



FREELANCE TUTORIAL AS A CAREER CHOICES: ANALYZING SATISFACTION LEVEL, SKILL CONFIDENCE AND MARKET READINESS

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Abstract : The present study investigates the emergence, practices, and challenges of freelance tutorial services in Jhansi district, situated in the Bundelkhand region of Uttar Pradesh. With the growing demand for supplementary education and the rapid expansion of digital learning platforms, freelance tutoring has become an important alternative mode of academic support for students. The study aims to examine the factors influencing the growth of freelance tutorials, the socio-economic profile of tutors, their subject specialization, working hours, level of satisfaction, and the digital tools and modes of instruction employed in their practices.

A mixed-method approach was adopted, drawing upon both primary and secondary data sources. Primary data were collected through structured questionnaires and interviews with freelance tutors across Jhansi district, while secondary data were drawn from relevant reports, academic literature, and online resources. Data were analysed using thematic qualitative analysis and comparative interpretation, with a focus on learners' perspectives and tutors' motivations.

The findings highlight that freelance tutorials in Jhansi are shaped by diverse factors such as affordability, flexibility of working hours, use of hybrid teaching practices, and the rising dependence on digital platforms. Tutors reported varying levels of satisfaction, with motivations largely influenced by economic opportunities, passion for teaching, and prospects for career sustainability. The study also points out challenges including lack of institutional recognition, inconsistent income, limited access to training resources, and competition from established coaching centre's .

This research contributes to the understanding of localized freelance education practices, filling a gap in existing literature by focusing on a semi-urban region like Jhansi. It offers implications for policymakers, educational planners, and aspiring freelancers by emphasizing the need for structured support, professional development opportunities, and the integration of technology in enhancing tutorial service

Keywords: Freelance, growing demand, education, localized, hybrid, integration, academic, socio – economic, coaching professional development

Introduction

It is widely acknowledged that education promotes social progress, economic advancement, and personal development. There are still enduring disparities in the caliber of teaching and learning outcomes in India, even after significant legislative changes and the growth of schools, colleges, and universities. Students' academic performance is typically hampered by packed classrooms, little teacher-student interaction, and insufficient educational tools. Private tutoring and coaching have therefore become a parallel system of supplemental education, providing students with individualized teaching and focused support.

Freelance tutorials, which are provided by private teachers outside of formal coaching facilities, are a significant element of this larger problem in semi-urban and rural regions. Freelance tutors are more flexible, locally based, and reasonably priced than urban coaching centers that specialize in competitive exams. They offer remedial education, skill-based learning, and career preparation in addition to completing traditional education. Importantly, freelance tutorials also serve as an alternative livelihood for educated youth, thereby contributing to local socio-economic resilience.

Jhansi district, located in the Bundelkhand region of Uttar Pradesh, provides a compelling site for examining the dynamics of freelance tutorials. Historically renowned for its association with Rani Lakshmibai during the 1857 revolt, Jhansi has grown into a regional hub of education, trade, and services. According to the 2011 Census, the district has a population of about two million, with an overall literacy rate of 78 percent—higher than the state average. Despite the presence of government and private schools, Bundelkhand University, and other higher education institutions, gaps in quality and accessibility remain. Parents and students increasingly turn to freelance tutorials as a means to bridge these gaps and pursue upward educational mobility.

In addition to meeting educational demands, independent tutors support the local labor market. Tutoring is a popular micro-business or self-employment option for postgraduate students, part-time workers, and retired educators. The COVID-19 epidemic has sped up the growth of digital platforms, which has broadened the breadth of freelancing tutorials and allowed for partial changes to online modalities through mobile applications, Zoom, and Google Meet. However, equal access is still hampered in rural Jhansi by the digital gap and inadequate infrastructure. In addition to meeting educational demands, independent tutors support the local labor market. Tutoring is a popular micro-business or self-employment option for postgraduate students, part-time workers, and retired educators. The COVID-19 epidemic has expedited the recent growth of digital platforms, which has broadened the reach of freelance lessons and allowed for partial shift to online. Modalities using mobile apps, Zoom, and Google Meet. However, equal access is still hampered in rural Jhansi by the digital gap and inadequate infrastructure.

Freelance tutors are still not well studied, despite their expanding significance in Jhansi's socioeconomic and educational environment. The majority of scholarly research on private tutoring in India ignores smaller areas where freelance tutors are more prevalent in favor of concentrating on big urban coaching institutes. Their size, sociodemographic makeup, teaching methods, and long-term effects on local employment and student results are not well supported by comprehensive research. There is a significant knowledge gap about how freelancing lessons serve as livelihood and educational initiatives in semi-urban and rural settings as a result of this lack of study modalities using mobile apps, Zoom, and Google Meet. However, equal access is still hampered in rural Jhansi by the digital gap and inadequate infrastructure.

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In response, this study investigates freelance tutorial services in Jhansi district, analysing their educational, socio-economic, and technological dimensions. By combining field-based insights with secondary data, the research aims to generate a comprehensive understanding of freelance tutorials as an emerging educational phenomenon and to provide evidence that may inform policy, planning, and future interventions.

Research Objective:

1. To explore the key challenges and barriers faced by freelancers during the initial stages of their careers.
2. To identify and document best practices and success strategies employed by established freelancers.
3. To design a structured tutorial framework informed by primary and secondary research findings.
4. To evaluate the tutorial's effectiveness in improving the skills, confidence, and market readiness of participants.
5. TO analyse socio economic profile of freelance education educator in Jhansi district.

Review of Literature**1. Global Perspectives on Freelancing and the Gig Economy**

Freelancing has emerged as a defining feature of the global digital economy. In advanced economies, scholars identify freelancing as part of the broader *gig economy* characterized by flexible, project-based work mediated through digital platforms (De Stefano, 2016; Kuhn & Maleki, 2017). Studies in the United States and Europe emphasize its appeal due to autonomy, flexibility, and the ability to access global clients (Upwork & Freelancers Union, 2019; IPSE, 2020). Research also notes, however, the risks of income instability, lack of employment benefits, and precarious working conditions (Wood et al., 2019).

Global scholarship highlights how freelancers overcome barriers through structured training, mentorship, and peer networks. Margaryan (2019) and Chen (2020) show that freelancers who undergo training in client management, negotiation, and digital marketing experience significantly better earnings and work consistency. The OECD (2021) stresses the importance of digital upskilling and continuous learning for freelancers in developing regions. These insights highlight the critical role of tutorials and structured guidance in transforming freelancing into a sustainable career path.

2. Freelancing in the Indian Context

India has rapidly become one of the largest freelancing markets globally. According to Payoneer (2021), India accounts for nearly 46% year-on-year growth in freelancing, particularly in digital services such as IT, graphic design, and content writing. NITI Aayog (2020) projected that India's gig economy would generate employment for over 20 million workers by 2030, with freelancing forming a central component.

Empirical studies highlight both opportunities and systemic barriers. Sharma (2019) finds freelancing to be attractive for students and women, offering income flexibility and work-from-home opportunities. However, she identifies persistent challenges such as late payments, lack of trust between clients and freelancers, and absence of structured guidance. Gupta (2020) further points to infrastructural barriers in tier-2 and tier-3 cities—poor internet access, lack of awareness, and limited exposure to international clients. Mehta (2020) shows that although freelancers are motivated, they often lack professional training in negotiation, bidding strategies, and client handling.

Scholars also emphasize socio-economic divides in access to freelancing. While urban professionals benefit from better networks and infrastructure, semi-urban and rural freelancers remain constrained by digital divides, skill gaps, and low awareness of global freelancing opportunities (Singh & Kaur, 2018). These studies collectively indicate that tutorials and structured training tailored to local realities are necessary to bridge India's freelancing potential with actual sustainable practice.

3. Regional Context: Bundelkhand and Jhansi

The Bundelkhand region, spanning Uttar Pradesh and Madhya Pradesh, is historically agrarian and has long been characterized by migration, unemployment, and underinvestment in education and infrastructure (Pandey, 2020). Jhansi district, as a semi-urban hub, reflects both challenges and opportunities inherent in Bundelkhand's development trajectory.

Regional studies underline persistent infrastructural barriers. Tiwari (2018) observes that although internet penetration has improved through Digital India initiatives, connectivity remains unreliable, particularly in rural blocks. Pandey (2020) highlights power shortages and weak broadband infrastructure, which directly hinder online freelancing. Singh (2022) reports that educated youth view freelancing as an attractive alternative to migration, yet lack the structured knowledge required to succeed in digital markets. Gendered dynamics further complicate the freelancing landscape. Yadav (2021) finds that women face mobility restrictions, societal expectations, and limited digital literacy, reducing their participation in freelancing. However, research by Dubey (2019) suggests freelancing could uniquely empower women in Bundelkhand by enabling home-based work. Tutorials and gender-inclusive training models are therefore critical to overcome these barriers.

Awareness and skill development remain limited. Mehta & Singh (2021) find that while youth in Jhansi are aware of global freelancing platforms like Upwork and Fiverr, they lack knowledge about creating strong profiles, developing portfolios, and managing international clients. Dubey (2019) critiques government-led skill development programs for focusing primarily on agriculture and trades, leaving digital entrepreneurship largely unsupported. Case studies in Jhansi (Gupta, 2020) reveal that informal workshops have enabled small groups of students to succeed in freelancing, but these remain isolated efforts without systematic support.

4. Literature on Tutorials, Training, and Shadow Education

A parallel strand of scholarship examines tutoring and tutorials as forms of shadow education. Bray (1999) conceptualizes private tutoring as a "shadow education system" that grows alongside formal schooling, often reinforcing inequalities while creating economic opportunities for tutors. Studies by Aurini & Davies (2004) frame tutoring as both a business and cultural practice, where tutors act as entrepreneurs navigating parental expectations and market competition.

In the South Asian context, Dang & Rogers (2008) and Aslam & Atherton (2012) show that access to tutoring is strongly shaped by socio-economic background, often disadvantaging poorer households. Biswal (2011) and Sujatha (2007) note that in India, exam pressures and shortcomings in public education fuel tutoring demand, creating both academic benefits and financial burdens. Gupta & Gupta (2017) document the dominance of freelance tutors in tier-2 and tier-3 cities, where affordability and accessibility drive reliance on informal tutorials.

Although much of this literature focuses on school education, the insights are highly relevant to freelance tutorials. They illustrate the entrepreneurial role of tutors, the dependence of learners on supplemental instruction, and the risks of unregulated practices. Importantly, they highlight how structured, research-informed tutorials can reduce inequality and improve learning outcomes—a principle equally applicable to freelancing skill development.

5. Theoretical Framework

The literature also provides theoretical foundations for this study. Becker's **Human Capital Theory (1964)** argues that investment in education and training enhances productivity and economic outcomes. In the freelancing context, tutorials represent an investment that increases employability, income potential, and sustainability.

Kolb's **Experiential Learning Theory (1984)** emphasizes learning through cycles of experience, reflection, and application. Freelancing requires iterative problem-solving and adaptive skills, making experiential tutorials particularly effective. Together, these theories link the design of structured freelance tutorials with both economic productivity and practical skill acquisition.

6. Research Gaps Identified

Despite the rapid growth of freelancing and tutoring as part of the gig economy, several gaps remain in existing scholarship, particularly when viewed from the perspective of semi-urban regions such as Jhansi in Bundelkhand. These gaps provide the rationale for the present study.

- **Regional Specificity Gap**

Most existing studies on freelancing and private tutoring are situated at global, national, or metropolitan levels, with limited focus on tier-2 and tier-3 cities. Jhansi and the Bundelkhand region remain underexplored despite their distinct socio-economic and educational disadvantages compared to state and national averages. The dynamics of tutoring and freelancing in these semi-urban contexts, therefore, remain undocumented.

- **Tutorial Validation Gap**

Freelancing tutorials and training resources are largely anecdotal, unstandardized, and lacking in empirical validation. Current literature focuses primarily on the demand side — students and households — while the supply side, i.e., freelance tutors themselves, receives little attention. Critical aspects such as socio-economic backgrounds, teaching strategies, motivations, income stability, and work–life balance of freelance tutors remain insufficiently researched.

- **Practical Application Gap**

Although there is growing literature on online tutoring, especially post-COVID, most evidence is drawn from urban, elite contexts. Hybrid and low-tech models (offline + online, WhatsApp-based learning, mobile tutoring) emerging in semi-urban districts like Jhansi are scarcely documented. Consequently, little is known about how research can be translated into practical tutorial frameworks suited to semi-urban learners and tutors with limited digital access.

- **Economic Empowerment Gap**

While national studies acknowledge that tutoring can widen socio-economic inequalities, there is little empirical research on freelancing as a driver of local economic growth in semi-urban India. Gendered access, affordability, and rural–urban divides in freelance tutoring markets remain unexplored in Jhansi. The participation of marginalized communities in Bundelkhand, who face heightened risks of poverty and dropout, is also undocumented.

- **Learning Outcomes and Effectiveness Gap**

Most studies assume that private tutoring improves academic outcomes, yet evidence is inconsistent and methodologically weak. Rigorous evaluations measuring the impact of freelance tutoring on board exam performance, foundational skills, or employability are lacking in smaller districts like Jhansi. Without such evidence, the effectiveness of freelancing tutorials remains speculative.

- **Policy Interaction Gap**

National and state-level educational initiatives, such as *Mission Prerna* and *NIPUN Bharat*, aim to improve foundational learning in schools. However, research has not examined how these policies interact with freelance tutoring in semi-urban contexts. Whether freelance tutoring complements or competes with state-led educational reforms in Jhansi is a critical unanswered question.

- **Labour Conditions and Sustainability Gap**

Freelance tutoring is often framed as temporary or supplementary work. Little attention is given to whether tutoring can serve as a sustainable livelihood in semi-urban districts with high youth unemployment. Research neglects issues such as income stability, professional identity, social recognition, and the long-term viability of freelance tutoring as a career path.

Research Hypotheses:

- **H1:** Freelance tutors in Jhansi face significant barriers such as income instability, lack of recognition, and limited digital access in their initial career stages.
- **H2:** Established freelance tutors in Jhansi rely on hybrid teaching models, networking, and digital platforms as core success strategies.
- **H3:** A structured framework based on hybrid teaching, standardized pricing, and digital integration improves freelance tutors' sustainability and student satisfaction.
- **H4:** Participation in structured freelance tutorials significantly improves learners' skills, confidence, and readiness for academic/competitive markets.
- **H5:** Freelance education in Jhansi is dominated by youth (18–35 years), with increasing female participation, moderate income levels, and flexible working hours.

Research Methodology

The research methodology defines the systematic approach adopted to achieve the objectives of this study on freelance tutorials in Jhansi district. It outlines the research design, target population, sampling procedures, data collection methods, and analytical techniques used to ensure the validity, reliability, and applicability of the findings.

Research Design

A **mixed-method design** was employed, combining quantitative and qualitative approaches.

- **Quantitative:** Structured surveys were used to measure awareness levels, participation patterns, and socio-economic influences on tutorial preference.
- **Qualitative:** Semi-structured interviews and focus group discussions (FGDs) explored lived experiences, perceptions, and challenges of both learners and tutors.

This design was chosen to balance numerical generalization with contextual depth, which is particularly important in studying an under-researched phenomenon such as freelance tutorials in semi-urban Jhansi.

Population and Sample

The study focused on four major groups within Jhansi district:

1. Undergraduate and postgraduate students.
 2. Unemployed youth seeking alternative income.
 3. Working professionals considering freelancing as supplementary employment.
 4. Women and homemakers interested in digital self-employment.
- **Sample Size:** 100 respondents for the quantitative survey, 15 in-depth interviews, and 2 FGDs (8–10 participants each).
 - **Sampling Technique:** A combination of **purposive sampling** (to ensure relevance to freelancing) and **stratified sampling** (to ensure representation across gender, age, education, occupation, and rural–urban location).

This approach provided inclusivity while focusing on participants most likely to contribute meaningful insights.

Data Collection Methods

1.

Survey Questionnaire: Structured questions (both close- and open-ended) administered offline (colleges, training centers) and online (Google Forms).
2.

Interviews: Semi-structured interviews with local freelancers, tutorial providers, and professionals.
3.

Focus Group Discussions: Conducted with students and unemployed youth to capture collective perceptions.
4.

Observation: Attendance in tutorial sessions and workshops to study interactions, teaching methods, and digital practices.
- Both **primary data** (first-hand responses) and **secondary data** (government reports, academic studies, NGO reports, and platform data from Upwork/Fiverr) were used for triangulation.

Data Analysis

- **Quantitative Analysis:** Descriptive statistics (frequencies, percentages, mean, median), cross-tabulation (e.g., urban vs. rural preferences), and inferential tests (chi-square, correlation) where feasible. Graphical representation was employed using bar charts, pie charts, and histograms for clarity.
- **Qualitative Analysis:** Thematic coding of interviews and FGDs to identify recurring patterns related to challenges, motivations, and expectations from freelance tutorials.

Data analysis and Interpretation

Objective 1: To explore the key challenges and barriers faced by freelancers during the initial stages of their careers.

Freelance tutors in Jhansi reported multiple constraints during their early stages. Income instability was the most severe, followed by limited student inflow and lack of digital access. These factors created hesitation in treating freelancing as a stable career.

Table 1: Challenges in Initial Stages of Freelancing

Challenge	% of Tutors Reporting	Interpretation
Income below ₹10,000/month	52%	Financial instability in first year.
Limited student enrollment	47%	Irregular demand in early stage.
Lack of recognition	42%	Tutors struggle for credibility.
Digital barriers (rural tutors)	38%	Internet and device access remain uneven.

Hypothesis H1 Proof: Supported. Freelancers face significant barriers in their initial career stages, confirming that early instability and lack of recognition affect sustainability.

Objective 2: To identify and document best practices and success strategies employed by established freelancers.

Analysis revealed that hybrid teaching methods, social media promotion, and YouTube/EdTech presence were the most effective strategies for established freelancers.

Table 2: Success Strategies of Established Freelancers

Strategy Adopted	% Tutors Using	Impact
Hybrid teaching (offline+online)	45%	Increased income and student stability.
WhatsApp/Facebook groups	35.5%	Retained students, eased communication.
YouTube/EdTech platforms	20%	Expanded reach, improved earnings >₹20k.

Hypothesis H2 Proof: Supported. Hybrid models and digital engagement significantly contribute to freelance success in Jhansi.

Objective 3: To design a structured tutorial framework informed by research findings.

Tutors adopting hybrid frameworks reported higher income and student retention compared to those relying solely on offline or online methods.

Table 3: Comparative Performance of Tutorial Models

Tutoring Model	Avg. Income (₹/month)	Avg. Retention (%)	Interpretation
Offline only	12,000	60%	Limited growth potential.
Online only	14,500	65%	Moderately effective but uneven access.
Hybrid (offline+online)	18,500	85%	Most sustainable and scalable framework.

Hypothesis H3 Proof: Supported. A structured, hybrid framework improves both tutor sustainability and learner satisfaction.

Objective 4: To evaluate the tutorial's effectiveness in improving learners' skills, confidence, and market readiness.

Student responses showed positive outcomes in exam preparedness, skill development, and confidence building.

Table 4: Tutorial Effectiveness on Learners

Dimension of Improvement	% of Students Reporting	Key Insight
Exam readiness improved	72%	Tutorials enhance academic performance.
Confidence in subjects	55%	Tutors strengthen mastery and clarity.
Flexibility & affordability	68%	Students value accessibility of freelancing.

Hypothesis H4 Proof: Supported. Freelance tutorials significantly improve learners' skills, confidence, and readiness.

Objective 5: To analyse socio-economic profile of freelance tutors in Jhansi.

Freelancing is youth-dominated, with moderate income levels and growing female participation.

Table 5: Socio-Economic Profile of Freelance Tutors in Jhansi

Variable	Distribution	Interpretation
Age	73% below 35 years	Freelancing is youth-driven.
Gender	57% Male, 43% Female	Female participation is significant.
Income	50% between ₹10k–₹20k/month	Moderate earnings, supplementary source.
Engagement	47% part-time, 25% moderate	Many treat freelancing as side employment.

Hypothesis H5 Proof: Supported. The socio-economic profile confirms freelancing is primarily youth-centric and moderately remunerative, with inclusive gender participation.

Overall Interpretation

- All five hypotheses (H1–H5) are supported.
- The data shows that freelance tutorials in Jhansi are **initially unstable** but become sustainable through **hybrid teaching models** and **digital integration**.
- Learners benefit significantly in terms of **exam readiness, confidence, and affordability**.
- Freelancing is largely **youth-driven**, with a growing role of women, and is evolving as a **viable supplementary career option**.

Findings and Discussions

According to the survey, early in their careers, independent tutors in Jhansi face numerous obstacles. The biggest issue is income unpredictability; in their first year, many make less than ₹10,000 a month. Limited student enrollment, challenges in gaining recognition, and technical barriers—especially for instructors from remote areas who lack reliable internet connection and devices—all contribute to this financial instability. These circumstances make freelancing seem dangerous and deter tutors from considering it a reliable source of income right away. In line with a larger body of research on gig economy precarity, these findings confirm that initial instability and lack of credibility undermine sustainability.

In spite of these obstacles, seasoned independent contractors in Jhansi have created flexible tactics that support sustained performance. Particularly successful are hybrid teaching strategies that blend online and offline tutoring, make active use of social media sites like Facebook and WhatsApp for student retention and promotion, and interact with YouTube or EdTech websites. In comparison to tutors who only operate offline or online, hybrid tutors report better and more stable monthly incomes as a result of these strategies, which also raise visibility and reach more students. Such actions are consistent with research showing how internet participation can increase job opportunities and stabilize unofficial careers.

The sustainability of hybrid frameworks is further demonstrated by the comparative performance of various teaching models. Tutors relying solely on offline or online teaching reported modest income and retention rates, while those combining both modes achieved significantly higher financial returns and stronger student loyalty. In line with worldwide trends where blended delivery improves access and results, the hybrid model thus emerges as the most scalable and robust strategy.

From the perspective of the students, independent tutors are quite successful in improving test readiness, boosting subject-matter confidence, and promoting affordability and flexibility. In addition to valuing the individualized attention and cheaper prices compared to professional coaching institutes, the vast majority of students reported increased exam preparedness and knowledge of academic material. These results show that independent tutoring improves student empowerment and skill development in addition to academic achievement.

As nearly all of instructors are under 35, the socioeconomic profile of freelance tutors reveals that freelancing is a youth-dominated activity. Even though female engagement is slightly lower than male participation, it is still significant, suggesting that freelancing is a more inclusive kind of labor in an area where women have historically had a low workforce participation rate. While some people rely on freelancing as their main source of income, the majority of tutors make between ₹10,000 and ₹20,000 per month, which represents modest earning levels.

When combined, the results indicate that although freelancing tutorials in Jhansi start off unstable and unpredictable, they develop into profitable and sustainable businesses with the help of hybrid frameworks and digital integration. While tutors—mostly young and increasingly female—use freelancing as a flexible, somewhat lucrative, and empowering professional route, learners gain from increased academic preparedness, confidence, and accessibility. These findings advance our knowledge of freelance schooling as a developing semi-urban phenomenon influenced by both local socioeconomic realities and the dynamics of the global gig economy. In spite of these obstacles, seasoned independent contractors in Jhansi have created flexible tactics that support sustained performance. Particularly successful are hybrid teaching strategies that blend online and offline tutoring, make active use of social media sites like Facebook and WhatsApp for student retention and promotion, and interact with YouTube or EdTech websites. In comparison to tutors who only operate offline or online, hybrid tutors report better and more stable monthly incomes as a result of these strategies, which also raise visibility and reach more students. Such actions are consistent with research showing how internet participation can increase job opportunities and stabilize unofficial careers.

While tutors who only used online or offline instruction reported moderate income and retention rates, those who combined the two modalities had far larger financial returns and more devoted students. In line with worldwide trends where blended delivery improves access and results, the hybrid model thus emerges as the most scalable and robust strategy. From the standpoint of the students, independent tutors are quite successful in improving test readiness, boosting subject-matter confidence, and promoting affordability and flexibility. In addition to valuing the individualized attention and cheaper prices compared to professional coaching institutes, the vast majority of students reported increased exam preparedness and knowledge of academic material. These results show that independent tutoring improves student empowerment and skill development in addition to academic achievement.

Since almost three-quarters of instructors are under 35, the socioeconomic profile of freelance tutors reveals that freelancing is a youth-dominated activity. Even though female engagement is slightly lower than male participation, it is still significant, suggesting that freelancing is a more inclusive kind of labor in an area where women have historically had a low workforce participation rate. While some people rely on freelancing as their main source of income, the majority of tutors make between ₹10,000 and ₹20,000 per month, which represents modest earning levels.

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Summary and Conclusion

Under the direction of five main goals, this study set out to investigate the origins, customs, and difficulties of freelancing tutoring in the Jhansi district. The results show that local socioeconomic realities, digital integration, and changing learner requirements have formed the dynamic phenomena of freelancing in education.

At first, freelance instructors encounter significant obstacles like inconsistent revenue, a small student base, lack of recognition, and unequal access to digital resources. Early in a tutor's career, these limitations give the impression that freelancing is precarious. Once established, though, tutors use flexible tactics that promote sustainability. Increasing student reach, retention, and profitability can be achieved through the use of digital platforms like YouTube and social media, community-based trust networks, and hybrid teaching models.

Additionally, the study demonstrates that the greatest sustainable results are obtained from structured hybrid frameworks. In addition to earning more consistently, tutors who combine online and offline instruction report more student loyalty than those who solely use one method. Exam preparation, topic knowledge, confidence, and cost are all much improved by freelance tutors from the learners' point of view, underscoring their dual function as a tool for skill development and academic support.

With almost three-fourths of instructors under the age of 35, the socioeconomic profile of tutors also shows that freelancing is mostly driven by young people. Although slightly lower than men's, women's engagement is nonetheless significant, demonstrating the inclusive and empowering possibilities of freelancing in an area where female workforce participation has historically been low. Although freelancing has become the major source of income for individuals, income levels are still moderate and it is frequently used as a supplement to other sources of income.

To sum up, freelancing tutoring in Jhansi has developed from unofficial, home-based agreements to a recognised paradigm of supplemental education. In addition to tackling regional educational gaps, it provides chances for digital literacy, women's empowerment, and youth employment. Tutors are exposed to inconsistent pay, a lack of social safety, and a lack of institutional legitimacy because the industry is still unregulated, informal, and financially unstable.

All things considered, the study affirms that working as a freelance tutor presents both opportunities and difficulties. They provide people more authority, especially women and young people with education who are unemployed, and they give students access to reasonably priced education. However, the viability of freelancing as a career is still unclear in the absence of institutional recognition and regulatory backing. In semi-urban India, strengthening this sector through social protection, digital infrastructure, and training could increase its viability as a model for employment and education.

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