Effective Admission Procedure and Quality Teaching For Programmes Offered In Distance Learning Mode Using Edusat Satellite Based Education

Daulat Singh, Rakesh Shrivastava, Dinesh Varshney

Abstract- Higher education plays a leadership role in education. The present study is designed to measure the effectiveness of the process of admission and quality of teaching in university that offers courses through distance learning mode using Edusat satellite based education. It is a descriptive study and the sample of the study consisted of students as respondents. For the same a total of one hundred students participated in the study. A questionnaire consisting of nine items were used to collect data from the respondents. The analyses included the reflections of the respondents on the process of admission, choice of course, course contents, teaching pedagogy and satisfaction related to the course content. The analysis is conducted with the help of non-parametric tests and chi-square method.

Key words: Higher education, process of admission and quality of teaching.

I. INTRODUCTION

Today in the competitive era it's very important for the university to ease down the process to admit the candidate and maintain the teaching quality according to the changing scenario. Many a times it happens that the process to get admission in a good university is so tough that an average good student fails to get through the process. Also the process should be so simple that it is easy for any layman to understand. The quality of the education matters a lot to the aspirant. As today after globalization the competition is with the foreign universities also it's very important for the institutions to upgrade the teaching pedagogy according to the changing requirement.

Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for countries to improve employment skills calls for quality teaching within universities. As higher education systems grow and diversify, society is increasingly concerned about the quality of programmes. The environment of higher education institutions can enhance the quality of teaching through various means.

Higher education plays a vital role in the development of society. Universities, for centuries, had a crucial role in educating the potential professionals, businessmen, political leaders, religious as well scholars, who serve the society to enrich its values and develop its resources [1].

Manuscript received on May, 2013.

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These are also highlighted in the national objectives of higher education. The Dearing Report underlines the importance of higher education in these words: "For the state, higher education has become a crucial asset [2]. It must recognize what it will gain from ensuring the well being of higher education. In return, higher education must recognize its obligation to society as a whole [3].

The World Bank in a report argues that without more and better higher education, developing countries will find it increasingly difficult to benefit from the global knowledge-based economy. When more of the development is taking place in most of the developing countries it is essential to ease the education system and enhance the quality of education. The demand for higher education has, therefore, become imperative and is rapidly increasing geometrically [4]. Teaching pedagogy plays an important role in upgrading the quality of teaching.

In an earlier study, it is found that teachers dominated the lessons and posed few open-ended questions [5]. Group work, which encourages discussion, is rarely encountered, and only 10% of teachers used continuous assessment. The observational studies showed that boys are given greater opportunities than girls to ask and answer questions, to manipulate materials and to lead groups. In science classroom interaction, girls were also given less time on practical work than boys [6].

Looking to the era of globalization and digitalised information, the world faces challenges of education on several fronts, namely, adult and continuing education, school education, higher and professional education.

The challenge varies not only from one level to another, but also from one region to another with gender disparities, rural-urban disparities, etc. These challenges have been and are being addressed on a continuous basis, making use of the best that technology has to offer at any given time. Communications technology, particularly, space based communications networks, is a very important component of these technologies [7].

Students are increasingly becoming a driver for quality teaching. Institutions or departments dealing with competence-based education are often advanced in the institutional support for, and evaluation of, quality teaching. There are in fact, no widely accepted methods for measuring teaching quality, and assessing the impact of education on students is so far an unexplored area as well [8]. All higher education institutions have defined conditions to ensure the quality of education (recruitment, facilities, students support, etc), yet they struggle to appraise teaching performance on a reliable basis.

II. THE METHOD

The paper aims to identify the significant difference on the basis of the different demographics of the process of Admission and quality of teaching in university running courses through distance mode. The non-parametric tests were used to analyse the data. With the help of the Chi-Square test the difference was measured. The data of One hundred respondents was collected with help of a structured questionnaire consisting of nine items. The objective of the study on quality teaching is to highlight effective quality teaching is to highlight effective quality initiatives and to encourage the process that may help institutions to improve the quality of their teaching and thereby, the quality of their students to make them employable. The objective is to analyse the scope of initiatives and the role of teaching to pin point long-term enhancement drivers of institutional support for staff and decision-making bodies.

While considering the studies, we aimed at the major objectives as a) to investigate the effectiveness of various processes implemented by university and b) to examine the quality of teaching pedagogy in university running course through distance mode. The following hypothesis was formed and after the analyses the hypothesis were tested to achieve the objective: there is no significant difference between male and female in terms of the understandable and easy to apply admission process, there is no significant difference among different age groups in terms of the understandable and easy to apply admission process, there is no significant difference among different occupation groups in terms of the understandable and easy to apply admission process, there is no significant difference between male and female in terms of the source from where they came to know about the course, there is no significant difference among various age groups in terms of the source from where they came to know about the course, there is no significant difference among various occupation groups in terms of the source from where they came to know about the course, there is no significant difference between male and female in terms of reason for joining the course, there is no significant difference among various age groups in terms of reason for joining the course, there is no significant difference among various occupation groups in terms of reason for joining the course, there is no significant difference between male and female in terms of difficulties faced while lecture is delivered, there is no significant difference among various age groups in terms of difficulties faced while lecture is delivered, there is no significant difference among various occupation groups in terms of difficulties faced while lecture is delivered, there is no significant difference between male and female in terms of timely information about the time table, there is no significant difference among various age groups in terms of timely information about the time table, there is no significant difference among various occupation groups in terms of timely information about the time table, there is no significant difference between male and female in terms of satisfaction with the contents of the lecture, there is no significant difference among various age groups in terms of satisfaction with the contents of the lecture, there is no significant difference among various occupation groups in terms of satisfaction with the contents of the lecture, there is no significant difference between male and female about the number of lectures in a week, there is no significant difference among various age groups about the number of lectures in a week, and there is no significant difference among various occupation groups about the number of lectures in a week.

III. RESULTS AND DISCUSSION

Higher education is today recognized as a capital investment in education. It plays a vital role in the development of society. Universities for centuries have had a crucial role in educating the potential professionals, businessmen, political leaders, religious and social scholars, who serve the society. The findings of the present study are summarized as (please see Table A to W). We begin our analysis with the hypothesis that there is no significant difference between male and female in terms of the understandable and easy to apply admission process. Details are illustrated in tables.

A: There is no significant difference between male and female in terms of the understandable and easy to apply admission process.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Is admission process understandable and easy to apply * GENDER	51	100.0%	0	.0%	51	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.004[a]	1	.947		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.005	1	.946		
Fisher's Exact Test				1.000	.716
Linear-by-Linear Association	.004	1	.947		
N of Valid Cases[b]	51				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.06.

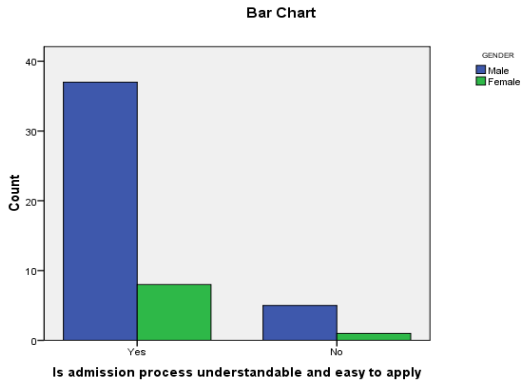
b. Computed only for a 2x2 table

This test shows that there is no significant difference between male and female in terms of the understandable and easy to apply admission process (chi square = .004, p = .947).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.009	.947
	Cramer's V	.009	.947
N of Valid Cases		51	

In this case, phi = - 0.009, which is a strong negative relationship between the two variables.



B: There is no significant difference among different age groups in terms of the understandable and easy to apply admission process.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Is admission process understandable and easy to apply * AGE	51	100.0%	0	.0%	51	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.660[a]	2	.719
Likelihood Ratio	.889	2	.641
Linear-by-Linear Association	.073	1	.787
N of Valid Cases	51		

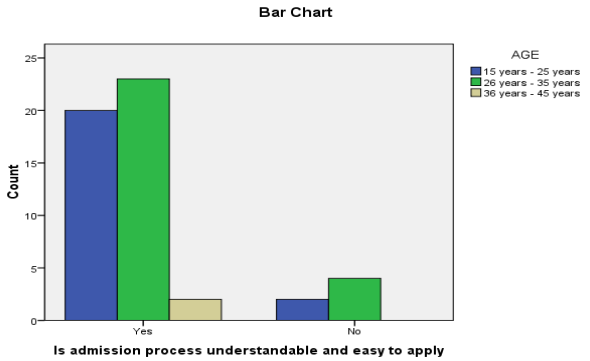
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .24.

This test shows that there is no significant difference among various age groups in terms of the understandable and easy to apply admission process (chi square = .660, p = .719).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.114	.719
	Cramer's V	.114	.719
N of Valid Cases		51	

In this case, phi = .114, which is a weak positive relationship between the two variables.



D: There is no significant difference between male and female in terms of the source from where they came to know about the course.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Where did you come to know about course * GENDER	51	100.0%	0	.0%	51	100.0%

Where did you come to know about course * GENDER Crosstabulation

Count

		GENDER		
		Male	Female	Total
Where did you come to know about course	Newspaper	32	7	39
	Friend	10	2	12
Total		42	9	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.010[a]	1	.919		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.010	1	.918		
Fisher's Exact Test				1.000	.646
Linear-by-Linear Association	.010	1	.920		
N of Valid Cases[b]	51				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.12.

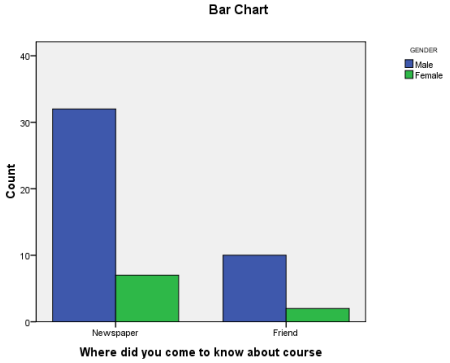
b. Computed only for a 2x2 table

This test shows that there is no significant difference between male and female in terms of the source from where they came to know about the course (chi square = .010, p = .919).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.014	.919
	Cramer's V	.014	.919
N of Valid Cases		51	

In this case, phi = - 0.014, which is a strong negative relationship between the two variables.



E: There is no significant difference among various age groups in terms of the source from where they came to know about the course.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Where did you come to know about course * AGE	51	100.0%	0	.0%	51	100.0%

Where did you come to know about course * AGE Crosstabulation

Count

		AGE			Total
		15 years - 25 years	26 years - 35 years	36 years - 45 years	
Where did you come to know about course	Newspaper	17	22	0	39
	Friend	5	5	2	12
Total		22	27	2	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.885[a]	2	.032
Likelihood Ratio	6.193	2	.045
Linear-by-Linear Association	.981	1	.322
N of Valid Cases	51		

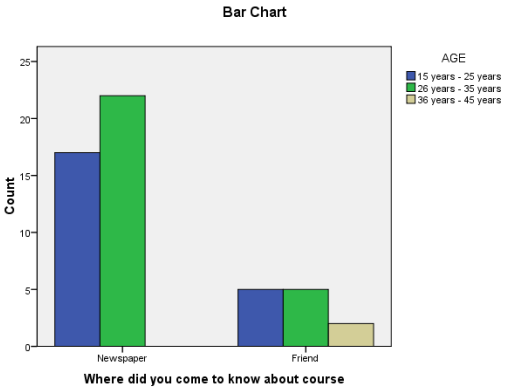
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .47.

This test shows that there is a significant difference among various age groups in terms of the source from where they came to know about the course (chi square = 6.885, p = .032).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.367	.032
	Cramer's V	.367	.032
N of Valid Cases		51	

In this case, phi = .367, which is a weak positive relationship between the two variables.



G: There is no significant difference between male and female in terms of reason for joining the course.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Reason for joining the course * GENDER	51	100.0%	0	.0%	51	100.0%

Reason for joining the course * GENDER Cross tabulation

Count

		GENDER		Total
		Male	Female	
Reason for joining the course	For Career Growth	12	0	12
	For Academic Advancement	30	9	39
Total		42	9	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.363[a]	1	.067		
Continuity Correction[b]	1.962	1	.161		
Likelihood Ratio	5.396	1	.020		
Fisher's Exact Test				.094	.070
Linear-by-Linear Association	3.297	1	.069		
N of Valid Cases[b]	51				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.12.

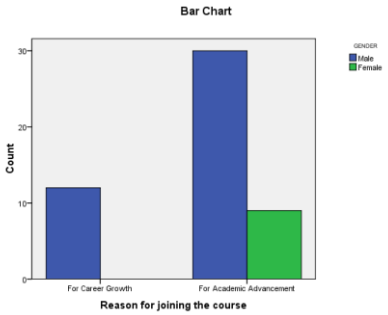
b. Computed only for a 2x2 table

This test shows that there is no significant difference between male and female in terms of reason for joining the course (chi square = 3.363, p = .067).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.257	.067
	Cramer's V	.257	.067
N of Valid Cases		51	

In this case, phi = .257, which is a weak positive relationship between the two variables.



H: There is no significant difference among various age groups in terms of reason for joining the course.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Reason for joining the course * AGE	51	100.0%	0	.0%	51	100.0%

Reason for joining the course * AGE Cross tabulation

Count

		AGE			
		15 years - 25 years	26 years - 35 years	36 years - 45 years	Total
Reason for joining the course	For Career Growth	7	3	2	12
	For Academic Advancement	15	24	0	39
Total		22	27	2	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.654[a]	2	.008
Likelihood Ratio	9.292	2	.010
Linear-by-Linear Association	.029	1	.864
N of Valid Cases	51		

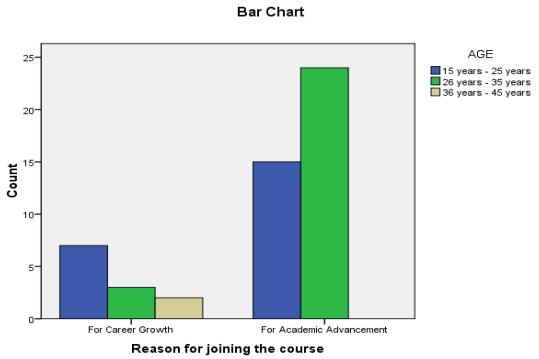
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .47.

This test shows that there is a significant difference among various age groups in terms of reason for joining the course (chi square = 9.654, p = .008).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.435	.008
	Cramer's V	.435	.008
N of Valid Cases		51	

In this case, phi = .435, which is a weak positive relationship between the two variables.



J: There is no significant difference between male and female in terms of difficulties faced while lecture is delivered.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What are the difficulties you face while lecture is delivered * GENDER	51	100.0%	0	.0%	51	100.0%

What are the difficulties you face while lecture is delivered * GENDER Cross tabulation

Count

		GENDER		
		Male	Female	Total
What are the difficulties you face while lecture is delivered	Not Audible	5	0	5
	Audio & Vedio Not Synchronized	1	0	1
	Transmission Failed	36	9	45
Total		42	9	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.457[a]	2	.483
Likelihood Ratio	2.496	2	.287
Linear-by-Linear Association	1.401	1	.237
N of Valid Cases	51		

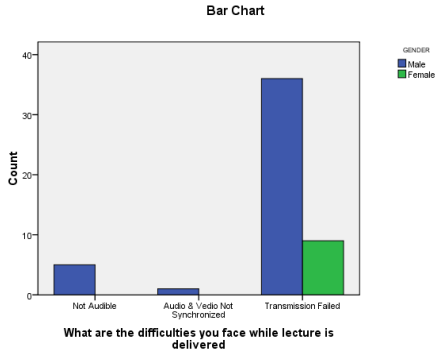
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .18.

This test shows that there is no significant difference between male and female in terms of difficulties faced while lecture is delivered (chi square = 1.457, p = .483).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.169	.483
	Cramer's V	.169	.483
N of Valid Cases		51	

In this case, phi = .169, which is a weak positive relationship between the two variables.



K: There is no significant difference among various age groups in terms of difficulties faced while lecture is delivered

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What are the difficulties you face while lecture is delivered * AGE	51	100.0%	0	.0%	51	100.0%

What are the difficulties you face while lecture is delivered * AGE Cross tabulation

Count

		AGE		
		15 years - 25 years	26 years - 35 years	Total
What are the difficulties you face while lecture is delivered	Not Audible	4	1	5
	Audio & Vedio Not Synchronized	1	0	1
	Transmission Failed	36	9	45
Total		41	10	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.249[a]	2	.883
Likelihood Ratio	.441	2	.802
Linear-by-Linear Association	.016	1	.900
N of Valid Cases	51		

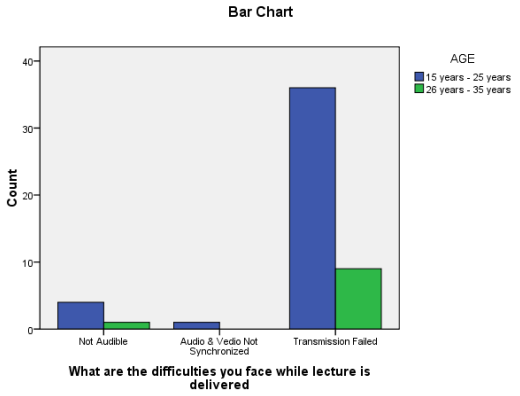
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .20.

This test shows that there is no significant difference various age groups in terms of difficulties faced while lecture is delivered (chi square = .249, p = .883).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.070	.883
	Cramer's V	.070	.883
N of Valid Cases		51	

In this case, phi = .070, which is a weak positive relationship between the two variables.



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is the reason of non delivery of lectures most of the times * GENDER	51	100.0%	0	.0%	51	100.0%

What is the reason of non delivery of lectures most of the times * GENDER Cross tabulation

Count

		GENDER		
		Male	Female	Total
What is the reason of non delivery of lectures most of the times	Electricity Failure	42	9	51
Total		42	9	51

Chi-Square Tests

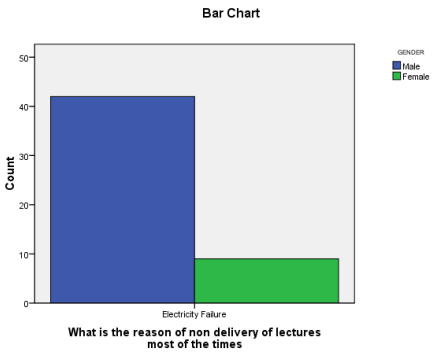
	Value
Pearson Chi-Square	.[a]
N of Valid Cases	51

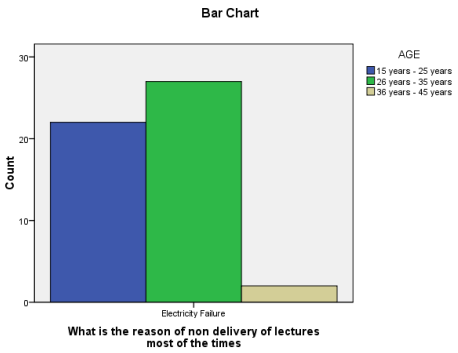
a. No statistics are computed because What is the reason of non delivery of lectures most of the times is a constant.

Symmetric Measures

		Value
Nominal by Nominal	Phi	.[a]
N of Valid Cases		51

a. No statistics are computed because What is the reason of non delivery of lectures most of the times is a constant.





Warnings

No measures of association are computed for the crosstabulation of What is the reason of non delivery of lectures most of the times * AGE. At least one variable in each 2-way table upon which measures of association are computed is a constant.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is the reason of non delivery of lectures most of the times * AGE	51	100.0%	0	.0%	51	100.0%

What is the reason of non delivery of lectures most of the times * AGE Cross tabulation

Count

		AGE			Total
		15 years - 25 years	26 years - 35 years	36 years - 45 years	
What is the reason of non delivery of lectures most of the times	Electricity Failure	22	27	2	51
Total		22	27	2	51

Chi-Square Tests

	Value
Pearson Chi-Square	.[a]
N of Valid Cases	51

a. No statistics are computed because What is the reason of non delivery of lectures most of the times is a constant.

Symmetric Measures

		Value
Nominal by Nominal	Phi	.[a]
N of Valid Cases		51

a. No statistics are computed because What is the reason of non delivery of lectures most of the times is a constant.

M: There is no significant difference between male and female in terms of timely information about the timetable.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Time table is timely informed to you * GENDER	51	100.0%	0	.0%	51	100.0%

Time table is timely informed to you * GENDER Cross tabulation

Count

		GENDER		Total
		Male	Female	
Time table is timely informed to you	Yes	40	6	46
	No	2	3	5
Total		42	9	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.842[a]	1	.009		
Continuity Correction[b]	3.993	1	.046		
Likelihood Ratio	5.178	1	.023		
Fisher's Exact Test				.033	.033
Linear-by-Linear Association	6.708	1	.010		
N of Valid Cases[b]	51				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .88.

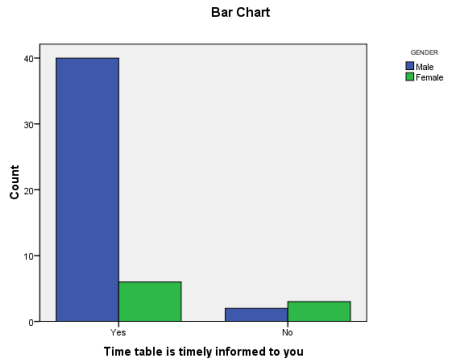
b. Computed only for a 2x2 table

This test shows that there is a significant difference between male and female in terms of timely information about the time table (chi square = 6.842, p = .009).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.366	.009
	Cramer's V	.366	.009
N of Valid Cases		51	

In this case, phi = .366, which is a weak positive relationship between the two variables.



N: There is no significant difference among various age groups in terms of timely information about the time table.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Time table is timely informed to you * AGE	51	100.0%	0	.0%	51	100.0%

Time table is timely informed to you * AGE Crosstabulation

Count

		AGE			Total
		15 years - 25 years	26 years - 35 years	36 years - 45 years	
Time table is timely informed to you	Yes	18	26	2	46
	No	4	1	0	5
Total		22	27	2	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.100[a]	2	.212
Likelihood Ratio	3.301	2	.192
Linear-by-Linear Association	2.854	1	.091
N of Valid Cases	51		

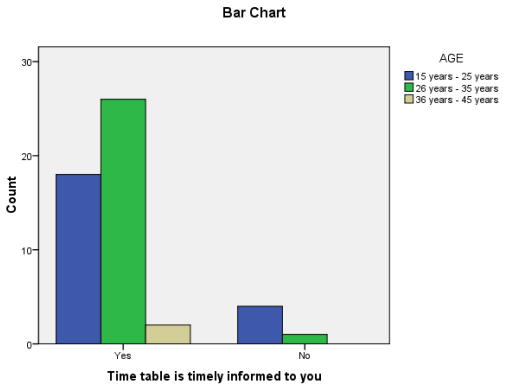
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .20.

This test shows that there is no significant difference among various age groups in terms of timely information about the time table (chi square = 3.100, p = .212).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.247	.212
	Cramer's V	.247	.212
N of Valid Cases		51	

In this case, phi = .247, which is a weak positive relationship between the two variables.



P: There is no significant difference between male and female in terms of satisfaction with the contents of the lecture.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Are you satisfied with the contents of the lecture * GENDER	51	100.0%	0	.0%	51	100.0%

Are you satisfied with the contents of the lecture * GENDER Cross tabulation

Count

		GENDER		
		Male	Female	Total
Are you satisfied with the contents of the lecture	Yes	41	9	50
	No	1	0	1
Total		42	9	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.219[a]	1	.640		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.393	1	.531		
Fisher's Exact Test				1.000	.824

Linear-by-Linear Association	.214	1	.643		
N of Valid Cases[b]	51				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .18.

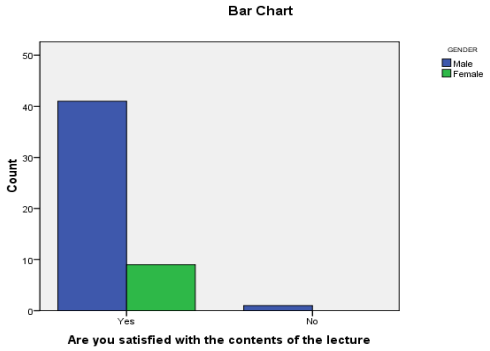
b. Computed only for a 2x2 table

This test shows that there is no significant difference between male and female in terms of satisfaction with the contents of the lecture (chi square = .219, p = .640).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.065	.640
	Cramer's V	.065	.640
N of Valid Cases		51	

In this case, phi = - 0.065, which is a strong negative relationship between the two variables.



Q: There is no significant difference among various age groups in terms of satisfaction with the contents of the lecture.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Are you satisfied with the contents of the lecture * AGE	51	100.0%	0	.0%	51	100.0%

Are you satisfied with the contents of the lecture * AGE Cross tabulation

Count

		AGE			
		15 years - 25 years	26 years - 35 years	36 years - 45 years	Total
Are you satisfied with the contents of the lecture	Yes	21	27	2	50
	No	1	0	0	1

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Total	22		27		2	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.345[a]	2	.511
Likelihood Ratio	1.708	2	.426
Linear-by-Linear Association	1.166	1	.280
N of Valid Cases	51		

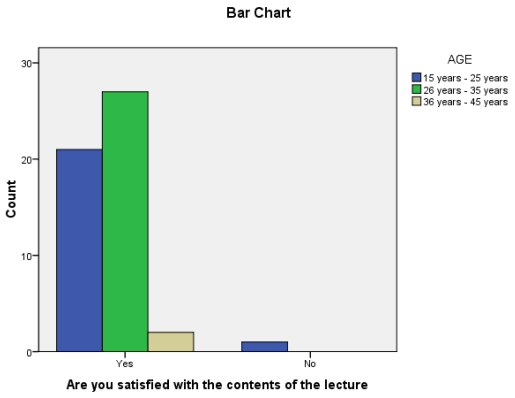
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .04.

This test shows that there is no significant difference among various age groups in terms of satisfaction with the contents of the lecture (chi square = 1.345, p = .511).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.162	.511
	Cramer's V	.162	.511
N of Valid Cases		51	

In this case, phi = .162, which is a weak positive relationship between the two variables.



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
In which language you want lectures to be delivered * GENDER	51	100.0%	0	.0%	51	100.0%

In which language you want lectures to be delivered * GENDER Crosstabulation

Count

		GENDER		
		Male	Female	Total
In which language you want lectures to be delivered	Hindi	42	9	51
Total		42	9	51

Chi-Square Tests

	Value
Pearson Chi-Square	.[a]
N of Valid Cases	51

a. No statistics are computed because In which language you want lectures to be delivered is a constant.

Symmetric Measures

		Value
Nominal by Nominal	Phi	.[a]
N of Valid Cases		51

a. No statistics are computed because In which language you want lectures to be delivered is a constant.

Warnings

No measures of association are computed for the crosstabulation of In which language you want lectures to be delivered * AGE. At least one variable in each 2-way table upon which measures of association are computed is a constant.

U: There is no significant difference between male and female about the number of lectures in a week.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
How many lectures do you think should be there in a week * GENDER	51	100.0%	0	.0%	51	100.0%

How many lectures do you think should be there in a week * GENDER Crosstabulation

Count

		GENDER		
		Male	Female	Total
How many lectures do you think should be there in a week	5 To 10	41	9	50
	11 To 15	1	0	1
Total		42	9	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.219[a]	1	.640		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.393	1	.531		
Fisher's Exact Test				1.000	.824
Linear-by-Linear Association	.214	1	.643		
N of Valid Cases[b]	51				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .18.

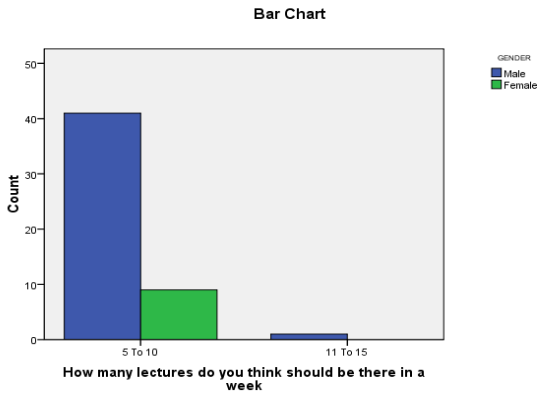
b. Computed only for a 2x2 table

This test shows that there is no significant difference between male and female about the number of lectures in a week (chi square = .219, p = .640).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.065	.640
	Cramer's V	.065	.640
N of Valid Cases		51	

In this case, phi = -0.065, which is a strong negative relationship between the two variables.



V: There is no significant difference among various age groups about the number of lectures in a week.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
How many lectures do you think should be there in a week * AGE	51	100.0%	0	.0%	51	100.0%

How many lectures do you think should be there in a week * AGE Cross tabulation

		AGE			
		15 years - 25 years	26 years - 35 years	36 years - 45 years	Total
How many lectures do you think should be there in a week	5 To 10	21	27	2	50
	11 To 15	1	0	0	1
Total		22	27	2	51

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.345[a]	2	.511
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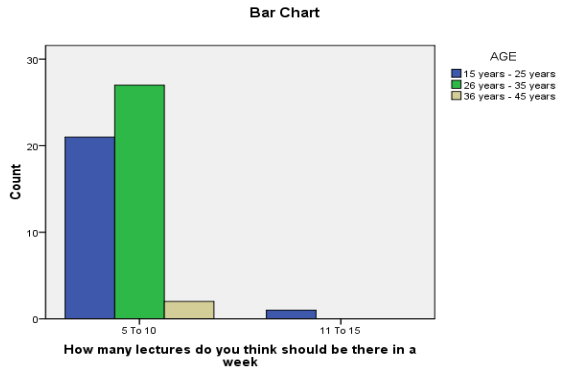
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .04.

This test shows that there is no significant difference among various age groups about the number of lectures in a week (chi square = 1.345, p = .511).

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.162	.511
	Cramer's V	.162	.511
N of Valid Cases		51	

In this case, phi = .162, which is a weak positive relationship between the two variables.



4. Conclusions

The concept of "quality teaching" is complex and open to a range of definitions and interpretations. This review has therefore adopted a pragmatic approach, based on how university define quality in their own circumstances. Changes in student profiles and learning requirements over recent decades have had a decisive impact on curriculum contents and teaching methods. The quality of teaching must therefore be thought of dynamically, as a function of contextual shifts in the higher-education environment, such as the globalization of studies to meet the challenges of the 21st century. The vast majority of the initiatives taken by institutions to enhance teaching quality (for example programme evaluation or teacher training) is empirical and address their particular needs at a given time. Initiatives inspired by academic literature and research on the subject are rare.

Acknowledgement – One of us (DS) acknowledges discussions with Manu Chaturvedi and Dr. Vandana Bharti of ITM University.

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