Chapter 2

Review of Literature
Chapter II: Review of Literature

2.1 Introduction

In every economy of the world providing productive and meaningful employment to its men and women is a major objective of the policy makers. Jobs are not only a means of earning livelihood but they are also the basis of a person’s social identity, dignity, confidence and satisfaction with which the vision of a stable and secure future is linked. The whole structure of economic activities is woven around the availability of employment opportunities. Efficiency and productivity in a job is also closely interlinked with the quality of the job. Equal pay for equal work, security of job, decent working conditions and confidence in the ability to make an impact make the job satisfactory and employees in such conditions feel empowered. The concern of our study is with non-regular kind of employment in the higher education sector of the State of Haryana. Non-regular jobs, which in our study are referred to as casual jobs including ad hoc, part time, visiting, guest faculty and contractual jobs, have overshadowed regular jobs with standardized terms and conditions.

Standard jobs are full time jobs with a regular source of income and all the accompanying benefits. Non-standard jobs are part time, temporary, contingent, casual or non-regular kind of jobs. Our study is concerned with non-regular or non-standard jobs in the colleges of Haryana. These jobs in higher education are dominating the scene in most of the state universities as the character of higher education has changed and for-profit organisations are running these institutions like profit centres (Tilak 2005; Chanana 2007; Srivastva 2007). Jobs are uncertain, non-regular, incomes are less and there are no benefits like medical leave, pension, maternity benefits and professional development opportunities etc. All this has implications for job satisfaction and empowerment of employees.

Employment which was created in the government sector provided certainty, continuity and regularity with many privileges for the employees. Many laws were framed by the government to protect the interests of employees working in various establishments whether public or private. The intention was always to safeguard the interests of the employees. A working paper by the World Bank reported that even with the state’s controversial liberalization of the public sector, labour market policies enjoyed substantial support. Until the 1990s widespread use of public contract employees was not common, with
government policy traditionally discouraging hiring employees of this type (Gauri and Robinson, 2010).

Without overt changes in the labour laws, many changes have been brought in covertly in the manner of hiring employees. Rendering of contracts to perform essential services for the government is one way in which government has tried to get rid of keeping employees directly on its payroll. In the public as well the private sector, contraction of jobs is happening on a large scale. In a way we have followed the trend of developed countries where contractual jobs and flexible jobs started dominating the markets in the 70s and 80s.

Casualisation of labour is a phenomenon where jobs are not available on full time and regular basis; rather they are on temporary, part time, ad hoc basis. Permanent and full time jobs entail certain benefits and entitlements which make those jobs attractive and give economic and social security. By a casual employee we mean a worker who is working occasionally for a company and not on regular basis. In other words, when employees are employed non-regularly, they are said to be working casually. Casual jobs have increased in all the areas of economic activity. Not only in the unorganized sector but also in the organized sector, increasingly jobs are given on casual basis. In that sense the distinction between organized and unorganized sector is becoming irrelevant. Education is one area which comes under organized activity but increasingly it is relying on the use of ad hoc, temporary and contractual teachers. The phenomenon has been repeatedly described as casualisation (Aronowitz 1997; Soley1995; Slaughter and Leslie 1997; Nelson and Watt 1999; EI 2009) of jobs in higher education. Of significant importance is the fact that women are both concentrated in and comprise the largest proportion of contract academic positions (Horning 1980; Umbach 2006; Webber 2008). Since contractual and temporary jobs are on the lower rung of the academic ladder, trends of feminization have been found to be a concomitant of these jobs. Our present study tries to see the economic and social implications of casualisation for the empowerment of women teachers working in colleges in the State of Haryana. Review of literature considers studies on higher education where internationally and nationally the trends of casualisation along with feminization owing to the pressures of neo-liberal reforms have been pointed out. Casualisation has further led to the weakening of the position of women teachers by way of insecurity of jobs and less payment. Fewer chances of professional growth and a loss of self-worth and self-esteem in the institutional setting have their impact on
the empowerment of women teachers. In India many studies have been done on casualisation in the manufacturing sector, especially in the export sector. But casualisation in the service sector has received less attention.

In the review of literature section, we have a lot many studies from other parts of the world where this phenomenon in the field of college and university education started much earlier. It has been observed that casual jobs for teachers in colleges and institutes are exploitative and are against the basic tenets of justice and equity. Insecurity of jobs, less salary, poor working conditions, being at the mercy of the students and working like an invisible work force makes such community of teachers feel powerless.

It has also come to knowledge that more women are concentrated in such jobs. Various studies have been done and theories have been given to explain the phenomenon of casualisation of jobs and its implications for teachers and teaching learning environment in western countries. Proponents of the trend dish out various benefits of having a casual and contractual work force but those who see teaching as a profession and want to see faculty adopting it as a life-long career are against the trend of casualisation. How the faculty is being impacted by this phenomenon is the area of enquiry in this study.

2.2 Increase in Contingent Faculty across the World and in India

Burbrink (2011) in her thesis has talked about the changing employment structure in the US and has shown that only 27 percent of the faculty in the US post-secondary educational institutions was on tenure basis and the remaining 73 percent were either full time non-tenure track, part-time adjunct faculty or were graduate employees in the 2007 session. She has quoted the American Association of University Professors (AAUP) to say that these jobs for most of the faculty on non-tenure basis are not perceived as temporary jobs because they consider teaching as their career. Teaching faculty has two distinct layers. Tenured track are the first layer teachers and non-tenure track are the second layer. This faculty hierarchy implies varying levels of salaries, benefits and job security. She also with the help of figures obtained from the US Department of Education and the National Centre for Education Statistics has proved that women constitute a larger proportion of the non-tenure track positions.

Allan (2011) in his book has also drawn attention towards the substantial increase in the overall numbers and proportions of women serving as faculty members in post-secondary
institutions over previous decades in the U.S. But their share is disproportionately more as contingent faculty, non-tenure track and part-time faculty (American Federation of Teachers, 2009). These trends are significant for looking at gender equity because these positions are least secure, least well-paid and least prestigious among the faculty ranks in higher education. Our purpose is to see the impact of this insecurity on the life and working conditions of women teachers in the Indian context.

Gauri and Robinson (2010) in a Policy Research Working Paper published by the World Bank on “Education, Labor Rights and Incentives” has dwelt at length on the increasing use of contractual and contingent teachers after 1990s in India in order to achieve the goal of providing education at all levels. The system is very exploitative and it goes against Articles 12 and 14 of the Constitution. The working conditions of such teachers are pathetic and in appointments there is politicization and corruption. Teachers are dismissed on flimsy grounds and the government has tried to shy away from protecting the rights of teacher labor. Teachers are not covered under the Contract Labor (Regulation and Abolition) Act of 1970. Although the Act applies to both skilled and unskilled labor, the Supreme Court in a judgment has said that teachers are neither and, as quoted by the judgment, are part of a noble profession. The study pointed out that earlier courts were a bit sympathetic in the litigation cases filed by teachers but with the changing attitude of the government and neo-liberal policies followed by government where educational institutions are being run like corporates and cost recovery has become the accepted norm in the provision of education, the courts have also gone against contractual teachers and this trend will work against the overall interest of students as well as the teaching community.

Dobbie and Robinson (2008) have noted that in Canada and the U.S. the majority of college and university teachers are now non-tenure track faculty. Every year the number of non-tenure-track faculty grows as does their share of all higher education faculties. For these workers, the restructuring of higher education has meant employment characterized by the problems that typically accompany contingent or casual labor- little or no job security, low and irregular wages, few if any benefits, limited employer investment in professional development and piecing together several jobs to make ends meet. The authors have strongly recommended that the existing faculty unions should organize all non-tenure-track faculties (ad hoc, casual, temporary, part time) into their bargaining units and give them priority in
terms of advancing their interests in the upcoming bargaining rounds. They have stressed the need for unions to commit themselves to reversing the trend of casualization and corporatization of higher education. They, by taking data of contingent faculty from the US and Canada, tested three hypotheses of the effect of formation of unions on the intake of contingent faculty. They proved that higher union density in the US two year colleges led to lower dependence on contingent faculty. A negative correlation was found between unionization and hiring of contingent faculty. Secondly, where union density was low and the bargaining power of faculty unions has not been great enough (in four year US colleges), it did not have much impact on the attractiveness of hiring contingent faculty. In the case of Canadian universities, even a higher density of unions but with non-inclusion of part timers led to greater difference in the compensation and job security of tenure and non-tenure track faculty.

The Educational International (2009) Report on the implementation of the recommendations of UNSECO (1997) concerning the status of higher educational teaching personnel collected information from higher education unions from 31 countries across all world regions. The report examined key areas like shortage of teachers, working conditions and salaries of teachers, academic freedom and professional autonomy, security of employment and tenure etc. The report pointed out that in the countries of Asia, Africa and Latin America, contract teachers or fixed term contractual teachers are on the rise in order to reduce government costs incurred on account of full time regular teachers. The report mentioned that recruiting of contract teachers in order to reduce costs is an unsustainable practice and runs the risk of increasing de-professionalization of the education sector. The pay of contract teachers is much lower than that of government teachers. It was reported that in Togo the salary of contractual teachers was 60 percent less than government scale and in Germany 10-30 percent less than that of those teachers who are public servants. In Europe, teacher’s pay is low compared to similar professional groups despite the comparability in their level of qualification. The report further touched upon the issues of security of tenure and academic freedom and suggested that stability of employment and security of tenure in the profession are essential in the interest of education as well as that of teachers and should be safeguarded. It said that teachers should be adequately protected against arbitrary actions such as unsubstantiated dismissal and unstable contracts as such actions negatively affect their
professional standing and teaching careers and hamper their security of employment. The Report quoted UNSECO (1997) suggestion regarding tenure that it safeguards academic freedom and protects the teachers from arbitrary decisions. This report has cited the experiences of various developing and developed countries where increasingly because of budgetary constraints reliance on contractual teachers has increased. ‘Casualisation’ of teaching jobs is the recurrently used concept in the Report.

Muzzin (2009) in her scholarly contribution critically examined the role of contingent faculty in Canada. She lamented the inequitable system of academic capitalism and the injustice done to the contingent faculty therein. She conducted interviews in fifty academic departments in Canada in various universities. She conducted interviews of 160 tenured and contingent faculties in 29 campuses till 2003. She has used the word ‘exclusionary’ based on the experiences of the faculty. She used qualitative methodology to bring out the gender and racial discrimination experienced by contingent faculty. The use of contingent faculty in higher education is the result of forces of globalization and privatization where contingent labour force is already being used in other service sectors. She has pointed out that in Canada contingent faculty is not listed on faculty web sites. Flexibility provided by the contingent labour force has become a permanent part of the US and Canadian academic system. She has further pointed out that contingent teaching has been part of the university system since long whereby the experts in the practicing fields of law, nursing and dentistry were invited to introduce students to the practice of their profession. They have been referred to as “classics” in the university culture but the younger ones who are desirous of having a full time career in teaching are known as “contemporaries”.

Thorat (2009) as UGC Chairman in a convocation address at the NDRI (National Dairy Research Institute) also pointed out that due to restriction imposed on appointment of regular teachers in state universities in 1980s and 90s, the appointment of teachers on ad hoc and contractual basis is posing a serious and grim challenge. The Chairman further elaborated that the agenda of expanding higher education and of providing quality education cannot be achieved unless the gap in the demand and supply of teachers is bridged. He further said that it is essential to liquidate the existing stock of vacancies through attractive pay packages and better working conditions. Higher education cannot be developed properly if the teachers who are the main stakeholders are not taken care of. Satisfaction and empowerment of teachers is a
must for improvement in the quality of education. The present study has tried to throw light on the working conditions of casual teachers and the implications of this phenomenon for women teachers who are employed in larger numbers on such posts.

Yashpal Committee (2009) in its Report on the Renovation and Rejuvenation of Higher Education made a total of 19 recommendations to the Government of India. In contrast to the prevalent thinking of privatization, the committee has taken a firm stand against privatization and commercialization of the sector by asking for public investment in education and strict control over teaching shops which have mushroomed and compromise in the payment and working conditions of teachers. The committee looks at education as a social good in contrast to making it only a utilitarian commodity and applying all the principles of market economy to it. Privatization cannot be wished away as the expansion of the higher education sector is not possible without the active participation of private enterprise. But what is happening in the name of privatization, especially the terms and conditions on which teachers are being hired, needs to be looked into.

The Pay Review Committee (2008) of the University Grants Commission in its report has dwelt at length on the issue of posts lying vacant in the Indian colleges and universities. In the sample universities from which information was collected, posts were lying vacant at all levels. More than 51 percent of university posts were lying vacant; the percentage was 53 percent for Lecturers, 51 percent for Readers and 45 percent for Professors in the year 2007-08. The level of vacant positions was much higher in the state universities and affiliated colleges and that also at the level of Lecturers and Readers. It was reported that the menace of unfilled posts was the maximum in non-aided colleges. The report found that in aided colleges 40 percent posts were vacant at the Lecturer level and in non-aided colleges 52 percent posts were vacant at the Lecturer level. Due to non-fulfillment of regular vacancies, most of these vacancies were filled through ad hoc, part time or contractual jobs. In sample colleges the study pointed out that out of 100 Lecturers 38 were part time or under contract. In government aided colleges the incidence of contractual teachers was the highest. The report concluded that the manner in which such teachers are selected and the pittance which is paid to them and the uncertainty of tenure demotivates them. The findings of this study motivated us to take up the issue and to have a deeper look at the problem from the point of view of women faculty.
Webber, Michelle (2008) has thrown light on the increasing use of contingent faculty in the Canadian university system. She says that contingent faculty is no longer considered as a reserve force to be used in an exigency, rather they represent a strategy used by universities to reduce overall labour costs. She says that contingent faculty has been used in the system for the last twenty years but literature has been written on it only recently. Contingent academics represented 45 percent of all academics in 1998 in Canada. Her contention is that women outnumber men in part-time and temporary jobs as compared to full time positions. She has compared the contemporary university as resembling an hour glass; expanded administration on the top, pinched full time faculty in the middle and a large bottom of part time/non-tenure track faculty. She has particularly talked about the ill-fate of women studies programmes offered in the universities since most of these programs are being taught by part time and contingent faculty. She has raised pertinent questions regarding the fate of such gender studies programmers, whose basic purpose is to build and analyse the theoretical foundation for gender-based discrimination, being taught by casual teachers and part timers. Women teachers teaching such courses are voiceless and uncertain of their future in the academia and on daily basis they themselves have to face injustice and inequity regarding their compensation and other matters related to their jobs. Strong university departments require continuity and stability in faculty. She has pointed out the exploitative system in which tenure track teachers use the caliber and experience of part time/contingent faculty in the women studies departments. The irony of the situation is too obvious. Contractual and seasonal faculty is spatially also separated from the program or department with which they are associated. Most of the time they are given office space or desk space outside the department. She concluded that many full timers view contingent faculty simply as necessary and expedient fillers to handle enrolment pressure. The new system of managing colleges and universities as corporations will hurt the feminist movement.

Report of American Federation of University Teachers (AFT, 2007) has brought into the limelight the issue of the increasing use of contingent and ad hoc faculty in the colleges and universities of America. Contingent faculty refers to those faculty members who have limited term appointment- appointments that are not permanent and terminate at the end of the stated period. Contingent faculty members comprise an important component of the teaching force in the US. However, they are not compensated properly for their contribution.
Contingent faculty members on an average receive only a quarter of what the teachers on tenure track receive. In the year 2005, the teachers employed in all public institutions were 8,34,000. Out of them 3,91,000 or 47 percent were working on part time and 1,96,000 or 18 percent were in full time non-tenure track jobs. The report further gave an insight into the demographic profile of the people who were working as contingent faculty in the US. It was reported that blacks and women remained to be the first choice for contingent positions. If even in a country like the US the working conditions are not conducive for the ad-hoc and temporary teachers, what can we say about Indian colleges and universities? An attempt has been made to take a representative sample for all types of institutions and look keenly into their work and life.

Tirelli (2007) in his doctoral thesis worked on the hypothesis that the objectives behind the creation of a flexible academic force in higher education are as much political as economic and, therefore, the labour success depends upon political mobilization and not just on market forces and the economic assumptions of the business model of unionism. Creation of contingent academic labour system undermines faculty rights and serves as a veil that legitimizes a corporate university system that is tiered along social class lines. Therefore, a political response that goes beyond the confines of collective bargaining is a necessary component of the strategy that seeks long term success. Unless one has intimate knowledge of how the power structure is changing in higher educational institutions and how the different actors are facing such changes, no effective steps can be taken. The researcher further contended that academic workforce can succeed in improving their working conditions if democratic organizations can be formed, strategic alliances with other groups of workers be developed and there is development of shared understanding of conditions and events of contingent labour. All these factors can act as glue for a broad based movement.

Monks, James (2004) in his paper has said that part time and full time non-tenure track faculty represents almost half of all faculty in the US higher education. In order to see the differences in the salaries of tenure track and non-tenure track faculty, he took a sample of 8,274 faculty members. The sample consisted of 54 percent full time tenured or tenure track faculty, 8 percent full time non-tenure track faculty, 36 percent part time non-tenure track faculty and 3 percent part-time tenured or tenure track faculty. The median full time tenure track faculty was paid $26.13 per hour by her institution. The median full time non-tenure
track faculty was paid $19.11 by her institution. His findings are that full time non-tenure track faculty earns 26 percent less per hour from their institution in comparison to tenure track faculty. The part-time tenure track had median earnings from all sources of $64,130 for 1998. The median full time non-tenure track faculty earned $45,652. Part time non-tenure track earned a median of $37,337 and part time tenure track had median earning of $50,848 in 1998. The differences in salaries between full time non-tenure track and full time tenure track faculty are likely be greater than mentioned above as these are basic salary differences and do not include fringe benefits. And fringe benefits are received more by regular faculty than non-tenure track faculty.

Burgan (2006) in a chapter on disposable faculty in higher education has quoted various researchers on the increasing use of non-tenured faculty in the colleges and universities of the US. She has quoted Breneman’s argument that tenure is nothing more than employment relationships and tenure is a ‘property right’ that ought to ‘have a price’. Further, since the university is an entrepreneurial institution that is beset with economic woes, it must deal with its employees as other enterprises have done through ‘privatization, limited government, productivity, assessment, outcomes and efficiency’. She has further said that in future academic employment relations would differ from institution to institution and from department to department. Prospective faculty members would bargain either for higher salary or for tenure. Her contention was that superior faculty members who could get jobs elsewhere would opt for salary over security. And those who did not would be self-evidently either in non-competitive arts or science fields. But the casual teachers, though having requisite qualifications, get neither get good salary nor security of tenure.

National Education Association (NEA, 2006) of the US in a report has criticized the way higher education system has changed in the US after 70s. Whereas earlier it was considered as a public good benefiting the whole of society by providing an educated, taxpaying citizenry engaged in the political life of the country, these days higher education is seen predominantly as an individual benefit that is a means to a well-paying job, a stable career and economic security and therefore the responsibility of the individual. Change in attitude of the policy makers becomes clear when in place of those who retire from the profession contingent faculty is hired to save costs and ensure labour flexibility. US colleges and universities are relying increasingly on contingent faculty. Hiring of contingent faculty in
higher educational institutions has implications for the faculty as well for the students. In the present study, our focus is to look at the effects of casualisation on the work and life of the faculty.

Tilak (2005) has dwelt at length on all the arguments which are given for privatization of education and the problems which are being created and are likely to be created there from. Withdrawal of government from higher education by cutting grants and subsidies and promoting the use of private capital and introducing those courses which can be sold easily are a few ways in which privatization is being introduced. Cost recovery and profit making have become the traits of such a system. The march towards privatization is taking place through various measures like financial privatization of public institutions, transfer of ownership of public institutions, establishment of private institutions with government support, self financing private institutions and profit making private institutions, all focusing on short-term market considerations and immediate market relevance. Cuts in public expenditure have impacted the equity and quality inputs in higher education. The interests of the market forces and those of the state are different. The former may even not only conflict with academic interests but also with national interests.

Chanana (2004) in her studies on women's work has observed that it is mainly women who work part-time and have temporary ad-hoc jobs. It has also been observed that there has been an increase in the number of part-time teachers. The feminization of teaching is a real possibility since teachers who leave the job or retire from service are not being replaced by the provincial universities. Contract teaching generally has very low pay, sometimes paid by the hour, and enjoys lower status. Such jobs also do not provide for paid holidays, maternity and sick leave. There are likely to be gendered implications of the change in the nature of academic appointments. She is one academician who has done a lot of research on the education sector along with sociology and the interface between the two. The question as to what are the gendered implications of having more women teachers in ad hoc and temporary positions motivated the researcher to take up this research project.

Yadav (2004) has lashed out at the government which is finding it difficult to meet the growing and diverse demands of higher education. He says that for the government higher education has low priority. In order to tackle the issue of growing demand, it is resorting to short term measures like fee hikes, appointing temporary or ad hoc teachers and market driven
courses. The whole policy framework threatens the little quality standards that we are left with in higher education institutions.

**Bousquet (2004)** brings home the point that the casualisation of faculty in higher education institutions has been due to the production of more degree holders, more than are needed by the system and this overproduction can be controlled by reducing admission to Ph.D. programmes.

**Ohmann (2003)** says the old Fordist core labour force of unionised, job secure, well paid, benefitted workers has everywhere fallen on hard times and a host of new arrangements have become dominant: outsourcing, subcontracting, job sharing, temporary work, part time work, sweat shops and so on. The conditions of academic and other mental labour increasingly approximate those of industrial labour, especially for professionals in the lower tiers. Teaching has lost its prestige as a profession. Universities are applying productivity and performance measure to teaching, departments are put in competition with one another for resources and faculty costs are cut by replacing full timers with part timers and temporaries. This is the result of a decisive reduction in state funding of universities from half of their budgets to 20-25 percent at present. As government support declined, competition from non-traditional universities and programmes, which have hardly any full time faculty, increased.

**Kift, Sally (2003)** has tried to shed light on the growth and condition of part time and casual faculty in the tertiary sector in the Australian higher education system. The growth of this category of teachers has been quite high in Australia. The issues which have been discussed are that first year students are generally taught by such teachers. The author has compared the casualisation of teaching jobs in higher education with the American and European system and has raised the question of recruitment, support and assurance of quality of casual staff as very crucial issues for the learning and teaching environment. The author has quoted the Deputy Vice Chancellor of the Queensland University to state that casual staff has been isolated from policy and institutional strategy. They have no access to support facilities and development opportunities. She has suggested that there is utmost necessity to promote a dialogue between university management, fulltime staff, students and casual academics that embraces a shared vision of programme delivery.

**Baldwin and Chronister (2001)** in their book have explained that the important characteristic of contingent faculty is that Institutions make no long term commitment to
them. And failure to make any commitment means that faculty cannot have teaching as a full-fledged career comprising teaching, research and service. Such faculty loses its freedom to speak because of the fear of non-renewal of yearly contracts. Monetary and other benefits are denied to them. They are excluded from the governance structure and decision making bodies. Authors have cited various internal and external reasons responsible for the increase in contingent faculty. Increasing cost of salaries and other benefits of tenured faculty offers cheaper options in the form of contingent faculty. Another factor responsible is that universities are churning out more Ph.D.s who are grasping for a place in the academe. A contingent position to such aspirants is more attractive than no position at all. So the newest doctorates clamour for such jobs and send the signals in the market that institutions need not offer tenure to faculty.

2.3 Majority of Contingent Faculty Women

The Council of Canadian Academies (2012) in a report prepared for the Government of Canada on “Strengthening Canada’s Research Capacity: The Gender Dimension” has highlighted that there has been a great degree of positive change for women in post-secondary education since 1970. In Canada women’s representation varies significantly by field. The highest representation of women as students and faculty is in Humanities, Social Sciences and Education and Life Sciences and lowest in Physical Sciences, Engineering, Computer Science, and Mathematics. Though women form the majority of undergraduate and postgraduate students and are nearly at parity with men at the doctoral level, women represent just 21.7 percent of full professors, 32.6 percent of full time faculty and 52 percent of sessional staff and lecturers. The report further says that the Canadian profile is similar to that of other economically advanced nations including the US and EU. The higher the rank, fewer women are present. Percentage of women is lower at each ascending order of the career ladder in higher education.

Finley, Ashley (2009) has tried to analyse the reasons as to why women are more in contingent positions than men. She says disparities in the labour market are a result of the convergence of trends and not the result of a single dominating structural cause. Women tend to be employed in areas of market that pay less than those where more men work. At public two year institutions in the US, the largest contingent faculty is employed but at public four year doctoral granting institutions, the smallest contingent faculty is employed and there the
number of men exceeds that of women. Academic fields in which the number of women is larger are bound to have more women as contingent faculty. She pointed out that in 2003 the proportion of non-tenure track faculty was the highest in Education, Fine Arts and Business. Between 1987 and 2003, the largest increase in hiring of contingent faculty occurred in the fields of Education, Social Sciences and Humanities. And the smallest increase occurred in Engineering and Natural Sciences.

**Cole (2007)** in her doctoral thesis on ‘Female Faculty Experiences of Discrimination in Higher Education’ has used the qualitative technique to bring out the experiences of women faculty in the academia. An in-depth study of women faculty’s experiences was divided into three main themes viz, a) Burdened b) Devalued c) Supported. Several sub-themes were covered under these three themes which brought out the experiences of women faculty in higher education. In the review of literature she quoted (Caplan, 1993; Pfafflin, 1984; Snyder, Tan and Hoffman, 2006) that women faculty are less likely to have tenure in comparison to men and when they have tenure, it is achieved later in their careers. She also referred to the data given by NCES (National Centre for Education Statistics) that during the 2003 session females had 23.7 percent positions at the Professor level, 38 percent at the Associate Professor level, and 46.4 percent at the Assistant Professor level. Furthermore, at the lowest ranks of the academic ladder women held just half of the positions, i.e., 51.8 percent at the lecturer level. She quoted another study by Bradburn and Zimbler (2002) pointing out that of those on tenure 60 percent were males and 42 percent were females.

**Rajagopal (2002)** in her book has talked about the theoretical underpinnings of the excessive use of contingent faculty. The theory of surplus value is being applied to contingent labour in academics. University gets more value from temporary faculty than it pays out to them. Academic work is treated as a commodity and the teacher is separated from her work. Full timers remain ignorant of the aspirations and other aspects of the lives of the contingent faculty. She has talked about the feminization of part time jobs in Canadian universities. The number of full time women faculty also went up but the number of women grew proportionally higher in part time and temporary jobs in higher education. From 12 percent in 1971-72 the number of full time women faculty reached 25 percent in 1995-96 in Ontario Universities. But women part timers increased very rapidly from 38 percent in 1987-88 to 44 percent in 1989-90. Her findings also revealed that far more women worked in Humanities
than in Applied Sciences. She observed that academic labor market was marked by increased feminization and occupational segregation. She also rejected the often held belief that women wanted to work part time and proved with the help of her study of Canadian women faculty that most of the temporary and part time work in academics was involuntary. Women had to work as adjunct and part timers because of the non- availability of regular jobs.

Park (1996) has pointed out that despite the glorification of all the efforts made by policy makers to improve the number of women in higher education, their number still remains low and most of them are in lower paying, less prestigious and less secure positions. Cutbacks in higher education funding along with fewer tenure track positions and restrictive criteria for promotions have given rise to a revolving door phenomenon wherein the contingent faculty is rotated through entry level positions without seriously considering them for tenure. He says this has created a new class of gypsy scholars, an intellectual proletariat who, in order to make a living, move from one low paying dead end teaching post to another. He says that this proletariat is mostly female. There are various reasons given for this as women are simply not socialized to be as career-oriented or ambitious as men. The other point is that women are generally responsible for child rearing and house-keeping, thus giving them less time and energy to forge successful career paths. Besides these personal factors, the author has dwelt at length on the institutionalized sexism operating in the university setting by examining the gendered role and gender bias in university tenure and promotion policy.

Rajagopal and Farr (1989) have focused on the social relationships that emerge in an institutional environment as a result of the creation of two discrete groups of faculty. They have introduced issues of power in their exploration of the relationship between contingent and full time faculty in the institutional environment. They argue that an underclass of contingent faculty is denied the rights afforded to full time faculty. They have even gone so far as to suggest that full time faculty adopt a decidedly non-collégial, managerial stance towards such academic employees. These authors have used four major theoretical models of higher education which include the market model that views contingent faculty as a readily available labor pool for the institutions, the corporate model that identifies the growth of higher education as meeting the needs of private and public sectors to meet corporate needs where flexible labour force is needed, the professional development model where the contingent faculty are employed outside the higher education system but teach for
professional enrichment and intellectual satisfaction and the political economy model which analyses the nature of relationship between full timers and contingent faculty in the context of the institutions’ power dynamics and political economy structures. Of the four models mentioned above, the market model applies aptly to colleges and institutions of Haryana where supply of fresh post graduates is abundant and where for profit colleges are making exploitative use of the contingent faculty. The number of contingent faculty which aspires to be full timers is very large in the state of Haryana. As for aided colleges, the state government has severely restricted new regular recruitments and whatever new courses are sanctioned are on self-financing basis where teachers have to be appointed and paid by the college itself. All those who are passing out of universities with their Ph.D.s and NET qualification in order to have a stable career in teaching are not absorbed by the system; rather they have to work on casual basis in an unjust and uncertain environment in aided colleges and private institutes.

Horning (1980) has elaborated in detail the tenuous and untenured status of women in the academic institutions. Though the law of equality says that there can be no discrimination on the basis of sex, women are still discriminated against on various counts. The author has quoted various studies proving that women are concentrated in less prestigious institutions, carry a disproportionately higher burden of teaching loads and are seriously underpaid at all levels when the rank, field, type of institutions and work functions are held constant. If seen discipline wise, the concentration of women is in a small number of fields. Fields like Engineering and Science, where the number of women is less, generally dominate in the university setting and Humanities where the number of women is more has become peripheral. In the discipline of Chemistry the author pointed out that, all other things being equal, the difference in annual median salaries between men and women teachers in 1977 was 28 percent or $6200. Gender stereotypes prevail in the university system and male teachers and students believe women teachers to be less dedicated irrespective of their actual behavior.

2.4 Employment and Equity Issues

Cronin and Smith (2011) in a research article have pointed out that there are different ways in which the temporary teachers in higher education react to the mistreatment meted out to them. The researchers pointed out that the qualification, experience and responsibilities of the adjunct faculty are the same. The ‘essential’ work is the same but the compensation, benefits and the length of employment are not. Further, as contingent workers they confront
negative assumptions about their qualification and abilities. Confronting discrimination is considered risky because there are costs involved with complaining or making attribution to discrimination. Instead, people might respond to workplace mistreatment by acceptance, attempts to leave or individual workplace deviance. Because of the unique position of the contingent faculty, they can be mistreated by their administrators or by their colleagues. The findings of the empirical research were that if the contingent faculty identify with the group, there is more interest in the welfare of the group and in bringing change by challenging the situation collectively. In contrast, group members who are not so highly identified with their group are more willing to pursue individualistic solutions such as leaving or engaging in individual non-normative actions such as workplace deviance.

**Murphy, Maura Jean (2009)** in her doctoral thesis has discussed the various practices of institutions regarding compensation, recognition, support to the contingent faculty and their impact on the organizational commitment of teachers. Organizational commitment has been decomposed into three factors. One is commitment towards teaching; the other is towards students and the third is towards the institution. Earlier researches have also pointed out that terms of appointment have an impact on the organizational commitment of the employees. Teachers, who are not sure about the tenure of their job and are not sure whether they would be working for the same organization in the next academic session or not, are unlikely to develop commitment to that organization. The researcher has concluded by taking sample of such faculty that institutional practices related to recognition, support and compensation build the organizational commitment of the contingent faculty. This study can be helpful to our research as well because recognition, support and compensation are the factors which lead to job satisfaction and a feeling of empowerment for employees. The findings further say that the contingent faculty has been found to be very qualified, dedicated, committed and conscientious about their jobs. But the institutional practices are such that they feel isolated from their colleagues working on tenure basis and from the institution as such. Employees feel satisfied and empowered with their work when they know that they are valued and are treated as assets and not as costs.

**Burgan, Mary (2006)** has analyzed the effects of decline in tenure on academic freedom in the American universities. She says that it is high time that powerful, tenured members of the professoriate led the efforts to bring tenure back. They must make others
understand the need for continuity and commitment as the surest basis for excellent teaching and research.

Purcell (2007) says that not only non-tenures are paid a fraction of what the tenure track faculty earns but also their health and retirement benefits vary from university to university and they lack institutional support. He further says that this lack of support and security affects the well-being of such faculty. The experience of these teachers has been described as facing employment ‘limbo’ when they are not in a position either to go back or to go forward. They have been described as ‘at will’ employees, they lack not only the extraordinary security of tenure but also usually even the most basic security.

The American Federation of Teachers (2007) has drawn attention towards the increasing use of contingent faculty in the American higher education system and the difference in the compensation package of tenured and non-tenured track faulty members. Part time and adjunct faculty received $2,758 per course, only a quarter of what the full time tenure track faculty received if their salaries are divided by the classes taught by them. Calculated the same way, full time non-tenured track faculty earned one third of what the tenured track faculty members earned.

Quinn (2006) in his doctoral thesis on the different treatment given to contingent faculty and how it affects organization based self-esteem, institutional belongingness and career development opportunities for the faculty, has pointed out that paid work, in particular, is pivotal to an individual’s sense of self-worth and self-efficacy and it must be understood not only as a vital economic organ but also as a central social institution. The paper further mentions that workplace is the sole institution capable of satisfying the psychological needs that are deemed essential to individual well-being. Teachers working as contingent faculty remained isolated, disconnected and ostracized from each other, the supervisors and the institution at large. From the macro point of view, the use of contingent faculty is justified on the basis of the market principle of profit generation and the use of the available pool of labour supply. But from the micro view point, the condition of contingent faculty is exploitative, suppressive and detrimental. The author gave various references from literature to the effect that outcomes of the use of adjunct faculty are beneficial for the institution and harmful for the contingent faculty members as a group. The adjunct faculty can respond to the situation either by making fresh attempts to increase their interactions with others in order to
achieve a valued position in the organization or the situation can dishearten the individual via the feelings of despair and helplessness. The study, which focuses on women teachers who already suffer from various biases based on gender, is based on the premise that it is very easy for them to imbibe these feelings of despair and helplessness and this discriminatory and exploitative behavior can be disempowering for them. Organization based self-esteem reflects the feeling of being important, meaningful, effectual and worthwhile within the organizational set-up. The author used both quantitative and qualitative methods to get responses from a sample of 166 respondents from a college in the north east US. The first interesting response from the contingent faculty was that the appointment/termination dichotomy at the outset indicates that contingent faculty is not seen as a valuable element. Organization based self-esteem is not able to germinate when appointment and termination letter is given at the same time. The results regarding organization based self-esteem were positive but institutional belongingness and career development opportunities were reported to be in the negative in the study.

Lechuga (2006) has in his book studied the role and responsibility of faculty at for-profit degree granting colleges and universities. In a study of 53 faculty members from for-profit institutions, he explores the attitudes, beliefs and perceptions of non-tenure track faculty members. He has tried to see the difference in the traditional and for profit institutions as the latter are required to meet the needs of their owners/investors as well as the needs of their students. These institutions operate in a conflicting situation, one the profit generating commerce sector and the other the traditional non-profit sector of higher education. The study examines the culture of the faculty by asking how participants perceive their work environment and how the profit-seeking nature of the institution affects their efforts inside and outside the class.

Field, Kelly (2005) contends that tenure does not mean that the employees cannot be terminated but there is a procedure and due process for shifting them but lack of tenure suggests that a person can be terminated without following due process. Along with job insecurity the large difference in the compensation of tenured and non-tenured faculty bothers them much. She further points out that it is common for non-tenured faculty to earn $15,000 to $ 18000 less than the new tenure-track faculty even with the same credentials.
Monks (2004) in an empirical investigation to find out the difference in the earnings of tenured and non-tenured faculty undertook a nationwide study by selecting a sample of 1232 faculty members. The reference year for seeing the difference in earning was 1998 and the study was conducted in 1999. The sample consisted of 54 percent full time tenured or tenured track faculty, 8 percent full time non-tenure track faculty, 36 percent part time non-tenure track and 3 percent part time tenured track faculty. 71 percent of the faculty in the sample report worked at publically controlled institutions. The researcher in his study tried to compare the earning not only from the parent institution but tried to see the overall earning of the faculty. And in order to make a meaningful comparison, earning was seen as per hour earning. The median full time tenure track faculty was paid $26.13 per hour by her institution; the median full time non tenure track faculty was paid $19.11 per hour or 27 percent less and the median part time non-tenure track faculty was paid $15.68 per hour or 40 percent less per hour. It was further pointed out by the author that both full time and part time non-tenure track faculty are more likely to be women as compared with tenure track faculty.

Berry, Joe (2002) in her doctoral thesis on labour studies has opined that more important than the absolute conditions of contingent faculty are the changes in the power relations governing contingent employees. One of the central facts of these power relations from the point of view of contingent faculty is that many of those considered by higher administration and by the public at large as “faculty” are to contingent faculty “bosses”. Those that are on full time tenure track see themselves and are seen by many others as ‘faculty’ but in their roles as department heads, coordinators and program directors are seen as employers by contingent faculty. Decentralization of authority and practice regarding the hiring, scheduling, evaluation, assignment and firing of contingent faculty has taken place in higher educational institutions. Since all these functions are performed by full time regular faculty, they are seen as bosses by contingent employees. This decentralization has reached such a point that how many people are working as contingent, what they are being paid, what they are doing is not kept record of by the institutional administration. The time when education was considered to be service-oriented and decision making was democratic is gone. Profit based higher education sector is behaving more like the corporate sector so as to serve directly the corporate sector by selling students as products. Saving ‘bottom line’ and ‘just in time flexibility’ are the life lines for the managements in higher education. In the process faculty
has been weakened due to job insecurity and lack of academic freedom and opportunities for professional development. As a result, the resistance of the faculty to corporate goals stands greatly reduced.

**EPW (2002)** in the editorial section has pointed out that so far no system has been put in place to evaluate the performance of teachers in higher education. Those who are working against permanent posts get all the promotions and benefits based on the number of years they have put in service. The purpose of contractual appointments in higher education in India is only to cut the expenditure which is incurred on the salaries of teachers. Therefore, the argument of appointment of teachers on contract in order to improve teaching and research in colleges and universities is highly contestable. Limited term appointments are made in good universities abroad as well but they fetch very good payment, are for a reasonable length of time and are strictly based on performance. Contractual jobs for higher education can be useful only if contracts are well-designed and they are backed up by a system of strictly performance based evaluation.

**Perley, James (1998)** has in a very scathing commentary on the division of faculty into tenure and non-tenure track has attacked the loss of academic freedom of teachers. Academic freedom has been thought to be an integral part of the teaching community privileges. Effective teaching and learning can take place in an environment of academic freedom where the faculty is free to express their views and teach and publish according to their beliefs even if they go against the ideology of the institute. Different opinions can flourish only if free and frank exchange of opinions is allowed. Teachers with tenure who cannot be dismissed from service very easily are not liked by the trustees and managements of for-profit colleges. It would be convenient for trustees and academic administrators if they have to deal with faculty members who are agreeable and compliant at every turn. He has criticized very severely the prevalent thinking of the policy makers that academic freedom is not related to tenure. Rather the interests of the administrators are fulfilled by changing programs of study at will and having a part time, compliant and disenfranchised faculty. The author, who is President of the American Association of University Professors, is very firm in his ideas about the lack of academic freedom to non-tenure track faculty. Academic freedom and tenure are inseparable because you cannot be free if you are afraid of losing your job.
Rajagopala (1992) in her scholarly book “Hidden Academics” has pointed out the plight of part timers and contract teachers working in the University of Ohio, Canada. She has drawn attention towards the increasing use of temporary workers in the industrial economies of the US, Germany, Australia and Japan etc. The corporate like culture has seeped into the academic world as well. In order to face the challenge of reduced funding by the government, universities and colleges in Canada are relying on non-tenure track faculty. In order to create or generate surplus value from the work done by academic labour, they are paid fewer wages when compared to the value of their work. The process of exploitation leads to the realization of surplus value. As a consequence of commodification of temporary academic work, the teacher is separated from her work and exploitation occurs. Through marginal pay, temporary hiring, and neglect of professional development and training needs of the teachers, institutions extract surplus value. Because of the financial stringency in universities, in many Ontario Universities the number of contingent faculty exceeded that of full timers after 1970. Their positions were marginalized and they lacked any influence on decision making. They were a hidden, invisible and marginalized underclass of teachers. Initially, for the love of teaching and sharing knowledge and keeping abreast of their fields of specialization, they joined such jobs but after a few years when they were not able to get full time job they became frustrated because of economic insecurity, low status of their jobs and inadequate salary and benefits.

Kalleberg (1977) says factors that affect job satisfaction or job dissatisfaction are of significant concern. Interest in job satisfaction involves not only the quality of the work environment, work productivity and organizational functioning but also the effect of job satisfaction on an individual’s personal life and health. Work and family satisfaction are intertwined. Women are the ones who shoulder most of the workload at home. Lack of satisfaction or empowerment at the workplace can creep into personal life as a source of dissatisfaction.

2.5 Issues Concerning Casual Women Teachers' Empowerment

Celia (2012) has analysed the impact of demographic factors on the job satisfaction of 600 faculty members of 20 self-financing engineering colleges from Chennai. Job satisfaction relates to the sense of happiness felt by the employees of an organization. Job satisfaction also leads to commitment towards the organization. Employees would work with commitment when they perceive that the organization they are working in gives due recognition to their
capabilities in terms of qualification, experience and designation. A sample was selected through stratified random sampling technique. Data was analysed through Chi-Square and ANOVA tests. Majority of the respondents were Assistant Professors and only 24 percent were Associate Professors. Majority of the respondents had less than 10 years of experience, only 30 percent had experience between 10 to 20 years. Various dimensions of job satisfaction when analysed with the help of ANOVA showed that job satisfaction was different for faculty with different levels of qualification. Faculty with Ph.D. had lower satisfaction with salary and other working conditions. Job security also was much different for differently qualified people. Similarly faculty with higher level of experience was less satisfied with the salary, insecurity of job, and the relationship between the superiors and subordinates. Teachers at the level of Assistant Professors with MBA or MCA qualification and experience of less than 10 years were highly satisfied with their jobs, those at the level of Associate Professors were moderately satisfied and Professors with salary higher than Rs.35,000/ were dissatisfied with their salary. The conclusions of the study were that demographic factors played an important role in the job satisfaction of the faculty in engineering colleges.

Gholipour (2010) has in a research paper discussed the issue of women empowerment in Teheran. He has taken the sample of those women teachers who are working in the higher education sector. Education and occupation were taken as independent variables and empowerment was the dependent variable. A sample of 600 respondents was taken from the city of Teheran. The concept of empowerment is accompanied by freedom, self-determination and power which are basic human rights. There are many theoretical and practical studies that stress educational and employment opportunities as critical means for women to attain control over their lives. The study points out that although education and employment can empower women, these are not sufficient conditions. The role of socio-cultural, economic and legal institutions cannot be denied. The report points out that the number of Iranian women enrolled in top 100 higher education institutions was more than that of men in 2007. Formal education that imparts skills that an individual needs to feel competent is critical for enhancing psychological empowerment. Education, employment and earning, the three Es, are considered vital instruments of empowerment. It is a process whereby an individual believes in her efficacy. It also means a sense of self-worth and the ability to make desired changes and the right to control one’s life and decisions impacting it.
Swaminathan (2009) has in her scholarly paper pointed out that there is a sense of satisfaction among the employees working with the public sector and private aided educational institutions with the implementation of the Sixth Pay Commission Report but the author has pointed out the class and gender bias in the report of the Commission. The increase in maternity leave to 180 days with the possibility of having it for another two years for bringing up a child and for looking after her educational needs is no doubt a welcome step but this facility is going to be availed of only by a handful of those women who are working in the organized sector. The implementation of the law is seriously wanting in the private sector. Women employees in the private sector generally shy away from demanding such entitlements because of the fear of being thrown out of jobs. Those who are working on contractual, ad-hoc and part time basis have no such facility of paid maternity leave.

Canales (2008) in his doctoral thesis on the topic “Individual Differences in Job Satisfaction of United States Post Secondary Faculty” has tried to figure out the factors which cause change in the level of job satisfaction. Among those factors which have been found to be prominent are work autonomy, supportive supervision, appropriate resources and opportunities for developing co-worker relationships, working conditions, rewards, wages, and fringe benefits, job security in exchange for appropriate performance and promotions linked to outstanding performance. All these factors were found to be missing in the case of part time and contingent faculty in higher education institutions. Job satisfaction can create a feeling of belongingness to the institution and various positive feelings related to self like self-esteem, self-efficacy and self-confidence which can help in creating empowerment of employees. Women because of their gender have been discriminated against for ages and now their working on temporary basis further deepens the crisis as the condition of powerlessness gets entrenched.

Zabudsky, David Jaffery (2008) tried to research the question as a part of his doctoral thesis submitted to the University of Alberta as to how life, learning and work patterns of contingent faculty have been affected by the rise of neo-liberalism in higher education. All these factors influence the empowerment of the faculty. Various factors which affect the life of contingent faculty members on the personal front and on the professional front have been studied in the thesis. Colleges have been asked to shift their mandate from meeting the needs of individuals to meeting the needs of governments and industrial and
business sectors. The researcher says that neo-liberal pressures will change our view of the role of academy as a place where citizens develop, where intellectual freedom prevails and where activism finds a home. The democratic future of higher education is threatened due to neoliberal pressures. The author has tried to give voice to the concerns of the contingent faculty. “Return on investment”, “efficiency”, “students as customers” are the favorite terms of those who favour neo-liberalism in higher education. But these concepts have real world implications for the lives of those who work as contingent faculty in the institutions of higher education. Even academic unions have failed to address these issues in a meaningful way. The thesis dwells on the life and working pattern of the contingent faculty. There may be a variety of views on the advantages and disadvantages of contingent faculty but the one area in which there is unanimity is lower dollar costs of employing contingent faculty since they are paid less than full time faculty and are not entitled to yearly raises and are not on track for promotion to more highly compensated positions. After studying the various factors, the author gave various suggestions as to how the life, learning and work environment of such faculty can be improved.

ILO (2007) in its concept of decent work has delineated that work is a source of personal dignity, family stability, peace in the community and democracies that deliver for people. Decent work should be able to give sufficient income along with good working conditions and care for the dignity of employees. Human beings for whom work is a source of dignity and family well-being have rights that must be respected. They are not just a part of the cost of production. The concept of decent work further says that removing all kinds of inequalities and giving equal opportunities is of utmost importance for realizing the full potential of the people. In 2006 in the UN Economic and Social Council,(ECOSOC) ministers reaffirmed that “Opportunities for men and women to obtain productive work in conditions of freedom, equity, security and dignity are essential for the improvement of economic and social well being”. The above mentioned concept of decent work was with reference to the employees working in the unorganized sector. It is assumed that in the organized sector workers get all kind of benefits and social security conditions. But we have a typical phenomenon these days pertaining to lack of decent jobs. In the organized sector we have unorganized labour, i.e., teachers working in public and private colleges/institutes on contractual/temporary basis. They are not protected at all with social security provisions.
Freedom, security, equity, and dignity are woefully lacking in the case of contractual/ad-hoc teachers.

**Tilak (2007),** who has produced a lot of research on various issues of higher education, has touched upon the issue of inclusive growth which is the basis of the 11th Five Year Plan. Inclusive growth can be ensured by having economic security, empowerment and a sense of full participation of every section of the society to enjoy a social life. It does not exclude any section of society. It is akin to development strategies such as “growth with justice”, “growth with equity”, “growth with distribution” and “growth with a human face”. Unless rules and regulations are framed for the working conditions of the faculty in the government, semi-government and private colleges and universities, it won’t be possible to have growth with justice and with a human face in the higher education sector.

**D’ Souza, Errol (2004) from IIM,** in a paper presented at University of Pune, has delineated the woes of the higher education system in India. He has emphasized that global wealth these days is less concentrated in factories and machines and instead knowledge and skill are becoming more critical in the world economy. A major concern facing higher education is funding and access. He loathes the system of funds being allocated by government officials who have little understanding of the goals and capabilities of universities. As an economist, he has talked about market failure in the market of higher education because it, being a public good, has having spill-over benefits. Because of lack of perfect competition in the supply, it is essential for the government to intervene. Tenured positions are essential in colleges and universities to evaluate students freely and fearlessly. And the faculty won’t give honest judgment about new talented faculty hired on contractual basis if their own jobs get threatened due to the latter’s presence. Security of jobs is required to speak on controversial matters. Academic freedom is not only about taking classes of your choice and doing research in an independent manner free from the pressures of the management and administrators but it is also the freedom to evaluate students freely and fearlessly.

**Watters and Weeks (1999)** in a paper presented at the Annual Conference of the American Education Research Association gave the results of an action-oriented research project to empower the part timers and casual faculty at the Queensland University of Technology in Australia. The paper was the result of a collaborative effort to empower the
casual faculty and to help them in taking the responsibility of their professional development in their own hands in a large Australian University. They have stated that because of casualisation dual labour market conditions are prevailing in the academic field. Staff in the primary labour market has relatively good working conditions and opportunities for advancement while those in the secondary market have little opportunity for advancement, experience instability and high turnover and are subject to arbitrary treatment. As a part of the action research, 800 faculty members from Queensland University of Technology were involved. In the first phase, a situational analysis of the part timers and casual faculty was done in which their demographic distribution, qualification, motivations and constraints and issues that influenced them were taken up. In the second phase, concerns, issues and claims of the stakeholders were highlighted and in the third phase action groups of casual staff were formed to get engaged in the process of changing the process of Part time teaching in the QUT. The faculty pointed out their concerns of isolations in the university and lack of support services in the departments. They also pointed out the feeling of powerlessness at not being able to be critical or to protest and at not having a voice. In order to bring change in their working, a Professional Association of Part Timers (PAPTA) was formed. Initially it took care of the four concerns of the part timers namely, communication, culture, structure and professional development. The part timers were revisited after a gap of two years and there was not any perceptible change in their condition. Isolation and insecurity were the main concerns of the casual staff even after two years. Power structure and culture did not undergo any change. The study elaborated that sustained change is problematic and requires both action and support from the senior management.

Mohanty (1995) in his scholarly paper on the theoretical concept of empowerment has tried to discuss the genesis of the term and its usage in the development parlance. He said that starting from 60s for approximately two decades there was a plea to put ‘politics in command’ and growth models and development strategies were assessed on the basis of values like freedom and equality. After that the preoccupation with growth was questioned and with the upsurge of women’s movement and other social movements, freedom and justice was put in more concrete terms and development process was scrutinized on such parameters. It is at that time that the term ‘empowerment’ was popularized. With the introduction of reforms in the 1990s, the economy came to the forefront. Growth of production and modernization of
technology and management were supposed to be the goals of the new economy. What was important was that along with stress on production a commitment to what was called ‘empowerment’ of the people was usually reiterated. The old formulation of growth with justice was gone and it was ‘development with empowerment’ now. The new agenda of development with empowerment should be considered as a welcome addition to democratic discourse. After all, oppressed groups, unorganized workers, dalits, poor farmers and women have all been struggling for power. In Copenhagen in 1995 in the World Summit for Social Development, ‘Empowerment’ figured prominently as an objective. And the Declaration signed by all Heads of the States says “We affirm that in both economic and social terms, the most productive policies and investments are those which empower people to maximize their capacities, resources and opportunities”. In the same declaration it was mentioned that ‘we recognize that empowering people particularly women to strengthen their capacities is a main objective of development and its principal resource”. Strengthening of capacities was no doubt a crucial part of empowerment. But globalization and privatization have ignored the various social and economic structures which constrain the process of empowerment without realizing the exploitative processes which are at work and which affect several sectors or groups. The author further says that instead of reservation for women in Panchayats, local bodies and in Parliament, the need is to redistribute productive assets like employment and education in favour of women and other disadvantaged groups. Our study also analyses the impact of higher education and employment on the empowerment of women in the absence of an enabling environment.

2.6 Conclusion

In conclusion, the studies which we have mentioned bring to light the change in the structure of teaching work force in the colleges and universities of India and abroad. The regular, stable and permanent faculty is being replaced by casual, contingent and non-regular faculty. The studies have pointed out that the majority of these vulnerable positions are held by women. These jobs are low paying, are insecure and do not provide any chances for professional growth. The unjust and discriminatory treatment of women teachers who are already low on economic and social inclusion, lowers the dignity and respect of women and the teaching profession as well. The contingent faculty is being used almost all over the world under the influence of neo-liberal reforms. Reduced funding and budgets for education and the
implementation of the corporate and managerial system in the field of education have led to a situation where positions of teachers are either lying vacant or being filled by casual and ad-hoc faculty. This has serious ramification for the teaching learning process and women empowerment.