

Article

# A Study on Level of Teaching Among Unaided College Teachers with Reference to Coimbatore City

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## I N F O

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## A B S T R A C T

This study was conducted to explore the Attitude of College teachers towards digital based teaching. The sample of this study included 60 Unaided College teachers. The self developed questionnaire was used by the investigator to access Attitude of unaided College teachers towards digital based teaching. The objectives of the study were to study the unaided College teachers. To study the significant difference in the attitude of unaided College teachers. The results supported that there is no significant difference in the attitude of lectures towards digital based teaching they beliefs that digital based learning is an important tool for enhancing the teaching process in a classroom situation. It made an enormous contribution to improving education. The aided students used the internet most frequently for entertainment (57.0%), while as the unaided students used it for education (57.4%). Both groups of students used the internet very frequently to chat with friends, for social networking, email, and to obtain general information. For the aided students, the biggest barriers to using the internet were a lack of time (42.0%) and cost of using (41.1%) and for unaided students were a lack of time (65.7%) and lack of internet at home (19.9%). Implications of the results are discussed.

**Keywords:** College Teachers. Digital Based Teaching, Internet Usage, Unaided College, Digital India

## Introduction

Education is extremely important for the development of a nation. It is the process of instruction aimed at all round development of youth. Education enables people to contribute to societal development. Education has the responsibility for transferring human beings into human resources (Gopalan, 2001). Education, at the individual level helps in the process of socialization. At the level of society, it ensures that the traditional wisdom passes from

one generation to the other and the new and modern knowledge is imbibed by the present generation one of the major differences between aided and unaided colleges is with regard to funds. While the aided colleges are supported by the government, the unaided colleges have to raise their own funding. Aided colleges need not have only aided courses. In fact, many of the aided colleges do have many unaided courses which are also referred to as self- financing courses. This implies that development of unaided courses in private aided colleges is contributor to the growth of

these institutions. The main aim behind launching self-financing courses was to vocational is higher education. The policy of the University Grants Commission (UGC) was to equip students through an add-on-course with some practical knowledge along with the bachelor's degree (Das, 2012). The nature of self-financing course depends on the institutional mode under which it is delivered. Colleges slowly and gradually found this as an opportunity to attract students and raise the financial resources as it was becoming difficult to launch new courses without the subsidy of the government. In the last few decades sprouting of self-financing institutions and greater participation of the private players that have introduced self-financing programs has been observed.

### **Objective of the Study**

To identify the level of teaching among unaided college teachers

### **Research Design**

The researcher has been selected on Convenience sampling technique and the total number of sample was 80

### **Methodology**

This section describes the methodology which includes collection of data, construction of questionnaire and framework of analysis.

### **Collection of Data**

The primary data have been collected directly from the unaided teaching staff through on Questionnaire. Secondary data have been collected from standard books, articles, magazines, encyclopedia and internet.

### **Primary Data**

The study mainly based upon the primary data. Interview schedule method is used to collect the data from the respondents. Sample sizes of 80 respondents have been appended in the research report.

### **Tools for Analysis**

Apart from the necessary tables, suitable statistical tools are applied for analysis and interpretation.

Percentage analysis, Weighted Average, Chi – Square, T – Test, ANOVA

### **Review of Literature**

According to Gupta (2005) the world facing both quantitative and qualitative changes – quantitative in terms of economic growth and technological innovations, and qualitative in terms of a new paradigm of an evolving society is governed by altogether different values and ethos. She highlighted the various aspects of international trends in private education. She mainly focused on the driving forces, causes

and consequences of the emergence of private higher education in India during the past few decades. Her study also discussed the role of Indian judiciary in the context of regulation of private education institutions.

Agarwal (2006), studied the challenges faced by higher education globally and the national response to them. The author emphasizes the need for greater adaptability in the higher education system so that it continues to provide the needed skills and trained workforce to the economy as it integrates with the world economy. The dawn of the new millennium has brought a significant amount of new ideas on financing of higher education.

Bikas Sanyal and Martin Michaela (2006) discussed the major factors influencing the new trends of financing higher education. The authors tried to establish the reciprocal relationship between financing of higher education and its mission and suggested strategies in financing higher education at the system and the institutional levels.

Prakash V (2007), has given an overview of trends in the expansion of higher education and examines variations in participation across states, gender and social groups. He made an attempt to discuss the trends in the growth and financing of higher education, besides highlighting some important issues regarding development of higher education in India.

### **Kind of Unaided Colleges Attended Andinternet Usage**

The need for examining the kind of college attended and internet usage is crucial, since globalization has brought about a number of changes in the world today changing it into a global market, transforming skills that are required for various jobs (Mishra, 2013). To meet this need, the Indian Higher Educational system revamped its goals where skill enhancement was given top priority and many skill development courses were created by Indian Universities to meet the job market requirements (as cited in UGC pushes implementation of career oriented courses through new schemes).The University Grants Commission (UGC) which looks after the Standards of teaching, examination and research in Universities in India, has opened University level education to private partners since the advent of Globalization, apart from funding the Universities and Colleges affiliated to the UGC.

The University of Mumbai introduced new courses (by inviting private partnership from organizations in the field of education) which opened up various avenues of higher education for students. Prior to the 1990s, the only streams of education open to students for higher education were Arts, Science & Commerce; these streams were fully aided and funded by the Central Government. New courses in Mass Media (BMM), Management Studies

(BMS), Accountancy & Finance (BAF), Banking & Insurance (BBI), B.sc degree in Information Technology, (B.Sc-IT) were created. Further, they extended these same courses for Post graduation such as Masters in Business Administration (MBA), where these courses are unaided or self-financed. There are differences between aided and unaided colleges with regard to the funds they receive. An aided college receives funds from the government for academic activities and infrastructure development.

The fee structure is determined by the government/university. An unaided college does not receive any support or funds from the government/university (Prabhat, 2011). Students pay heavy fees to attend unaided colleges and the infrastructure in these institutions is good. In the unaided colleges, the students' caliber is higher; Patterns of Internet Use with Indian Students from Aided and Unaided Colleges Asian Journal of Multidisciplinary Studies, 3(7) July, 2015 35 requiring them to have certain minimum grades and scores. Kumari (2015) examining secondary education schools in Delhi indicates that the facilities available in private unaided schools are compared with government secondary schools the private unaided schools of Delhi are found much modernized with computer facilities, libraries and well-equipped laboratories Given that unaided

**Table I. Teaching Experience of Respondents**

S. No.	Teaching Experience	No. of Respondents	Percentage
1	Below 2 yrs	20	25
2	2 – 5 yrs	30	38
3	5 – 10yrs	18	22
4	Above 10 yrs	12	12
<b>Total</b>		80	100

Source: Primary Data

colleges tend to have better technology infrastructure and there might be internet usage differences, empirical studies Examining the relationship between kind of college attended and internet usage of Indian college Students merit investigation.

From the table, out of 80 respondents 38 percent of respondents are experienced below 2 years and 22 percent of the respondents are 5 -10 years and 2-5years. Hence, it can be concluded that majority of the respondents are experienced above 10 years.

Mean difference between the gender wise and level of digital based teaching unaided college teachers

In order to understand the Mean difference between the gender wise and level of digital teaching unaided college teachers of, it is proposed to utilize the tool "ANOVA" test.

**Table 2**

Experience and level of digital teaching unaided college teachers	Calculated value	Table value
	2.117	5.192

### Hypothesis

H<sub>0</sub> - There is no Mean difference difference the gender wise and level of digital teaching unaided college teachers

### Results

Significant at 5% level.

### Inference

The calculated "ANOVA" value is less than the table value at 5 percent level. Therefore the null hypothesis is accepted.

The analysis leads to the conclusion that there is no mean difference between the gender vice and level of digital teaching unaided college teachers

### Findings

1. There is no significant difference in the attitude of unaided college teachers digital based teaching.
2. There is no mean difference between the gender wise and level of digital teaching unaided college teachers
3. Majority of the respondents are experienced above 10 years. It shows the result of this study is not biased.
4. There is a significant difference in the average satisfaction scores of the respondents in educational qualification and year of experience.
5. There is significant difference in age group, educational qualification, year of experience and gender and no significant difference in marital status, with mean scores of satisfaction.

### Conclusion

The access to digital communication technology with multi capability has made learning more vivid, interesting and joyful. Teachers or lecturers are an important element in the educational network. Hence the teachers should be encouraged through training and support, to the use of Web and other information technology systems in their teaching. Job security is an important factor for developing good attitude among the unaided teachers. The college management has to take necessary step to give job security to all unaided teachers it also affects the teaching level and teaching quality of teachers either in offline or Online.

Further the study is concluded that there is significant difference in age, educational qualification, and year of experience. And there is no difference in marital status with mean scores of satisfaction. Most of the teachers are more

than ten years of teaching experience; hence the result of the study is more accurate and not biased. Students mostly using internet for chat and other entertainment activity than the education. This also affects the level of teaching in unaided colleges.

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