CHAPTER – 3

WLB RELATED TO EDUCATIONAL INSTITUTIONS

PROLOGUE

The WLB is a common to all employees in all sorts of organizations. Particularly speaking, the educational institutions have a peculiar working environment and the teaching job is considered as a social committed job so that the problem WLB arises always. As dedication and sincerity are the two important things required for the teaching profession exclusively, the teachers have to face the problem of imbalance of their personal life and academic career.

EDUCATIONAL SCENARIO IN INDIA - AN OVER VIEW

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels such as central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right.

Indian education system recognises the role of education instilling the value of secularism, egalitarianism respect for democratic tradition, civil liberties and quest for justices. Government policies such as Right to Education (RTE) are aimed to providing compulsory and free education to all including the economically weaker section in the society. Initiatives such as National Policies on Education (NPE) focus upon the uniformity in education with special emphasis on education of girls’ establishment and of pace-setting schools like Novodaya Vidyalaya in each district. Special schemes like Kasturiba Gandhi Balik vidyalaya (KGBV) focused on girls education and Jan Shikshan Sansthan (JSS) a multi faced adult education programme are further
fueling the growth of education sector in India. Equality, quality and quantity are the elusive triangle of Indian education system.

The Indian education system, considered as one of the largest in the world, is divided into two major segments of core and non-core businesses. While, schools and higher education for the core group, the non-core business consists of pre-schools, vocational training and coaching classes. The education sector in India is evolving, led by the emergence of new niche sectors like vocational training, finishing schools, child-skill enhancement and e learning. India has emerged as a strong potential market for investments in training and education sector, due to its favorable demographics (young population) and being a services-driven economy. Indian education sector’s market size in FY12 estimated to be USD 71.2bn is expected to increase to USD 109.8 bn by FY15 due to the expected strong demand for quality education. The market grew at a CAGR of 16.5% during FY05-FY12.

PROFILE OF HIGHER EDUCATION IN INDIA

In India, higher education sector has a tremendous increase in its institutional capacity in the years since Independence. The quantum growth of higher education sector is spear headed by the universities, which are the highest seat of learning. As per the report of FICCI the profile of higher education in India has stated that the Indian higher education system has emerged as one of the largest in the world, with 14.6 million students enrolled in more than 31,000 institutions. The number of institutions has grown at a CAGR of 11% while student enrollment has grown at a CAGR of 6% and the Gross Enrollment Ratio (GER) currently stands at about 13.8% compared to 60% in the US and Canada, and 21% (average) in the BRIC countries. Out of 1.21 billion populations in India, around 234 million fall in the age group of 15-24 years, which is expected to increase by 13% over 2005-2020 as compared to the world average of 4%. Hence, India is an attractive market for the higher education sector. India’s education and training sector is estimated to be about US$ 40 billion market, with a potential 16% five-year CAGR. The
market size for higher education is projected to treble in next 10 years to $115 bn. As per an estimate in FICCI-Ernst &Young report 2010, the higher education spend is going to increase to INR 155,015 Cr and requires an investment of INR 360,640 cores ($ 76 bn) by 2020 to create the additional capacity. The amount accounts for around 1.9% of the current GDP based on Purchasing Power Parity.

**ACUTE FACULTY SHORTAGE ON THE QUALITY OF HIGHER EDUCATION**

Currently, about 25% of Faculty positions in Universities remain vacant while 24% of faculty in universities and 57% in colleges are without PhD degrees. Lack of appropriate Industry-academia linkages and engagements have been identified as one of the critical reasons for the lack of quality of graduates in the country. Indian higher education sector is classified in to form of presence, field of study, mode of delivery and level of study. Universities, university level institution colleges and diploma granting institutions are come under the category of form of presence. Under this category most of the institution where set up by private sector. General courses like arts and science and professional courses like engineering, management, law are come under the field of study, general courses account for large share of higher education in India and student enrollment. On the basis of mode of delivery higher education is classified into class room teaching and distance mode. In the classification of level of study Under Graduate, Post Graduate Diploma and Ph.D. are some levels come under this category. Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions are the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as deemed-to-be University on the recommendation of the UGC. At present, the main constituents of university or university-level Institutions are: Central Universities, State
Universities, Deemed-to-be Universities and University-level institutions. In our country there are totally 659 UGC recognised universities which includes 312 state universities, 129 deemed to be universities, 45 central universities and 173 private universities for the academic year 2013-14 based on UGC report.

HIGHER EDUCATION IN TAMIL NADU

State Council for Higher Education (SCHE)

The National Policy of Education on 1986 has been moving the higher education system to the central slot in the education scenario of India, has spelt out the strategies to impart the needed dynamism and vibrancy to tertiary education. It is envisioned by the creation of structures for coordination at the State and National Levels. It has proposed in specific terms that state level planning and coordination of higher education should be done through State Councils for Higher Education set up as statutory bodies. The University Grants Commission and the State Councils should develop coordinate methods to keep a watch on standards. It is in pursuance of this significant recommendation of the National Policy on Education that the Government of Tamil Nadu established a State Council for Higher Education by the Tamil Nadu State Council for Higher Education (TANSCHE) Act. This statutory body started functioning from 9th November 1992. This council co-ordinates the role of Government, university and apex regulatory agencies in higher education within the state. The basic objective of the department is to formulate polices, laws, regulations and various programmes based on the needs of the society in all the states for achieving the goals of the Government in the field of higher education in India. In Tamil Nadu the Directorate of Technical Education (DOTE) was established on 1957 for furtherance of technical educational activities and the Directorate of Collegiate Education (DCE) was carved out of the erstwhile Directorate of Public Instruction in the year 1965 with a view to administer exclusively the Collegiate Education. The higher education department was formed in 1997, after bifurcation from the education, science & technology department of secretariat. As per the collegiate education
of Tamil Nadu it is identified that total number of universities are 50 Out of it 2 central universities, 21 state universities and 27 deemed universities are functioned to develop the higher education in Tamil Nadu.

**NORMS FOR COLLEGE TEACHERS’ WORK LOAD AND LEAVE POLICY**

The work load and leave policies stated by the UGC and AICTE for the faculty working in engineering colleges, arts and science colleges and polytechnic colleges as tabulated and presented as below

**Table 3.1**

**Details of designation and Work Load by UGC and AICTE**

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Designation</th>
<th>Teaching Hours /week</th>
<th>Working hours /weak</th>
<th>Working days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering colleges, Arts and science colleges and B.Ed colleges</td>
<td>Assistant Professor</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate professor</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor (in Universities only)</td>
<td>12</td>
<td>40 Hours</td>
<td>90 days for semester (or ) 180 days for year</td>
</tr>
</tbody>
</table>

Source: UGC and AICTE Report

**Leave Policy**

The UGC provision of leave policy has declared to the teacher in the form of various leaves like duty leave and sabbatical leave which is sanctioned to the teachers in higher education. In addition to these leaves casual leave, special casual leave earned leave half pay leave, commuted leave, extraordinary leave; maternity leave, paternity leave and adoption leave are some of the provisions of leave granted for permanent teachers of universities
or colleges by UGC. The leave policy for polytechnic teachers is followed like casual leave, medical leave, earning leave and other leaves as per the Tamil Nadu state government employees leave policy.

IMPORTANCE OF WORK LIFE BALANCE FOR INDIAN TEACHING PROFESSIONALS

There are some important reasons to study about the work life balance of Indian teaching professionals. Developments in education industry transformed a teaching learning process from conventional which is teacher centric into constructive learning which learner centric (K.G.Senthil kumar 2012). The new learning environment causes a stress for the teaching profession in managing personal life and work life.

In the competitive private educational system the students are considered as customer. Various studies has undertaken to know about the satisfaction and dissatisfaction level of students but it has ignored the job satisfaction of teaching faculty in educational especially in private educational sector. Another important reason has been the role played by the teaching professions. They play assortment of roles like a pedagogical, managerial, technical and subject designing role (S.Bennet and Lockyer 2004). This multiple roles played by teaching faculty create and concrete them under pressure. This stress makes improper balance on their work life and personal life that will affect the teaching quality and performance of the teachers in higher educational sector.

OUTCOME OF WORK LIFE BALANCE RELATED TO EDUCATIONAL INSTITUTION

In a competitive teaching environment, individuals working in an institution struggle with work life balance. Educational institutions also suffer owing to poor work life balance of their teaching faculties. There are direct and indirect deleterious consequences. The direct consequences are poor performance in teaching, teacher’s turnover, increased absenteeism etc. On the
other hand, the indirect consequences are low involvement, serious interpersonal conflicts at work, indifferent attitude towards work and so on. It was found that work-life conflict had a negative impact on organizational performance and on employees. Teaching faculty who are overloaded or whose work interfered with family were highly stressed, experienced burnout, expressed dissatisfaction with life and were in poor mental and physical health. The outcome of these work life balance affects the higher educational institution as well in the following ways.

**It affects a job satisfaction of a teacher**

Poor work life balance affects a job satisfaction of teachers in an educational institution. Researchers proved that work life balance and job satisfaction were positively related to each other and even the work family conflict increased emotional exhaustion and decrease job satisfaction.

**Increased absenteeism and teacher’s turnover**

The imbalance between work and personal life will cause absenteeism among teachers in an educational institution because the feeling of absenteeism and turnover is one the root caused by work life imbalance. The teachers opt for better job, which provides enhanced work life balance

**Morale of a teacher have been reduced**

Morale is an attitude of a teacher towards positive opinion about their job. There is a positive relationship between morale and work life balance. When a teacher is having better work life balance, it reflects in the morale which turn in reflects in the job satisfaction.

**Negative attitude towards work, superior and management**

The teacher who suffer from poor work life balance have a negative attitude towards the work. Not only having the negative opinion about the work but also there is a negative opinion about the superior and the management.
Diminishing interest on work

Diminishing interest on work is one of the outcomes of work life balance. The teacher who facing a poor work life balance have reduced job interest because she is suffering from displeased responsibilities of unpaid work due to heavy commitments on paid work.

Reduced productivity

Reduced productivity is the direct impact of work life balance which has affected an organization sternly. The reduced productivity in educational institution refers lack of interest on teaching and poor performance on students results. Previous researchers found that there is a positive relationship between work life balance and productivity. Enhanced work life balance produces improved productivity and loyalty of a women teacher in an educational institution.

Employee involvement on work and organization is reduced

The involvement of a teachers towards teaching is reduced due to poor work life balance and the involvement towards work place also reduced because of lack in work life balance practices followed by an institutions.

Difficult for an institution to retain talented

The major impact of work life imbalance for educational institutions is to retain the talented and dedicated teachers. The talented and dedicated staffs have considered being a pillar of an institutional development. Work life conflict problems faced by the teachers force them to quit the job.

It affects the relationship among management, colleagues and students

The teachers affected by poor work life balance have difficult to maintain the relationship among management, superior, colleagues and students. It results in negative opinion about institution, management and students as a whole.
SPECIFIC WLB ISSUES FACED BY THE TEACHERS IN SELF FINANCING EDUCATIONAL COLLEGES

In India, the educational level people has improved when compared to previous three decades though they have shined in many sectors they preferred teaching profession because the special feature of famine gender has tolerant with the environment and they are suitable for educational sector. Even though it’s suitability they are facing many work life balance issues with regard to teaching and other activities. The specific work life balance problem of teachers is as follows.

Work related issues

- Ambiguity of work allotment and over work load
- In regard with teaching, extra classes have conducted for students academic improvement like,
- Evening coaching classes
- Weekend special classes for slow learners
- Tests in the morning and evening
- Special classes after working hour for students those who failed in semester exams
- Pressure on examination results.
- Difficult to find time for career development and research programme
- Faculty development programmes conducted after the working hour and on holidays.
- Carry over the work like paper correction to home
- The administrative work allotted to them in working hours and after the working hours.
- Exam duty deputed in outstation.
- Acting as an external examiner for practical and viva –voce examination in other institution which is far from their residing place
- Engaging the work like Co-coordinator of NCC, NSS and YRC.
- Acting as placement cell officer.
- Convener of cultural and sports events.
- Act as an advisor or student counselor.
- Member of ragging committee and disciplinary committee.
- Admission and administrative works are carried by some faculties in some of the institutions.
- They have to attend the meeting whenever it required.

**Personal life or family related issues**

- Longer travelling hour and mode of transport to reach the work place
- Younger children at home
- Dependent parents and in-laws at home
- Festivals and functions at home
- The unmatched holidays with their spouse and children holidays (except Government holidays)

The above mentioned issues are some of the work related and personal issues which affect the work life balance of teachers in all kinds of colleges.

**SELF FINANCING COLLEGES OF EDUCATION IN THANJAVUR DISTRICT**

The following list shows the self-financing colleges of education in Thanjavur district.
Table 3.2

List of self financing colleges of education in Thanjavur district.

<table>
<thead>
<tr>
<th>S.No</th>
<th>College</th>
<th>Year of affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Bon Secours College of Education, Thanjavur– 613 007</td>
<td>2004-2005</td>
</tr>
<tr>
<td>3</td>
<td>St. Xavier College of Education, Karuppur, Thippirajapuram, Kumbakonam Taluk,</td>
<td>2005-2006</td>
</tr>
<tr>
<td>5</td>
<td>Annai College of Education, Kumbakonam</td>
<td>2205-2006</td>
</tr>
<tr>
<td>7</td>
<td>Star Lion College of Education, Papanasam, Thanjavur Taluk District.</td>
<td>2006-2007</td>
</tr>
<tr>
<td>13</td>
<td>St. John De Britto College of Education, Thanjavur - 613 007.</td>
<td>2007-2008</td>
</tr>
<tr>
<td>14</td>
<td>Annai Fathima College of Education, Kovilacheri Post, Kumbakonam, Thanjavur district.</td>
<td>2007-2008</td>
</tr>
</tbody>
</table>

Source: www.bedcolleges/thanajvurdistrict.co.in
The fourteen self financing colleges of education of Thanjavur district have been started mostly from 2005-06. They have a short track record and the teachers of these colleges shift from these colleges and new faculties join every year. The colleges have distinct organisational culture and they offer a set of working conditions and pre-fixed salary packages (usually consolidated pay) to the teachers.

WRAPPING UP

The chapter has explained the WLB in relevance to educational institutions. Particularly, the details regarding outcome of the WLB issues are discussed. And the chapter has listed out the self financing colleges of education in Thanjavur district.