Salary and Benefits**

Enforce uniform pay structures as per statutory guidelines (7th Pay Commission/AICTE norms).

#### **Professional Development Support**

Provide grants for research, conference travel, FDPs (Faculty Development Programmes), and higher studies.

#### **Tenure Track System**

Encourage a tenure-based system with performance reviews and academic accountability.

### **VI. Conclusion**

Teachers in private professional institutions form the backbone of the expanding higher education sector, yet they remain among the most vulnerable professionals due to unregulated management practices and poor job conditions. Policy intervention, regulatory reform, and institutional accountability are urgently needed to protect their rights and ensure quality education.

One of the critical issues in today's educational scenario, particularly in private institutions, is the devaluation of the teaching profession, both in terms of monetary compensation and professional dignity. Despite their central role in shaping students' futures, teaching faculty often receive low salaries, and more dishearteningly, lack the respect and authority they rightfully deserve.

The core issue lies in the manipulation of institutional academic policies, which are initially presented as strict and rule-based but are later relaxed or altered to accommodate student convenience—especially during final exams. This shift in policy is typically made at the discretion of management, often undermining faculty authority and classroom discipline.

#### **Key Problems**

##### **Loss of Faculty Authority**

- Faculty are expected to enforce academic discipline (e.g., attendance, presentations, sessional exams), but their efforts are nullified when management allows defaulters to appear in exams despite poor records.
- This erodes the control and influence of faculty over student behavior and academic integrity.



#### **Manipulated Academic Standards:**

- Initially, internal assessments and continuous evaluations are declared mandatory.
- Later, under pressure to show good departmental results, faculty are instructed not to give low marks, even to underperforming or non-participating students.
- This results in inflated grades, poor academic accountability, and a decline in the institution's academic standards in the long term.

#### **Student Mentality Shift:**

- Students begin to rely on management leniency rather than their own performance.
- A belief develops that:
- Attendance is optional—management will allow them to sit for exams.
- Sessional exams and presentations can be skipped—grades will be adjusted anyway.
- Impact on Faculty Morale and Professional Dignity:
- Faculty feel powerless and disrespected.
- Their role is reduced to mere figureheads, as all decision-making power lies with the management.
- In such an environment, teacher motivation, academic seriousness, and student-faculty relationships all deteriorate.

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