

Changing Scenario of Teaching Class Employees in Context of Indian Education System

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ABSTRACT:

Indian Education System is advancing its boundaries at a very faster pace. With the introduction of newer norms and policies and increase in the number government educational institutions like IITs, NITs and Kendra Vidyalaya, greater number of people are attracted towards them. Indian Education System handles two kinds of institutions one is the government which has attracted huge crowd for being admitted to them and the other one is private which is facing huge hurdles in terms of admissions. These hurdles are putting a lot of pressures on the teaching class hierarchy. Nowadays private institutions are becoming more of a business house which only seeks profit and increase in the number of admissions.

Private institutions being business and student oriented wants their teachers to multitask and handle works least concerned to them like monitoring management tasks and counseling the parents apart from PTMs to lure them into getting their child admitted in their institutions whereas the only field they should be focusing is teaching. In the beginning teachers were satisfied with their job and workplace when it was only concerned about spreading knowledge and building concepts in the students allowing the students to grow and shine in their particular subject. It is a mere mirage that working in private and government institutions makes no difference. But after the interview being taken of the experienced teachers that has shared their experience this study can demonstrate the working environment and the drastic change in the working scenarios and mindset in teaching class employees that are associated with private institutions. Teachers field and area of work are no longer limited to only teaching but are rather dragged into all the matters of the school that are of least concerned to them. Hence this study has been planned and structured to demonstrate the actual working environment of the teachers.

Keywords: *Indian Education System, Private Teaching Employee, Private Institution, work place, Dissatisfaction*

1. INTRODUCTION:

The study begins by making an assertion:

“Rise & rise of Indian Education System”

The above assertion is a blatant truth that Indian Education System is rising at an exponential rate. Prakash Javadekar (Union Human Resource Development Minister) said in a convocation ceremony “It is our priority that 6% of GDP should be allotted to education while the total expenditure by the central and state government was 3.8% of GDP by 2014, It has increased to 4.6% by now. This indicates that we are progressing towards 6%.”

The continuous efforts of Indian Government have drastically increased the arena of Indian Education System by the introduction of several new IITs, NITs and most importantly the increase in the number of Kendra Vidyalaya (economic times/education, 2019). But as we all know that every coin has two sides. We just saw the first side that is glorious and rising while we are ignoring the other one.

Indian Education System is a centralized authority which caters over two kinds of institutions:

1. Government institutions
2. Private institutions

On one hand with the growth in GDP from 3% to 4.8% and progressing towards 6% and introduction of new policies by the government institutions like increase in the number of Kendra Vidyalaya advancing their reign and attracting huge crowd with efficiently convincing aura for the parents, so tempting that they want their child to be admitted in their institutions. On the other hand, or the other side of the coin is meagre and scanty in terms of student admissions. Obviously, we are colloquizing about private institutions.

There is a mirage that education system is equally beneficial for both government as well as private teaching employees. But it is just as I mentioned a “MIRAGE”. Nowadays private teaching employees are facing more hurdles and pressures than ever before. There are several significant reasons behind it. As Education System and Government Institutions are expanding their boundaries, private organizations which are very much business oriented are left with the decrease in their admission numbers. In the context of this mirage, a number of authors have suggested number of tools and techniques for the improvement of quality in both the kinds of institutions equally. For example, the application of quality function and its prioritization in order to maintain quality levels of education in both kinds of institutions (Singh and Rawani, 2019).

Due to this depletion, private institutions did two major amendments that they celebrated to be a success. The first step was to increase their fees and charges, with increase in quality. Hence, they were trading child’s admission to

their institution with the refined quality and newer areas of interest in extra curriculars like with the introduction of fashion and jewelry designing. This somewhat proved to be a success. The second and most chaotic amendment was involving teachers in managerial and administrative departments like counselling parents and monitoring the number the admissions apart from teaching.

Business oriented private schools want their teachers to be multitaskers to their full capacity and capability. Teachers are dragged into matters that are less concerned with their position. For example, asking teachers to highlight, promote and prepare campaigns to attract more parents at parent teacher meetings. Pressurizing them to focus more on increasing number of students in class rather than focusing on only their field that is teaching. This has created a huge turmoil among the teaching employees and this is leading to dissatisfaction and exhaustion towards this work and work place.

Therefore, this study has been planned to analyze the role of teachers working in private institutions categorized in three phases:

1. Before this turmoil and dissatisfaction
2. Phase of transition began i.e. from satisfying and contented work to dissatisfaction and exhaustion.
3. The after effects of turmoil.

2. METHODOLOGY:

To fulfill the above-mentioned objectives stepwise methodology has been conducted. It starts from interviewing experienced teachers which have experience the first phase of this study that is:

2.1. Before turmoil and dissatisfaction phase

In the beginning when teachers went to work in private schools or institutions, they knew their purpose was to deliver the knowledge of that particular subject to the fullest and let every child in the class to gain that with an open heart. They enjoyed working with a motive to teach necessary skills to the students. Teachers boosted the confidence in children regarding their subject and provided a platform for the weaker ones to rise and shine rather than pinpointing the student's weakness.

They were very much dedicated towards their work and workplace and knew that their one and only job was to teach. Teachers hard worked in developing the skills and vision in the students needed to excel in their subject. They were very much emotionally attached with their students and their workplace. Teachers often organized doubt sessions even if it takes extra time apart from their class timings. They really liked clarifying students' concepts. During this phase teacher's agenda was very much clear and sorted that they were the medium of spreading

knowledge among the children so that they can have a deeper insight about the subject. Teachers were having a complete job satisfaction and they were contented about their work (Sharma and Jyoti,2006).

So, we can make this assertion from the above-mentioned information collected that teachers were very much happy and contented towards their work and workplace. They never hesitated or annoyed rectifying their students doubts and always wished for their students' excellence in their particular subject. They went to work with a positive outlook. In this phase private institution's higher authorities only saw teachers as teachers not a magnet attracting admissions.

After collection of information from the experience of the teachers then we moved our study ahead to the second phase or the transition phase.

2.2. Phase of transition began i.e. from satisfying and contented work to dissatisfaction and exhaustion.

Now according to the study as planned we will collect information about the phase where all the changes began to happen i.e. the phase of transition from satisfaction towards the work and workplace to disliking and dissatisfaction.

As school evolved and education system started introducing new norms and policies which included to focus maximum time of the children to be utilized in activities other than studies like art and craft, fluent English conversations, speeches, debates, excursion trips etc. In order to prove that private institutions are conducting activities and to attract the crowd, school started publishing their personal magazines and newsletter for this they forced teacher to prepare and type subject matter and click photographs with respect to the participation done by their respective class students. Later on, teachers were dragged in counselling and admission process which included regular parents' interaction and meetings apart from PTMs which publicized and advertised the school's performance.

By this time the teachers were having the feeling of burden and they were facing hurdles to cope up these new tasks. With the advent of this transition phase private schools were no longer the *temple of education* but a mere business house where teachers were only ordered by their higher authorities to attract as many parents as they can and at the same time the quality of study should not be depleted. Teachers were asked to multitask and handle administrative and advertising task as well apart from teaching.

With the introduction of another norm by Indian Education System that "Teachers have to come and work for the beneficial of the school and students. Time is not a bar" This was taken pretty seriously by the private institutions. Teachers if came late were facing the salary depletion issues and once they entered the school gates there was no time limit for them to leave.

Teachers were asked to prepare posters and campaigns , progress reports and other assets of pomp and show by the higher authorities of the private institutions so they can boast off that how great their institution is and to embed this belief that parents took the right decision to admit their child in their institutions .This pomp and show was not only done to publicize their schools activities but also to come first in the race of having maximum admissions and maintaining the competitions for other private institutions .

These multitasking and increased work hours created a turmoil in the teaching class hierarchy associated with the private institutions. Another reason for dissatisfaction is that nowadays in order to create a friendly and comforting image in front of the parents, private institutions keep their parent teacher meetings and other interactive sessions on Sunday. The only day which was left for the teachers to relax and refresh themselves from the whole week cumbersome work was taken away from them.This above-mentioned information is the significant reason behind this dissatisfaction. Hence with the involvement of teachers in the activities and matters other than teaching, the devotion towards their work and workplace have adversely affected. In other words, the quality of education has been depleted with the advent of this transition phase or we can say in the 21st century (Kumar,2005).

According to the study so planned now we have come to third phase that is:

2.3. The after effects of turmoil

This turmoil brought a major change in the mindset and outlook of the teaching class employees. Through the information collected by the interview we can draw our attention towards significant areas of interest like:

Work-Timings:

Increase in the work hours that to for the works regarding administration and other tasks apart from their teaching hours were creating a feeling of dissatisfaction.

Multitask:

Nowadays teachers are recruited based on their ability to multitask rather than only focusing on their particular field of interest. If they are not multitasking they were either not considered fit for the job and terminated or if the teacher is experienced then they are forced to work according to the new norms .

Perks:

Teachers in the private institutions are not being provided with that much perks like paying extra for extra work, giving a greater number of paid leaves, providing them the recreation they need so that they can also refresh themselves and work with more motivation.

These after affects have created dissatisfaction and exhaustion among the teachers and now they only work for the sake of performing well in the other works and to multitask so that they can show higher authorities their work but at the same time the level of interest and time that should only be dedicated to students is divided which has adversely affected the concept building process in the students .

No Appreciation:

Teachers in private institutions are no longer being appreciated for the amount of work they do for an institution rather it is considered their duty to do these tasks. If any teacher lacks in any particular skill than instead of organizing help and interaction sessions they are being blamed and even threatened that if they would not learn it and perform their multitasking duties properly it can even cost their jobs.

Distractions:

A lot of distractions have been created by the private institutions in the path of the teachers. Teachers which were only supposed to come to school ,teach , perform their subject oriented tasks and leave are dragged into matters like conducting science fair events, making their classrooms look creative by handmade stuff etc. because of all these things teachers are devoting lesser time to each and every student of the class specially the weaker ones but still they try their best of their capacity to take out time and focus on the weaker students and develop the necessary concept to excel in that particular subject .With the introduction of digital technology, teachers are asked to cope up with new gadgets and devices . These kinds of practices are increasing tension and stress in teaching class employees (Dutta, Cheong and Shutler,2018).

3. RESULT:

Study so planned that it justifies the points being made from the information collected from the interview are as follows:

- Brief view of the role of Indian Education System played in both government and private institutions.
- The period when teachers worked with full satisfaction and dedication towards their work and felt happy and enthusiastic towards their workplace.
- With the advent of new norms and policies by the Indian education system and the pressures of the private institutions to multitask made the teaching class employees dissatisfied.
- The after effects of this dissatisfaction and the reason behind this unhappiness and dissatisfaction.

4. CONCLUSIONS:

The study so planned begins with the assertion that signifies the expanding boundaries of Indian Education System and the rise in the percentage of GDP contribution i.e. from 3.6% to 4.8% and tending to increase up to 6% as said by Mr. Prakash Javadekar (Union Human Resource minister) during a convocation ceremony. From here the study focusses on the role of Indian Education System in both government and private institutions with reference to the admissions and the teaching class employees.

By conducting the interviews with the experienced teacher and other secondary information sources, the study is able to demonstrate the whole scenario of the teaching class employees working in private institutions in three different phases which shows the change in the mindset of the teaching class employees towards their work and work place. The first phase caters over the period of satisfaction towards teaching and their field to spread knowledge among the children in teachers. The second phase shows the transition from satisfaction and positive mindset to dissatisfaction and turmoil among the employees and the third phase looks over the after affects generated by this turmoil among the teaching class employees. In this study so planned describes a drastic change in the motive of work for the teaching class employees working in private institutions.

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