



STUDY ON DIFFERENT ISSUES BEFORE UNDERGRADUATE COLLEGE TEACHERS IN WEST BENGAL

¹Raju Naru, ²Dr. Ram Prahlad Choudhary,

¹Assistant Professor, ²Professor(C.U.)

¹Commerce

¹Bagnan College, Howrah, India

Abstract: The study has been taken to determine job satisfaction of college teacher as it is necessary for the wellbeing of every educational organization. Main objective of this study is to high light different problems faced by college teachers in West Bengal. The study is mainly descriptive type in nature and it is totally depending upon secondary data collected from different journals, news bulletin, websites etc. The result shows that college teachers are facing different problems which creating pressure on the mind of teachers and as a result they are not having happy in their job.

Index Terms – job satisfaction, different issues, teachers, undergraduate college, higher education.

I.INTRODUCTION:

This chapter would discuss about the problem of higher education in India and the various issues being faced by the college teachers arising from different corners of different districts mainly from Howrah district in West Bengal as the problems were exist from the starting point of this profession. The problems that the college teachers usually face are not a single issue. Various issues are related to their present job and professional development. As the main aim of present higher education system to develop qualitative education so this chapter includes 1. Different issues of higher education related to professional development. 2. Existing scenario of professional development of the teachers 3. Suggestion for improvement of existing professional development of teachers 4. Other related issues that are creating obstacle for job satisfaction of college teachers which ultimately creates disturbance of qualitative higher education.

II.OBJECTIVE:

Main objective of this study is to explore the different problems facing by undergraduate college teachers. So the various objectives can be stated as follow:

- i. To explore the existing scenario of professional development of teachers in India.
- ii. To explore the different issues facing by college teachers of West Bengal.
- iii. To make some suggestion and conclusion.

II.RESEARCH METHODOLOGY:

The study is mainly descriptive type in nature based on purely literature review basis of secondary data and the data is collected from different books, seminar proceeding, journals and websites etc.

III. ANALYSIS AND DISCUSSION:

a. Existing scenario of professional development of teachers in India:

With the beginning of Education Policy (1986) in India, Academic Staff College; for the preparation of in-administration instructors of advanced education, has been set up at National level. Following are the vitally existing highlights of expert advancement of

educators in India: (a) Conceptualizing and defining direction projects, studio and boosts courses. (b) Identifying and choosing asset people of various disciplines for directing direction projects and boosts courses. (c) Maintaining a library for reference and asset materials needed for the courses. (d) Development of materials needed for leading the courses. (e) Proper association, checking and assessment of the courses for instructors. (f) Building a culture of learning and self-improve (g) Organizing Ops for senior directors and other leaders to work with the required change in advanced education. (h) Make accessible freedoms to educators in support of trade insight with their friends and to commonly gain from one another. (I) Make accessibility a stage for serving instructors to keep themselves side by side of the endures advance in different subjects. (j) Offers freedoms to propel their insight and seek after research studies. (k) Introduce target instructors to the new strategies and developments in higher education. (l) Setting out a stage to draw out the distributions important for improving the instructing and examination abilities of educators. (m) Conducting capacity improvement programs for nonacademic staff in order to fortify the instructing learning climate. (n) Imparting Basic Academic Skills. (o) Setting out stage to examine the marks of value confirmation, evaluation and authorization and quality affirmation offices viz; UGC, AICTE, NCTE, NAAC, and so forth (p) Offering preparing programmes on techniques and materials of instructing. (q) Offering Short term seminars on scholarly composing abilities, viable utilization of ICT in educating, research, character improvement, scholastic authority, the board of establishments, compelling utilization of SPSS, stress the executives, relational abilities: verbal and non-verbal, industry-college linkages, direction and advising, vocation arranging, psychological well-being, using time productively, etc.

b. Issues relating to job satisfaction for under graduate college teachers:

Various issues relating to job satisfaction before the undergraduate college teachers are discussed as below:

1. **Excessive administrative control by the academic head:** Various organization are suffering due to lack of relationship between teachers and head of the institution. Academic head always tries to apply various rules on teachers with the help of his power without considering their humanity. They do not understand that without cooperation of teachers, overall development of the institution may not be possible. So there is always a conflict between teachers and academic head.
2. **Issues relating to the job confirmation:** Many teachers suffer in job confirmation due to evil consideration of head of the institution. New teachers do not have confirmation in due time due to biasness of principal and his misbehavior. So it also creates pressure on the mind of young teachers for doing the job attentively as their mental condition are not sound. It also hampers the activities of educational organization.
3. **Delay in carrier advancement:** many teachers are suffering in delay for their carrier advancement for which head of institution, governing body and higher education authority(DPI) are more or less responsible. The above mentioned authorities are unnecessary creating various problem in case of having permission for the teachers for their carrier advancement. So it also creates the stress on the mind of teachers doing their job joyfully.
4. **Delay in promotional benefit:** teachers are also suffering promotional benefit due to various reasons. Teachers are to discharge various duties with their academic duties. They are to perform also administrative duties with preparation for their students and for their carrier advancement. But unfortunately head of the institution do not show his interest regarding taking initiatives for teacher's promotional work. Unnecessarily they show business on other works and they fell that teachers, promotional job is not so important.
5. **Fixation and pay protection:** teachers are suffering with another problem of pay fixation and protection. Head of the institution do not show interest in case fixation and pay protection for the teachers. unnecessarily he shows that he is so busy at that moment that he has no time to take care regarding fixation and pay protection of the teachers of his institution.
6. **Arrear related problem:** teachers are suffering also with various arrear such as DA, promotion related, carrier advancement or incremental benefit related etc. the head of institution do not give attention in this regards. Also non-teaching staff, DPI show their negligence in respect of taking initiative in this case.
7. **Problem relating to obtaining permission for higher studies;** another important issue regarding obtaining permission from head of the institution for higher studies. Although there are rules of having leaves for doing higher studies but unfortunately head of the institution, higher education department show their kin interest in this regards. Even they make unnecessary delay to give the permission for such leaves. We, the teachers, feel tired to have such leaves, even sometime we lose our temper and respect.
8. **Issue regarding obtaining permission for OP, RC AND STC:** another problematic issue is to obtain permission for OP, RC, STC etc. teachers have to do the different courses such as OP, RC and STC for their promotion which are compulsory needed. but unfortunately to say that the head of the institution does not show willingness to give such permission.
9. **Problem relating to obtaining permission for attending /presenting paper in national and International seminar or conference:** another vital issue is the problem for obtaining permission for attending or presenting papers in different seminars and conferences etc. Teachers require to attend or present paper in different seminars of national and international basis but unfortunately head of the institution do not intent to give the permission to attend or present

the papers in these seminars or conferences. But these are very much necessary for carrier improvement purpose, promotional purpose and knowledge enhancement purpose also.

10. **Problem relating to different issues /grievances raised by under graduate college teachers, by higher education department, government of India:** there are so many colleges in different districts of all corners of west Bengal with different problems. Some problems are common and some of uncommon also.
11. **Lack of academic environment within the college premises:** another important issue is lack of academic environment within the college premises of various colleges all over west Bengal. College premises are now full of with various nonacademic issues that are hampering the sound teaching and learning environment of different colleges all over west Bengal.
12. **Interference by local political leader, people in the academic affairs of the college:** another very serious problem all over the colleges of west Bengal is interference by local political leader, people in the academic affairs of the colleges. Local political leaders, people are creating difficulties for teaching learning process of different colleges. it also pollutes the usual classes of college and unwanted academic environment.
13. **Lack of proper work environment:** one of the most vital problem of different colleges of all over the west Bengal is lack of proper work environment. Conflict among teachers, between teachers and principal, teachers and non-teaching staff and student union always creates the polluted environment that are not expectable for the educational premises.
14. **Lack of proper infrastructure:** another vital problem of differ colleges mainly in remote areas or rural areas is lack of proper infrastructure. Due to lack of proper infrastructure, it is really creating problem for teaching and learning process. Students are not getting proper learning tools and the modern techniques for proper learning.
15. **Problem of safety and security:** teachers of different colleges of all over west Bengal are suffering with serious problem of safety and security. Somewhere teachers are getting fear to take the class freely which we often see in newspaper or television.
16. **Democratic environment within the college premises:** another most vital problem of different colleges all over west Bengal is democratic environment within the college premises. Democratic rules of the head of the institution creates such a serious problem that ruins the relationship between teacher to teacher, teacher to principal.so it is creating problem of real teaching and learning process.
17. **Lack of income:** College teachers are also suffering from income. There is a great difference between central and state Govt. teachers, although we are belonging to the same category. Even state to state, there is no similar salary between teachers. So this is a vital problem of college teachers.
18. **Loss of monetary benefit such as DA:** another vital problem is that there is great difference of salary between state and central Govt. college teachers, even college teachers are not getting their arrear of DA. At present the west Bengal Govt. has also taken away the benefit of DA from their employees which made the employees / teachers to have unhappy mood which is very averse to create job satisfaction.
19. **Excessive administrative control by the academic head:** Various organization are suffering due to lack of relationship between teachers and head of the institution. Academic head always tries to apply various rules on teachers with the help of his power without considering their humanity. They do not understand that without cooperation of teachers, overall development of the institution may not be possible. So there is always a conflict between teachers and academic head.
20. **Issues relating to the job confirmation:** Many teachers suffer in job confirmation due to evil consideration of head of the institution. New teachers do not have confirmation in due time due to biasness of principal and his misbehavior. So it also creates pressure on the mind of young teachers for doing the job attentively as their mental condition are not sound. It also hampers the activities of educational organization.
21. **Delay in carrier advancement:** many teachers are suffering in delay for their carrier advancement for which head of institution, governing body and higher education authority(DPI). The above mentioned authorities are unnecessary creating various problem in case of having permission for the teachers for their carrier advancement. So it also creates the stress on the mind of teachers doing their job joyfully.
22. **Delay in promotional benefit:** teachers are also suffering promotional benefit due to various reasons. Teachers are to discharge various duties with their academic duties. They are to perform also administrative duties with preparation for their students and for their carrier advancement. But unfortunately head of the institution do not show his interest regarding taking initiatives for teacher's promotional work. Unnecessarily they show business on other works and they fell that teachers, promotional job is not so important.

- 23. Fixation and pay protection:** teachers are suffering with another problem of pay fixation and protection. Head of the institution do not show interest in case fixation and pay protection for the teachers. unnecessarily he shows that he is so busy at that moment that he has no time to take care regarding fixation and pay protection of the teachers of his institution.

Implementation of 7th Pay Commission in West Bengal and its Impact on Job Satisfaction of Undergraduate College Teachers:

After waiting for long time West Bengal had implemented the revised UGC pay scale in accordance with the 7th Central Pay Commission for teachers in institutes of higher learning from January 1, 2020 by the Chief Minister Mamata Banerjee. And it was come into effect in government colleges, state-aided colleges and universities. But the teachers are not satisfied with this pleasurable announcement of our honorable chief minister. There are various reasons for showing such an unhappiness faces.

Firstly 7th pay commission implementation was happened after long days where many states whereas central Govt. employees has been getting such benefit for a long day before and enjoying the same but the state govt. employees are deprived from such a benefit.

Secondly the implementation of the above stated commission was happened from 1.1 2020 whereas such implementation was happened from 2016 for the central Govt. employees which is very unfair and injustice. Even many states of our country have already implemented earlier before our state(W.B.) which is unexpected to the teachers like us.

Thirdly to make the equality with the central Govt., the state Govt. would give 3% increment on their respective salary for four years from 2016-2019 which is not satisfactory for the state employees. State Govt. teachers are really deprived from arrear for above stated four years. Many of teachers have expressed their unhappiness for such type of decision.

Fourthly although to some extend the salary of all levels has gone up but teachers are unhappy due to various reason. On one side there is no DA for the teachers at present although they had been receiving the same from the past. But after implementation of 7th pay commission, the state Govt. has abolished the opportunity from the teachers.

The fifth reason is that west Bengal Govt. has introduced medical insurance project. But it is surprise to say that maximum teachers are not agree to take such facility as they are getting fear after admission to hospital or nursing home, they would not get cash free benefit, even in all hospital or noshing homes there is no such facility. Many private hospitals are not showing their eagerness to receive medical insurance card given by state Government. So this is a great problem among the teachers and they are unable to decide whether to inter in medical insurance scheme made by state government.

Pandemic situation and its effect on teachers and students:

In pandemic situation school and colleges are closed near about 2 years whose bad effect expression have been shown from both teachers and students. Both urban and rural students as well as teachers have faced various problem specially the rural teachers and students have suffered more. Various problem faced by teachers are stated below-

1. **Lack of knowledge regarding application of new technologies:** Maximum teachers have no good knowledge regarding application of new technologies. As a result, they have to give effort to learn it and after that they can teach to the learners.
2. **Online teaching and assessments in home environment settings:** The various factors that affect online teaching and assessments in home environment settings are a lack of basic facilities, external distraction and interruption from family members.
3. **Lack of basic facilities:** Teachers require basic facilities such as marker, whiteboard, printers for smooth online teaching. Because of limited facilities at home, teachers are not able to explain and express themselves in a video conference. Even if the platform is supported by the institutes, then also teachers require basic facilities for the smooth delivery of the lecture.
4. **Problem of explanation:** Many times it is difficult to explain topic without facilities like whiteboard and marker, though Zoom provides inbuilt whiteboard, but it is not very effective.
5. **Lack of books:** To prepare lectures, sufficient books are not available in many teacher's home, college library has many options
6. **Reduction of efficiency and confidence of teachers:** The conventional teaching has all the facilities like board, marker, and printer. In the home environment settings, these are not available, without these facilities teachers' confidence and efficiency reduces as they are not able to express themselves in an influential manner.
7. **Problem of checking on online assessments:** Teachers prefer to print out the assignment and then evaluate them. Because of limited facilities at home, teachers are not able to do justice with evaluation. The marks are required to be entered in the software, but it opens for a limited period of time, and once submitted it cannot be edited. Teachers believe in rechecking by taking a printout of the evaluation sheet to in the printing of marks and rechecking, to avoid

errors. There are lot of online assignments and it's difficult to check them online. Many teachers would like to take the printout and evaluate them, but it is not possible because of absence of printer in my home.

8. **External distraction:** Teachers face a lot of external distractions because of noise created by neighbors, pets, vehicles and visitors. Continuity and efficiency get affected during lecture preparation and delivery.
9. **Family interference:** Teachers face a lot of disturbance because of limited space in the house. There is a lot of distraction from children, conversation between family members, family members approaching for personal work, etc. It results in unwelcomed breakages and teaching is hampered.
10. **Response on online assessments:** Under the home environment setting, teachers reported that the family does not understand the gravity of the online assessments. Regular interruption at home breaks the continuity and results in faulty assessments and evaluation.
11. **Institutional support for online teaching and assessments:** A teacher requires institutional support for successful online teaching and assessment. Institutes can support them by providing institutional-supported technologies, proper training, technical support and clear directions for successful online teaching and assessments.
12. **Lack of Training:** Response on online teaching: The teacher needs training in conducting online teaching. Teachers were not well equipped and trained in online teaching. Many institutions instructed teachers to teach online without any training on open-source software.
13. **Lack of technical support:** Response on online teaching. Teachers face technical issues such as connectivity and software's, and they require technical support for online teaching, which is not available at home. An institution using institutional-supported technologies had direct technical support. Their technical issues were resolved by the technical department and the teaching was not hindered, however, the same was not true for teaching through open source as there was no direct support and teaching was taking place on trial and error method.
14. **Lack of clarity and direction:** Institutions using institutional-supported technologies have communicated the structure and strategy to implement the online classes time-table. On the other hand, institutions not having any licensed platform and dependent on open software, they did not have any clarity about the process to be followed, a lot of confusion prevailed in that case.
15. **Response on online assessments:** Teachers dependent on open-source software lack clarity and direction and no uniform assessment pattern was adopted by the institution. Teachers were doing it as per the convenience without any clear instruction. Institution supported technologies have become a boon during this time of crisis Teachers had clarity and direction from the institution about the type of assessment to be conducted with proper examination schedule.
16. **Technical difficulties faced by teachers in online teaching and assessments:** Teachers also face technical difficulties such as availability of technical infrastructure, awareness of the online platform; security issues while doing online teaching and conducting assessments.
17. **Security Concern:** Teachers using open sources for online teaching were considerate about security issues. They were not comfortable in teaching. They reported an issue such as virus attacks, leaking of student data and privacy issues. On the other hand, Impact of coronavirus pandemic 215 teachers using institutional-supported technologies felt secured as those LMSs are protected and secure because of because of licensed version.
18. **Lack of online teaching knowledge:** Teachers were not acquainted with online teaching platforms, they tried the open-source platform but were not confident. They had insufficient knowledge of online teaching, but because of the lockdown, they used open sources for online teaching. Institutes who have institutional-supported technologies, teachers were having good knowledge of online teaching and executed it efficiently.
19. **Negative attitude:** Teachers found online teaching inconvenient and a wastage of time. At home environment setting effective teaching does not take place because of a lack of facilitates, comfort zone and resistance to change. They believe in the conventional method of teaching and expressed a negative attitude toward online teaching. Contrary to this, teachers who were using institutional-supported technologies carried a positive attitude, however, they reported issues related to home-environment.
20. **Course integration with technology:** Many teachers agreed that every course cannot be taught online such as numerical, experimental and communication subjects. They require practical exposure and queries need to be resolved with face to face discussion. They found it difficult to integrate their subject with technology, which affected online teaching.
21. **Lack of motivation:** Teachers were not motivated for online teaching because of many factors such as a lack of interaction, a lack of student engagement, not able to ascertain the psychological and emotional needs of the student, unable to reach out to the students, indiscipline and inability to effectively clear student's doubts. Some teachers also reported that online teaching requires more efforts but that hardship is not recognized by the institutions'

IV. CONCLUSION:

Teaching process may not be static. So twenty first century higher education has under gone the speedy changes. Teachers are supposed to excel in every related aspects of Higher education including class room teaching practice. Role of higher education teachers has become diversified: teacher, curriculum developer and researcher. Except all these, a teacher has to perform as a counsellor, administrator, policy makers and so on. So teacher has to perform dynamic role and this can be possible when he is satisfied with his work.

REFERENCES

- [1] Al-Senaidi, S., Lin, L. and Poirot, J. (2009), "Barriers to adopting technology for teaching and learning in Oman", *Computers and Education*, Vol. 53 No. 3, pp. 575-590.
- [2] Arora, A.K. and Srinivasan, R. (2020), "Impact of pandemic COVID-19 on the teaching-learning process:a study of higher education teachers", *Prabandhan: Indian Journal of Management*, Vol. 13No. 4, pp. 43-56
- [3] Chaudhary, N.S., Phoolka, S., Sengar, R. and Pande, S. (2019), "Whistleblowing in Indian higher education sector: a qualitative study", *International Journal of Learning and Change*, Vol. 11No. 2, pp. 145-168.
- [4] Dhawan, R. 2000. Impact of Academic Staff College's Programmes on Teachers and Education. *University News*, 38(16): 14-15.
- [5] Farmer, L.B. and Byrd, R. (2015), "Genderism in the LGBTQQIA community: an interpretative phenomenological analysis", *Journal of LGBT Issues in Counseling*, Vol. 9 No. 4, pp. 288-310.
- [6] Ganser, T.N. 2000. An ambitious vision of professional development for teachers. In. *NASSP Bulletin*, 84(618): 6-12.
- [7] Government of India- Indian Education Commission 1964-66. Ministry of Education; New Delhi.
- [8] Government of India- National Policy on Education 1986. Ministry of Human Resources Development; New Delhi, May 1986.
- [9] Heck, S.S. and Williams, C.R. 1984. *The complex role of teacher: An ecological perspective*, New York: Teacher College Press.
- [10] Parvez, M. 2009. Professional Development of Teachers in Higher Education. *University News*, 47(32).
- [11] Rammurti Towards and Enlightened and Human Society: NPE, 1986. A Review. Department of Education, Government of India, New Delhi, Dec.1990.
- [12] Verma, G. Campbell, T. Melville, W. and Park, B.Y. (2020), "Science teacher education in the times of the COVID-19 pandemic".
- [13] Yuen, A.H. and Ma, W.W. (2008), "Exploring teacher acceptance of e-learning technology", *Asia-Pacific Journal of Teacher Education*, Vol. 36 No. 3, pp. 229-243.