



A Study of Problems and Challenges Encountered by Teaching Faculties

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Abstract

The students and teachers are going through the tough times during current pandemic. Schools and colleges have been closed and exam patterns are also being changed drastically to evaluate the students. According to UNESCO, over 320 million students in Indian schools and colleges are currently impacted. Teachers started taking lectures through online mode and currently they are the only source through which students are getting connected to their schools or colleges. Indian education system successfully went through the transition mode from traditional teaching methodology to modern online methods. Various modes of online platforms are being used by teachers to take lectures. Teachers are not only taking additional efforts for lectures but also conducting online workshops, webinars and also exams for students as a part of academic activities. However even after taking lot of efforts, teachers working on temporary or Ad-hoc basis are suffering a lot during these challenging times of lockdown. This paper is an attempt to identify the problems faced by college Ad-Hoc teachers during lockdown.

Keywords – Ad-Hoc Teachers, Impact, Lockdown, Salary, Standard of Living

Introduction -

Covid – 19 global health crises has affected economy of all the countries in very short period of time. It not only affected health of the people but also put jobs and income of many people at risk. Strict lockdown measures taken by many countries to flatten the covid curve had very deep impact on day to day living of many people. India also followed the same pattern to control the spread of the disease. However metro cities like Mumbai experienced a reverse migration of contractual labour forces. This is one of the sectors which experienced very severe impact of lockdown. Youth and children have been hit hard by the closure of schools and colleges. However education does continue in India through newly adopted Online Method. Mobile suddenly became one of the necessities for education along with food, shelter and clothing. Teachers adapted to new

methodology, new platforms and continued to pass on the knowledge to students. A college teacher, who was teaching to a crowd of 80 to maximum 120 students, suddenly started conducting online lectures for nearly 300 to 400 students at a time. This facility actually provided perfect platform for private schools and colleges to save money on teacher's salary. Many such institutes gave service break to teachers or removed them from the services.

This research paper attempts to put light on impact of such mean behavior on part of institutes or managements on Contractual Teaching Faculties from Mumbai Region.

Scope and Area of Research –

This research paper focuses on the Impact of Covid – 19 on Contractual Teaching Faculties from Mumbai Region. Mumbai is a major center of learning and education. The University of Mumbai was founded in 1857 is one of the oldest in time. There are various constituent colleges, institutions devoted to noble services like teaching. Mumbai also has other very important institutions like SNDT women's University, Indian Institute of Technology (IIT – Mumbai), Tata Institute of Fundamental research, Bhabha Atomic Research Center (BARC) and many such old institutes. Mumbai University itself has more than 600 affiliated colleges in the country. Apart from that Mumbai municipality runs more than 1000 primary and secondary schools for the children.

Inadequate resources and declining standards in public institutions resulted in parents sending their wards in private schools and colleges. In Mumbai Sophia College, St. Xavier's College are one of the top most brands where majority students wish to peruse their education from. The numbers of private institutes are also increasing every year. Even after strict government rules and regulations about workload and pay scale, many private institution practices their own norms for appointment and salary of teachers in these permanently unaided colleges. Even in aided colleges also due to delay for advertisement approval, No Objection letter from University and Government, college prefers to appoint temporary teaching staff at consolidated salaries or on Clock Hour Basis to do the job.

Such faculties suffered a lot during the current pandemic. Many such people experienced loss of jobs, reduced salaries, delayed salaries or even zero salaries during these challenging times. This paper is an attempt to find out the impact of Covid-19 on the problems faced by Ad-Hoc teachers during lockdown.

Methodology –

This research is based on primary data collected through "Google form" with randomly selected samples of 53 Ad-Hoc teachers from the colleges under University of Mumbai. As sample size is large in number "Z Test" is used to test the hypothesis. Graphs and Data tables are also used to highlight the severity of problem.

In proportion to the number of colleges in University of Mumbai and the staff working on Ad-Hoc the sample size selected for this research is a “Pilot study” to understand the intensity of problems faced by the temporary or Ad-Hoc teachers during lockdown.

Eligibility for assistant professor as per UGC	Salary as per UGC norms			
	YES		NO	
	No of Respondents	%	No of Respondents	%
Eligible	00	00	50	94.33
Non-eligible	00	00	03	5.66
total	00	00	53	100

Objectives –

1. To identify the change in teaching techniques by teachers due to current pandemic.
2. To find out the change in Standard of Living of Contractual college Teachers from Mumbai region.

Hypothesis –

1. Qualified Ad-Hoc teachers are getting salary as per the UGC scale.
2. A large part of qualified teachers cannot afford online teaching devices/equipment.

1. Qualified Ad-Hoc teachers are getting salary as per the UGC scale.

Table 1: Relation between eligibility criteria and salary for assistant professor as per UGC norms.

Assistant Professors are equivalent class I officer, with Gazetted powers. The central government of India or any state government classified public employees into Group A (Gazetted/Executive), Group B (Gazetted) or Group B (Non-Gazetted). However, it is observed from above table that, 50 respondents out of 53 respondents who are AD-Hoc Faculties have fulfilled their eligibility criteria for Assistant Professor as per UGC norms despite of not getting salary as per UGC scale.

Testing of Hypothesis –

2. A large part of qualified teachers cannot afford online teaching devices/equipments.

Let X be the number of qualified teachers and P be corresponding responses for non-affordability of devices in the population.

To test the hypothesis,

H_0 : Fifty percent of teachers can afford online teaching devices/equipment.

i.e. $H_0: P = P_0 = 0.50$

Against the Alternative

H_1 : More than fifty percent of teachers cannot afford online teaching devices/equipment.

i.e. $H_1: P = P_0 > 0.50$

Using the large sample test for the specified population proportion.

CALCULATION:

$X = 50$

$P_0 = 0.50$; $\hat{P} = \frac{50}{53} = 0.94$, $Z_0 = 20.4155$

DECISION: Since $Z_0 > 1.64$; **Rejects Null Hypothesis**

Conclusion:

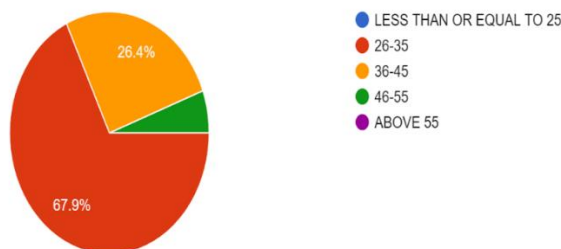
More than fifty percent of cannot afford the online devices or equipments.

Observations –

This research was conducted for the sample size of 50 teachers working on Ad-Hoc basis in colleges, following are some important observations that indicates the problems of such teachers.

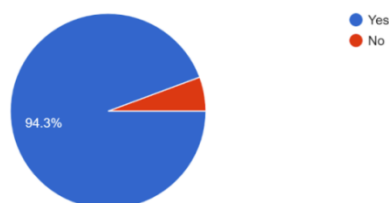
1. 67.9% of younger generation belonging to age group of 26 to 35 years are currently working on Ad-Hoc basis in colleges.

1. AGE
53 responses

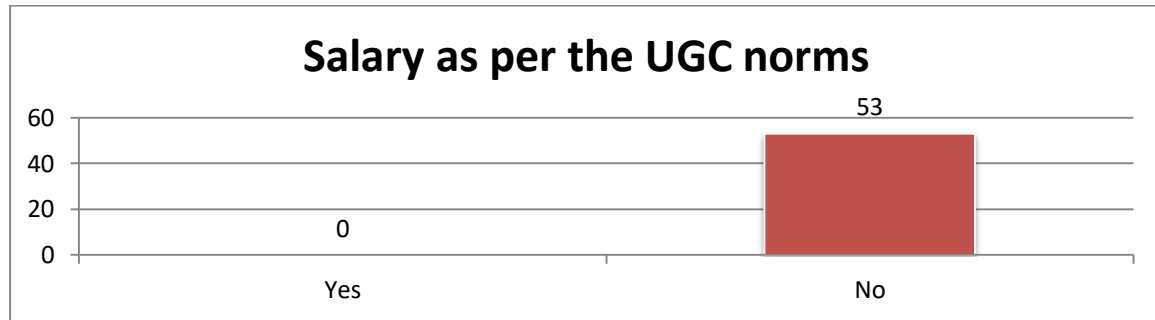


2. 94.3 % teachers working on Ad-Hoc basis fulfill the eligibility criteria or qualification required to be appointed as Assistant Professor as per the UGC norms.

3. DO YOU FULLFILL ELIGIBTLTY CRITERIA FOR THE POST OF ASSISTANT PROFESSOR AS PER UGC NORMS.
53 responses

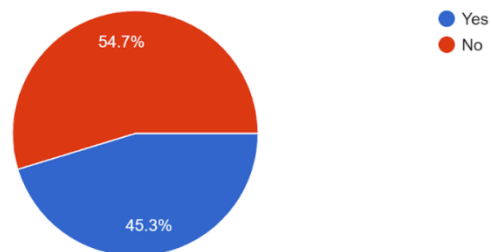


3. 100 % teachers working on Ad-Hoc basis are not getting full scale salary as per the UGC norms.



4. 54.7 % teachers are unable to afford devices like Computers/laptop/I-pads for online teaching.

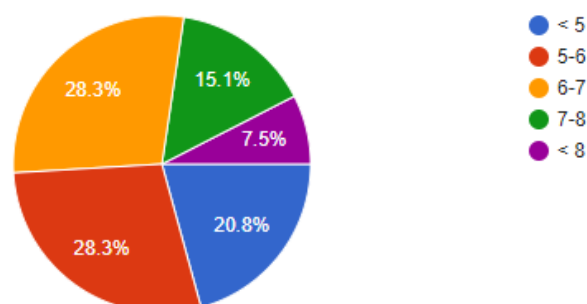
6. WHETHER DEVICES REQUIRED FOR ONLINE TEACHING ARE AFFORDABLE TO YOU?
53 responses



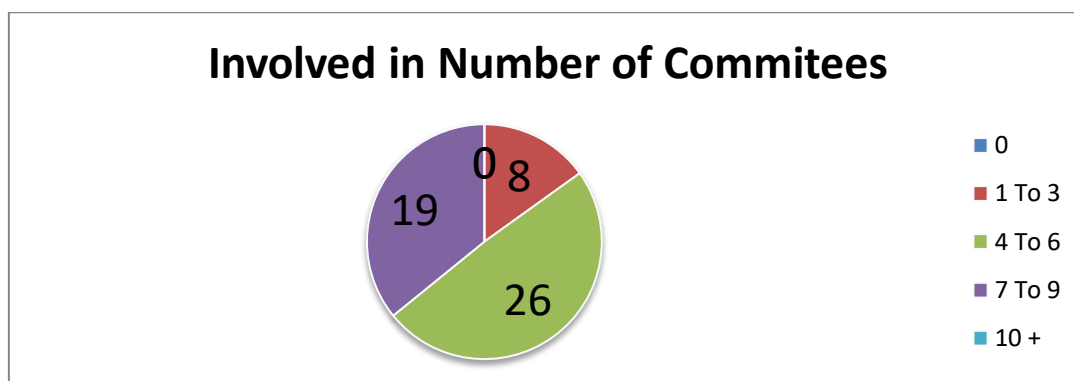
5. 79.2 % teachers are involved in activities like Seminar / Workshops / Guest Lectures / Examination other than teaching.

8. HOW MANY HOURS DO YOU SPEND IN ACTIVITIES OTHER THAN TEACHING (SEMINAR/WORKSHOP/GUEST LECTURE/ EXAMINATION ETC....) ?(PER WEEK)

53 responses



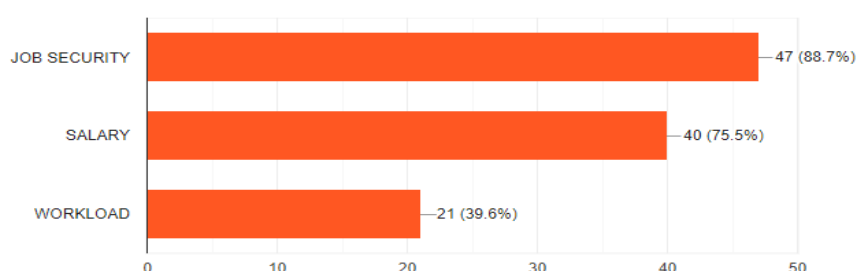
6. Number of college committees you are involved with? (member / chairperson / convenor)



7. 88% teachers are having fear of losing their job during lockdown. This indicates lack of job security among the Ad-Hoc teachers. 75 % teachers have concerns over salary where their salary has been reduced during these hard times.

10. WHICH OF THE FOLLOWING AREA IS THE BIGGEST CONCERN FOR YOU DUE TO LOCKDOWN?

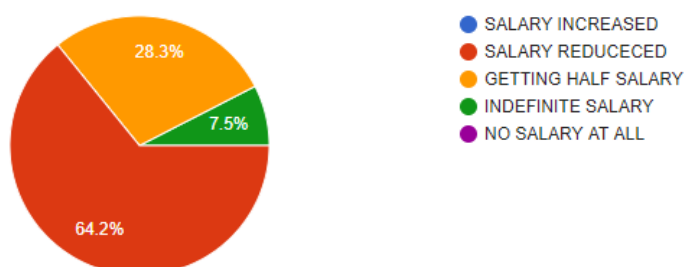
53 responses



8. All 100% teacher's salary was affected during lockdown.

11. IMPACT OF LOCKDOWN ON YOUR SALARY?

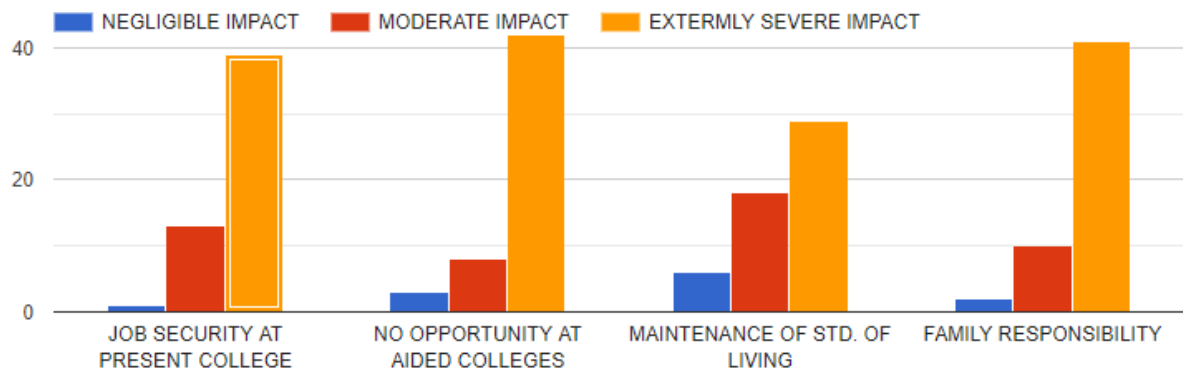
53 responses



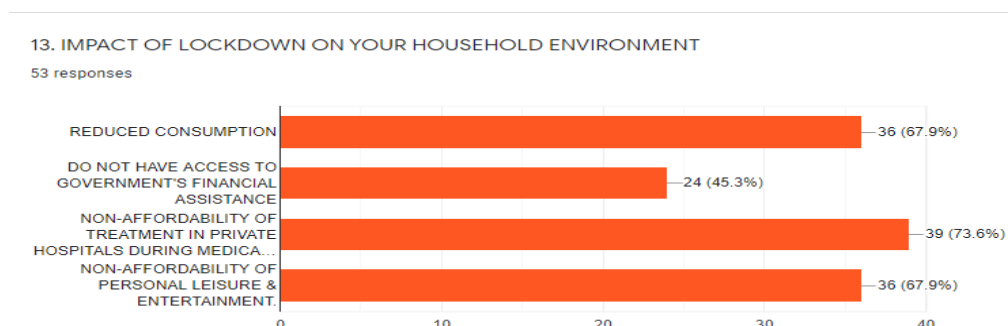
9. Following table indicates problems faced by teachers and severity of impact.

Problems	Negligible Impact	Moderate Impact	Extremely Severe Impact
Job Security at Present College	1	13	39
No Opportunity at Aided Colleges	3	8	42
Maintenance of Standard of Living	6	18	29
Family Responsibility	2	10	41

12. RATE FOLLOWING ISSUES ON THE BASIS OF IMPACT ON PROBLEMS FACED BY YOU AS PER THE GIVEN CHOICES.



10. Following chart indicates impact of lockdown on Household Environment of Teachers.



Findings –

1. All the Ad-Hoc teachers in this research are fully qualified as per the UGC norms.
2. Even though they are qualified they are not getting salary as per the UGC scale.
3. Majority of teachers are using their personal mobile internet at their own cost for taking online lectures.
4. These teachers participate in all academic and non-academic activities organized by the college.
5. Job Security and Salary are the biggest concern faced by these teachers during lockdown.
6. 100% teachers involved in this research are getting reduced or half salary during this lockdown period.
7. Due to lack of salary, teacher's consumption and household responsibilities got affected very severely during lockdown.

Suggestions –

1. Local management of colleges needs to look at salary issue of Ad-Hoc teachers on humanitarian grounds during this lockdown times.
2. Internet facilities and other equipment like computer / laptops should be made available on temporary basis by colleges to such teachers.
3. There has to be Job-security or assurance to such teachers during these challenging times.
4. Government should also prove some financial assistance to these qualified teachers.
5. There is urgent need of new appointments of teachers in many colleges. The issues related with advertisements, NOC should be addressed on priority.

Conclusion –

Covid-19 has generated many challenges in front of us. It is very important that we all should collectively fight against this problem. A bit humanitarian approach on part of college management and government will help to solve many problems of these Ad-Hoc teachers.

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