

A STUDY OF TEACHING APPROACHES OF THE COMMERCE TEACHERS IN AHMEDABAD

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ABSTRACT

Terry Pratchett, in his sharp tongue of cheek humor attacks the profession, but when I hear this glamorous word Teacher, I remember Dumbledore and Snape from Harry Potter, I remember the character Amitabh played in Black, or Jitendra played in Parichay. I remember Malala's famous quote: "One child, one teacher, one book, one pen can change the world." So what is a teacher? Who is a teacher? And more importantly, what do teachers think they are! This is what we are here to present. The paper, using the primary data explores the Teaching Approaches of Commerce Teachers of select colleges of Ahmedabad.

KEYWORDS: *Teaching Approaches, Educational System, Constructivist Classrooms.*

Introduction

Education or educational system has always been an important subject in all the major political debates and discourses in any country. As the Brooks authors point out in their book *In Search of Understanding: The Case for Constructivist Classrooms*ⁱ "From the White House to the State House to the school house, politicians and educators have been wringing their hands over the condition of education in our nation. Some excoriate our present educational system citing reports that raise questions about the inability of American students to perform as well on content area tests as students from other nations." Most of these discourses on education or education system lead to two important points : Teaching methods pedagogy and Learning Methods. When it comes to Teaching pedagogy, the constructivist theory has been discussed quite at length by the educationalists. It is mainly based on the idea that "*the educational reform must start with how students learn, and how teachers teach, not with legislated outcomes. After all, the construction of understanding is the core element in a highly complex process underpinned by what appears to be a simple proposition.*" Though much criticized, the constructivist theory does appear to be an ideal one, based on observation and scientific study. The teacher's role according to this theory is to make the lecture a process of learning and reflection, where the knowledge is internalized by the students. The knowledge, according to this theory, should be generated or constructed out of the students' own experiences. To reach this level of the construction of knowledge, the teacher may use the following methods:

- Ñ Encouraging and accepting students' autonomy and initiative
- Ñ Use of raw data and primary sources
- Ñ Getting to know about students' understanding of concepts before sharing their own understanding

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i Chapter 1, Honoring the Learning Process, Merrill/Prentice Hall, 1999.

- Ñ Dialogue – both with the teacher and among themselves
- Ñ Asking thoughtful, open ended questions
- Ñ Seeking elaboration of students' initial responses
- Ñ Allow wait time after posing questions
- Ñ Providing time to construct relationships and find parallels
- Ñ Frequent use of the learning cycle model

All these methods can be used with the tools of black board, smart board, power point presentations, films etc.

The present paper examines what pedagogy that the teachers of commerce colleges in Ahmedabad use. At the same time, the study is not restricted only to pedagogy. The paper also encompasses the areas like the teachers' relationship with their colleagues and their head of the institute. Thus, the paper focuses on the teachers' role as a teacher, as a colleague and as an employee. The paper proposes that there is a symbiotic connection between the relationship that teachers share with their students, and that they share with their colleagues and institute head. A very common experience of all teachers is that their job is never restricted only to teaching and evaluating. Whether it is a self-financed college or a grant-in-aid, today's teacher is also an event manager and a counselor among many other roles. The paper examines how these different roles impact the actual 'teaching role'. The paper also addresses the questions: is teaching, therefore, not confined to the boundaries of the classroom, and 'the knowledge is free'ⁱ, is it moving towards Tagore's 'heaven of freedom'?

Grant-in-aid and Self Financed Institute

One of the main differences between grant-in-aid and self-finance colleges is with regard to funds. A college that gets aid from the government is termed as grant-in-aid college whereas a college that does not get any funds or aid from the government is called as self-finance college. While grant-in-aid colleges get support from the government, self-finance colleges do not get any support from the government side. The grant-in-aid colleges get grants from the government for various purposes like infrastructure development, academic activities. Another major difference that can be seen between grant-in-aid and self-finance College is in the fee structure. The self-financed colleges take heavy fees from the students whereas the grant-in-aid colleges only take the fees stipulated by the government. While the government pays the teachers of the grant-in-aid colleges, it is the management that pays the salary of the self-financed college teachers. The teachers in grant-in-aid colleges are protected whereas the teachers have no protection in self-financed colleges. Grant in aid colleges are under direct supervision and control of state government through respective universities. Strict rule of appointment of faculties, remuneration of faculties, working hours and with central admission system. A self-financed college in India has its own procedure for selecting candidates to fill up the seats in the institute. That is, it will have its own eligibility criteria and own methods of admission, which may or may not include an entrance test and/or personal interview & group discussions. A self-financed college in India also sets its own rules and regulations.

Rationale of Study

The present study is carried out with intention to know the impact of type of institute on the teacher approach towards, students of college, staff members of the institute and approach towards organisation itself. The present study had been executed with intention to know the impact of structure, policies and procedure on the teacher's approach and practice. The study had been executed to know the approach of under graduate teacher's approach in the both different environment. In case of grant in aid organisation is with availability of many resources with rigid procedures and policies and protection to the job to teachers with full scale to the teachers may motivate towards great extent to put efforts for over all development of the students, organisation and society at large. And in the absolute contradict situation self-fiancé colleges or unaided colleges are with handful of resources, with low paid or significantly less wages receiving employees without any protection of job. The present study has focused that all these elements of the institute in which teacher is performing his duties has created significant influence in the teacher's approach and practices. It is also argues that in the self-financed institute and government aided institute there is change in the fees only. But there is vast difference in the practices of teachers in the class room and outside the class room in both type of

ⁱ Rabindranath Tagore, Where the mind is without fear

organisation. Innovation and creation of confidence amongst the student while doing academic activities and non-academic activities.

Research Methodology

Ñ **Research Objectives**

- To know and compare teacher's approach towards himself in the profession
- To know and compare teacher's practice and approach towards students for academic activities and co-curricular activities.
- To know the teacher's approach towards student's innovations and other class room practices at grant in aid and self-financed institutions.
- To know teaching practices of teacher's at Grant in aid and self-financed institutions.

Ñ **Research Design:** The present research is an attempt to know the teacher's practices and approach at the Grant in aid as well as at self-financed institutions. The research at this juncture can provide a preliminary information about the teacher's action in such two different structures. This leads to measure the effectiveness of the respective structure and person in student's academic and non-academic development. Thus we can conclude that our research design is explorative in nature. It requires further study in the form of descriptive study to know effectiveness of structure and teacher's practice on student's over all development.

Ñ **Data Collection Tool and Technique:** Data has been collected through structured questionnaire. Data had been obtained from 39 teachers who are teaching in Grant in aid institute and Self finance institute who is providing education of commerce under affiliation of Gujarat University respectively.

Ñ **Sampling Plan:** We have selected five different Grant and in-aid and Self-financed colleges for the data collection. We have adopted convenient simple random sampling.

Ñ **Data Analysis Tool:** We have gone for the percentage analysis for comparing the practices of grant in aid and self financed teacher's practices. To know the influence structure, policies and procedure in the teacher's practice or approach towards students and others we have used chi-square. The said data analysis has been executed with the SPSS software version 18.

Literature Review

Ñ **Creative Thinking and Student Centered Learning in UG Class Room : A small survey-By N. Lakshmi:** The paper begins with an idea that the facets of education are now changing. Education is not to be imparted, not to be given, but it is rather a process of creating 'interaction along with greater social responsibilities'. In the beginning of the paper, the author focuses on the concept of student centered learning. She points out that students comprise the most vital stakeholder group in the higher education system. And therefore, as and when there have been changes in the 'needs, aspirations and expectations' of students, the higher education system has had to go through transformation. This approach is defined as student centered learning. In the author's words, "Student centered learning is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process such as teachers and administrators."

Ñ **Innovative Methods of Teaching -by Dr. Damodharan V.S and Mr. Rengarajan V.:** Where N. Lakshmi ends her paper, Dr. Damodharan and Rengarajan begin theirs. This paper mainly compares the traditional methods with the technologically sound multi-media teaching. While explaining the traditional methods, the authors note that these methods are mainly based on the instructional model, where conveying the information is stressed upon, and they are mainly marks oriented rather than result oriented. On the other hand, the multi-media, which includes multi-sensory interactive application, mainly focuses on creating a problem-based learning environment by "giving the students a multimedia project to train them in the skill set".

Ñ **Design for Effective Teaching and Learning in Technical Education-By S. K. Saha:** While the authors of the Innovative Methods of Teaching focus mainly on the multimedia tools for innovative methods of teaching, S.K. Saha's study calls these multimedia tools like LCD projector 'only a cosmetic change in the process'. Saha points out that while it is considered that these multimedia tools have been extremely useful in the innovative teaching methods, but in fact, they sometimes increase the pace of the teacher and consequently make the process of learning even more difficult.

Data Analysis : Percentage

Table 1: Teacher's Attitude towards his/her Profession (Part A)

Type of College	Questions											
	I have Command over Subject which I teach					I always try to update my Knowledge			I also provide knowledge of other subjects			
	No Com ment	Strongly Agree	Agree	Unde cided	Disagree	Strongly Agree	Agree	Unde cided	Strongly Agree	Agree	Unde ided	Disagree
Self Financed	0%	54%	36%	10%	0%	54%	36%	10%	18%	62%	18%	3%
Grant-in-aid	5%	67%	26%	0%	3%	67%	33%	0%	49%	44%	8%	0%

Table 1: Teacher's Attitude towards his/her Profession (Part B)

Type of College	Questions											
	I do not hesitate to get			I am always ready to				I extend my cooperation in staff				
	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	
Self Financed	54%	44%	3%	46%	36%	15%	3%	46%	46%	3%	5%	
Grant-in-aid	69%	28%	3%	49%	23%	21%	8%	46%	38%	10%	5%	

Table 2: Teacher's Approach towards Students (Part A)

Type of College	Questions										
	I extend necessary help to students to find solution for their educational problems			I am ready to give my time and labour for the benefit of the students		I provide appropriate motivational opportunities to students			I encourage students to ask questions to clarify their doubts in the		
	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	
Self Financed	59%	36%	5%	46%	54%	46%	49%	5%	72%	28%	
Grant-in-aid	67%	33%	0%	69%	31%	62%	38%	0%	79%	21%	

Table 2: Teacher's Approach towards Students (Part B)

Type of College	Questions													
	I make maximum use of rewards and minimum use of punishments to get desired objectives				I am not in favour of corporal punishment to students					I do not discriminate amongst students		I use civilized language with students		
	Strongly Agree	Agree	Undec ided	Disagee	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagr	Strongly Agree	Agree	Strongly Agree	Agree	
Self Financed	49%	44%	5%	3%	64%	33%	0%	3%	0%	87%	13%	62%	38%	
Grant-in-aid	56%	28%	10%	5%	62%	28%	3%	5%	3%	85%	15%	77%	23%	

Table 3: Teacher's Approach towards Students in Routine (Part A)

Type of College	Questions								
	I respect ideas and suggestions of students		I have cordinal relations with my students and I have love for them				I pay attention to fear free discipline in the class		
	Strongly Agree	Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided
Self Financed	62%	38%	51%	44%	5%	0%	46%	49%	5%
Grant-in-aid	77%	23%	77%	21%	0%	3%	56%	44%	0%

Table 3: Teacher's Approach towards Students in Routine (Part B)

Type of College	Questions											
	I extend my cooperation to the parents for the solution of problem and peoper development of students				I make efforts to develop confidence, zeal and patrotism in students through curricular and co-curricular activities				I pay individual attention to each student			
	Strongly Agree	Agree	Undec ided	Disagree	Strongly	Agree	Undecided	Strongly	Strongly	Agree	Undecided	Disagree
Self Financed	44%	41%	10%	5%	54%	28%	3%	15%	23%	41%	21%	15%
Grant-in-aid	54%	38%	8%	0%	46%	46%	8%	0%	31%	51%	15%	3%

Table 4: Teacher's Perception towards Self (Part A)

Type of College	Questions													
	I am disciplined				I am confident of myself		I am regular and punctual			My results are always 100%				
	Strogly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Self Financed	59%	31%	5%	5%	59%	41%	64%	36%	0%	0%	62%	26%	8%	5%
Grant-in-aid	79%	15%	3%	3%	79%	21%	74%	23%	3%	15%	44%	36%	3%	3%

Table 4: Teacher's Perception towards Self (Part B)

Type of College	Questions																
	I am creative			I am respnsible			I am imaginative				I have adjustment capacity			I am humorous			
	Stron gly Agree	Agree	Unde cided	Stron gly Agree	Agree	Unde cided	Stron gly Agree	Agree	Unde cided	Disag ree	Stron gly Agree	Agree	Unde cided	Stron gly Agree	Agree	Unde cided	Disag ree
Self Financed	41%	51%	8%	59%	41%	0%	49%	46%	0%	5%	64%	28%	8%	36%	33%	31%	0%
Grant-in-aid	41%	46%	13%	64%	33%	3%	49%	44%	8%	0%	64%	31%	5%	44%	33%	15%	8%

Table 4: Teacher’s Perception towards Self (Part C)

Type of College	Questions														
	I have missionary zeal					My students, their parents, my colleagues and principal can trust me			I have full knowledge of the subject			I am emotionally stable			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Strongly Disagree
Self Financed	31%	23%	28%	13%	5%	72%	23%	5%	15%	54%	31%	15%	59%	21%	5%
Grant-in-aid	41%	44%	15%	0%	0%	82%	18%	0%	38%	33%	28%	51%	31%	18%	0%

Table 5: Teacher’s Approach with Colleagues and Head of Institute

Type of College	Questions																
	I donot hesitate to seek help from my senior colleague			I respect head of the institute as senior most member				I keep frinedy and brotherly relations with co- teachers				I am always ready to guide my colleagues		I extend expected help in the routine works of the institution			
	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Strongly Disagree	Strongly Agree	Agree	Undecided	Strongly Disagree	Strongly Agree	Agree	Strongly Agree	Agree	Undecided	Disagree
Self Financed	77%	18%	5%	82%	13%	0%	5%	64%	31%	0%	5%	56%	44%	51%	44%	0%	5%
Grant-in-aid	69%	28%	3%	85%	13%	3%	0%	72%	23%	5%	0%	54%	46%	64%	31%	3%	3%

Table 6: Teacher’s Approach towards Co-curricular Activities

Type of College	Questions																	
	I take interest in the co-curricular activities organised in the institutions				I effectively organise co- curricular activities in the institutions					I give explicit suggestions in the activities of institution				I prepare the students to take part in co-curricular activities in accordance with their interest and capability				
	Strongly Agree	Agree	Undecided	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Self Financed	69%	26%	0%	5%	33%	62%	0%	0%	5%	46%	46%	8%	0%	46%	36%	3%	10%	5%
Grant-in-aid	56%	33%	10%	0%	44%	38%	15%	3%	0%	31%	64%	3%	3%	54%	33%	13%	0%	0%

Table 7: Teacher’s Approach towards Lecture Delivery or Class Room Teaching (Part A)

Type of College	Questions													
	I regularly plan my lessons			I am fully acquainted with the teaching objective of the topic				I present subject matter in a specific way				I use proper teaching methodology in class		
	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided
Self Financed	59%	26%	15%	59%	33%	3%	5%	49%	46%	5%	0%	49%	44%	8%
Grant-in-aid	51%	49%	0%	64%	33%	3%	0%	56%	33%	8%	3%	46%	49%	5%

Table 7: Teacher's Approach towards Lecture Delivery or Class Room Teaching (Part B)

Type of College	Questions																
	At the end of the lesson, I review it				I relate my classroom teaching with real life situations				I make use of illustrations to simplify		While teaching I always keep in mind that I am accountable to			I seek cooperation of students to pursue my topic			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Disagree
Self Financed	44%	54%	3%	0%	64%	31%	5%	0%	82%	18%	62%	23%	15%	56%	41%	3%	0%
Grant-in-aid	31%	54%	13%	3%	56%	38%	3%	3%	74%	26%	72%	23%	5%	49%	38%	8%	5%

Table 8: Teacher's Approach towards Evaluation and Feedback (Part A)

Type of College	Questions											
	I assign practical marks (home/class) to the students according to their capability				I always properly evaluate written work of students and note the errors			I supervise and examine written and practice work of the class				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Strongly Agree	Agree	Undecided	Disagree	
Self Financed	31%	41%	18%	10%	33%	67%	0%	38%	36%	23%	3%	
Grant-in-aid	21%	59%	18%	3%	41%	46%	13%	33%	46%	21%	0%	

Table 8: Teacher's Approach towards Evaluation and Feedback (Part B)

Type of College	Questions													
	After examining, I return answer books to the students in a week					I conduct periodical class tests of students to give them proper feedback from them regarding my teaching					I give my feedback to students regarding their marks and performance while distributing them answer books			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree
Self Financed	10%	31%	26%	28%	5%	10%	44%	23%	18%	5%	15%	49%	33%	3%
Grant-in-aid	26%	8%	36%	28%	3%	18%	28%	36%	15%	3%	26%	28%	23%	23%

Table 9: Teacher's Approach towards devices usage for teaching

Type of College	Questions																
	I use blackboard				I make an effective use of material aids				I am always prepared to know and make use of new teaching devices				I try to make use of more than one devices such as computer assisted instructions, cooperative learning and internet while				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Self Financed	69%	28%	0%	3%	28%	59%	3%	10%	49%	36%	10%	5%	28%	38%	15%	18%	0%
Grant-in-aid	64%	28%	3%	5%	31%	56%	10%	3%	31%	51%	18%	0%	26%	44%	15%	13%	3%

Table 10: Extra Efforts made by Teachers for Teaching & Self Development (Part A)

Type of College	Questions										
	I make use of education psychology according to individual difference of students				I need-base use remedial measures				I always make efforts to teach difficult topics in a simple way		
	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided
Self Financed	31%	62%	8%	0%	26%	67%	8%	0%	82%	18%	0%
Grant-in-aid	33%	49%	15%	3%	28%	54%	15%	3%	64%	33%	3%

Table 10: Extra Efforts made by Teachers for Teaching & Self Development (Part B)

Type of College	Questions										
	I create interest of the students in the lessons		I help students in developing problem solving ability		I use criticism by students and others as feedback for improvement				I share my experiences about my subject with my colleagues to enhance my knowledge		
	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree	Agree	Undecided
Self Financed	69%	31%	44%	56%	36%	38%	21%	5%	54%	41%	5%
Grant-in-aid	69%	31%	49%	51%	36%	46%	18%	0%	49%	44%	8%

Chi-Square Test analysis of Teacher's approach and actions for various aspects of classroom teaching and students

Hypothesis Testing

- 1 H₀** : There is no significant influence of type of Institute on teacher's practice of teaching other subjects which are not in the curriculum.
- H₁** : There is significant influence of type of Institute on teacher's practice of teaching other subjects which are not in the curriculum.

Chi-Square Test Table for Type of Institute and Teacher's approach towards providing knowledge of other Subjects

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	9.334	3	.025
Likelihood Ratio	9.987	3	.019
Linear-by-Linear Association	8.532	1	.003
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H₁ is accepted. Thus there is significant influence of type of institute on teacher's approach towards providing knowledge of other subjects to the students.

- 2. H₀** : There is no significant influence of type of institute on teacher's intention or practice of allotting additional hours for the benefit of students.
- H₁** : There is significant influence of type of institute on teacher's intention or practice of allotting additional hours for the benefit of students.

Chi-Square Test Table for Type of Institute and Teacher's intention or practice of allotting additional hours for the benefit of students

	Value	Df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.255 ^a	1	.039
Continuity Correction ^b	3.362	1	.067
Likelihood Ratio Fisher's	4.298	1	.038
Exact Test Linear-by-Linear Association	4.200	1	.040
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's intention or practice of allotting additional hours for the benefit of students.

3. H₀ : Type of institute has no significant influence on teacher's cordial relations with students and love for them.

H₁ : Type of institute has significant influence on teacher's cordial relations with students and love for them.

Chi-Square Test Table for Type of Institute and Teacher's cordial relations with students and love for them

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi Square	8.240 ^a	3	.041
Likelihood Ratio Linear	9.486	3	.023
Pearson Chi			
Square Likelihood Ratio Linear	3.419	1	.064
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's intention or practice of allotting additional hours for the benefit of students.

4. H₀ : Type of institute has no significant influence on organisation of co-curricular activities in the institute.

H₁ : Type of institute has significant influence on organisation of co-curricular activities in the institute.

Chi-Square Test Table for Type of Institute and Teacher's support for co-curricular activities

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi Square	11.610 ^a	4	.020
Likelihood Ratio	15.107	4	.004
Linear by Linear Association	.072	1	.788
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus, there is significant influence of type of institute on teacher's support for co-curricular activities in the institute.

5. H₀ : Type of institute has no significant influence on self-confidence of teacher

H₁ : Type of institute has significant influence on self-confidence of teacher

Chi-Square Test Table for Type of Institute and Teacher's Self confidence

	Value	df	Asymp. Sig.(2- sided)
Pearson Chi- Square	3.852 ^a	1	.050
Continuity Correction ^b	2.949	1	.086
Likelihood Ratio	3.908	1	.048
Fisher's Exact Test Linear-by-Linear Association	3.802	1	.051
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's Self Confidence.

6. H₀ : Type of Institute has no significant influence on teacher's efforts to develop confidence, zeal and patriotism in students through curricular and co-curricular activities.

H₁ : Type of Institute has significant influence on teacher's efforts to develop confidence, zeal and patriotism in students through curricular and co-curricular activities.

Chi-Square Test Table for Type of Institute and Teacher's efforts to develop confidence, zeal and patriotism in students through curricular and co-curricular activities.

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi- Square	8.952 ^a	3	.030
Likelihood Ratio	11.302	3	.010
Linear-by-Linear Association	1.788	1	.181
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's efforts to develop confidence, zeal and patriotism in students through curricular and co-curricular activities.

7. H0: Types of institute has no significant influence on the development and adherence of teaching plans

H1: Types of institute has no significant influence on the development and adherence of teaching plans.

Chi-Square Test Table for Type of Institute and Teacher's efforts to adhere teaching plan.

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi- Square	9.002 ^a	2	.011
Likelihood Ratio	11.367	2	.003
Linear-by-Linear Association	.283	1	.595
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's efforts to adhere teaching plan.

8. H0: There is no significant influence of institute on teacher's approach towards evaluation of student's work

H1: There is significant influence of institute on teacher's approach towards evaluation of student's work.

Chi-Square Test Table for Type of Institute and Teacher's approach towards evaluation of student's work.

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi- Square	6.765 ^a	2	.034
Likelihood Ratio	8.705	2	.013
Linear-by-Linear Association	.148	1	.700
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's approach towards evaluation of student's work.

9. H0: There is no influence of Institute on Zeal of Teachers for Missionary work

H1: There is significant influence of Institute on Zeal of Teachers for Missionary work

Chi-Square Test Table for Type of Institute and Teacher's Zeal of Teachers for Missionary work

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi- Square	11.504 ^a	4	.021
Likelihood Ratio	14.272	4	.006
Linear-by-Linear Association	7.462	1	.006
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's Zeal of Teachers for Missionary work

10. H0: There is no significant influence of institute on teacher's practice of providing feed back to students regarding their marks and performance in the examination.

H1: There is significant influence of institute on teacher's practice of providing feedback to students regarding their marks and performance in the examination.

Chi-Square Test Table for Type of Institute and Teacher's practice of providing feed back to students regarding their marks and performance in the examination

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi- Square	10.261 ^a	3	.016
Likelihood Ratio	11.263	3	.010
Linear-by-Linear Association	.911	1	.340
N of Valid Cases	78		

As P value is less than 0.05 we can conclude that H1 is accepted. Thus there is significant influence of type of institute on teacher's practice of providing feedback to students regarding their marks and performance in the examination. Thus, from the chi-square test we can conclude that type of institute in which respective teacher is teaching (self finance and grant in aid) is influenced by the policies procedures, flexibility of working. Such difference is also reflected in the teacher's approach towards teaching, interaction with the students, and even for self-confidence. Rigidity in the procedure and plans in the educational institute which is granted by the government has significant influence on the teacher's action. This ultimately percolate in the form of teacher's behaviour with the students (first stakeholders) and institute (second stakeholders) and ultimately to the society (third stake holder).

Findings

- Teachers of Self-financed institutes have tries to remain unclear in the replying for the self-appraisal matters. One tenth of the Self-financed institute teachers are unclear about their Command over subject, Updating for subject. While in case of grant in aid institutions self-perception about basic aspects of profession is opined relatively better.
- Self-financed teachers approach for sharing knowledge with students about other subjects and extension of their co-operation in staff meeting and other subject matter is comparatively less interactive/ conservative as compare to Grant in aid institutes.
- In comparison with Grant in aid undergraduate teacher's self-financed institute's teacher's approach towards students is more adoptable; student's friendly and open-minded along with innovations.
- Extension of teacher's help in solving educational problems of the students is one the important practice of teacher. In case self-financed institution 5% teachers are of the opinion that they are not providing help in solving educational problems.
- Just 3% of the Grant in aid institute's teacher are of the opinion that they could not establish co-ordinal relationship with their students. Similarly 15% self-financed institute's teachers are of the opinion that they can't develop confidence, zeal and patriotism in students through various activities in the organisation.
- Higher no of teachers in the self-financed institutions believe that they could not provide individual attention towards study of the students of institute.
- Teacher's perception about himself in the routine activities inside the class room and overall performance is playing very important role. Higher no Self-financed institute's are of the opinion that they are not disciplined, their efforts bring cent percent result, self-creativity, and capacity of adjusting situation, as compare to teachers of Grant in aid institute.
- 8% teachers of Grant in aid institute believe that they are not humorous. This is significant difference in approach towards the students and teaching efforts also.
- As compare to grant in aid institute 13% higher no of teachers of self-financed institute are of the opinion that they are in lack of Zeal for the missionary work.
- 5% of teachers of self-financed institute are of opinion that their students and parents and colleagues and head of the institution don't have confidence on them.
- The approach of Grant in aid college teachers for the co-curricular activities is more liberal and motivational from students view point as compare to self-financed teacher's approach.
- In the teaching methodology and class room activities Self-financed institution's teachers are not confidence enough about their teaching methodology and feeling requirement of training or guidance or alignment of efforts.
- In comparison to Grant in aid college teachers Self-financed institute's teachers are very conscious about their attitude and practice and its effectiveness for the class room teaching.

- 3% teachers of Self-finance institute are not using black board in lecture delivery and for the similar approach 5% teachers are of same approach.
- In usage of techniques and effectiveness use of material in teaching self-financed institutes teachers are less adoptive as to Grant in aid institute teachers.
- Grant in aid institute's teachers are less adoptive or ready for the taking extra efforts for remedial measures of the students for the academic weakness of the students as compare to Grant in aid institute's teacher.
- In both the type of institute there are almost similar number of teachers who do not share their experience of the class room with their colleagues.

Limitations

The said research work is carried out in the city of Ahmedabad only on the basis simple convenient random sampling basis. Thus the research work is with limitations of the sampling techniques. The research is based on the opinion expressed by the teachers of undergraduate institute. Thus the reliability aspect of the work is highly depend upon the transparency maintained by the respondents. Not only this the working of the institute is also affected by the working style of head of the institute. WE are unable to consider such types of aspects and influence of the teacher's approach.

Conclusion

As this is a working paper, it is not possible to give a final conclusion to this study. However, from the above given survey we can conclude that there is a dire need of training to the staff to align their skills, to update in their own profession, to cultivate interest in the wellbeing of the students, to make the students learn to learn. At the same time, there should be flexibility in procedure, policies and practice.

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