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A STUDY EXPLORING SENTIMENTS OF AUTONOMOUS COLLEGE TEACHERS IN NORTH MUMBAI REGION

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Keywords

Academic independence, Autonomous colleges,Python technique,Quality development

Abstract

Embodying the values of academic independence, institutional flexibility, and quality development, autonomous colleges represent a dynamic section of India's higher education scene. These institutions function partly independently in certain key areas, such as curriculum design, instructional strategies, and administrative decision-making. The current study explores the sentiments of autonomous college teachers in the North Mumbai Region. Python technique is used in the current study. The outcome of the study indicated that most teachers of Autonomous colleges are highly dissatisfied with the college. It was also seen that the teachers have negative feedback for the workplace, which further shows their dissatisfaction towards these autonomous colleges.

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1. INTRODUCTION

In India, autonomous colleges represent a unique sector of the higher education market because of their autonomy in running their academic operations inside the confines of a university. These schools have the authority to create curricula, administer tests, and announce results, promoting a more adaptable and dynamic learning environment (University Grants Commission, 2023).Autonomous colleges can create curricula that reflect current scholarly and industry trends. Their independence enables schools to launch cutting-edge, pertinent courses that satisfy market needs and promote a modern, hands-on approach to education (Chauhan, 2022). By using these colleges to conduct their exam's, affiliated universities are spared the administrative burden and timely results are guaranteed. Additionally, this autonomy makes it easier to implement thorough evaluation techniques like internal assessments and practical tests, which improves the educational process as a whole (NAAC, 2023). Autonomous colleges can emphasize skill development, integrate multidisciplinary methods, and use cutting-edge technology and techniques in their teaching procedures since they can create their own curricula (University Grants Commission, 2023).

Autonomous colleges, which uphold the values of academic independence, institutional flexibility, and quality development, are an important aspect of India's higher education environment. In India, autonomous colleges represent a vibrant sector of the country's higher education environment, exemplifying the values of academic freedom, institutional flexibility, and quality improvement. These institutions exercise significant autonomy in key domains such curriculum development, instructional strategies, and administrative decision-making. Numerous studies have been carried out to investigate different aspects of autonomy in Indian higher education institutions over the years, providing insight into their effects and areas for development. Using information from various research in this area, this introduction seeks to give a thorough overview of autonomous institutions in India. By analyzing these studies, we hope to better understand the importance, difficulties, and possibilities of the independent college concept.

2. REVIEW OF LITERATURE

The research shed light on a range of issues and opinions on the independence, working conditions, and status of higher education in India. The impact of teacher autonomy on professional competence was investigated by Purna, Bahadur, and Kadel (2021) at Tribhuvan University. They discovered that several factors, including a lack of online resources, a lack of integration between online and face-to-face pedagogy, a lack of technological pedagogical content knowledge, a lack of autonomy over curriculum design, and a lack of funding for professional development, hampered teaching and learning activities.

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Chandorkar (2019) investigated how much organisational culture influences college instructors' job involvement in India. The study found that fair compensation, a trusting atmosphere, and room for creativity all had a major impact. In their analysis of the problems facing India's higher education system, Joshi and Ahir (2019) focused on equity, efficiency, and quality, pointing out enduring problems like a low Gross Enrollment Ratio (GER), differences based on caste, gender, and other factors, and the difficulty finding suitable jobs for graduates. They came to the conclusion that strong policy frameworks are necessary to solve these problems and maintain global competitiveness. In spite of accreditation, S. Ally et al. (2013) found that faculty members at autonomous Arts and Science institutions in Tamil Nadu were dissatisfied with the libraries' resources, services, ICT capabilities, staff, and infrastructure. Sivakami (2015) investigated teachers' attitudes towards autonomy in a college in Chennai. She discovered that teachers preferred having more autonomy in their teaching methods and syllabus coverage if allowed. Still, they were also restricted by strict time limits and standardized approaches, which were frequently inappropriate for diverse learners.

3. RESEARCH METHODOLOGY

Semi- structured data has been gathered from 30 Autonomous college teachers in North Mumbai through survey method. Python Google Colab has been used to analyse the data. The current study used a mixed-method approach. Structured data was analysed using a bar chart, and unstructured data was analysed using sentiment analysis (word cloud).

4. DATA ANALYSIS

Table 1: Count of Teachers overall Rating

Rating	Count	Percentage (%)
1	8	26.66
2	10	33.33
3	4	13.33
4	4	13.33
5	4	13.33

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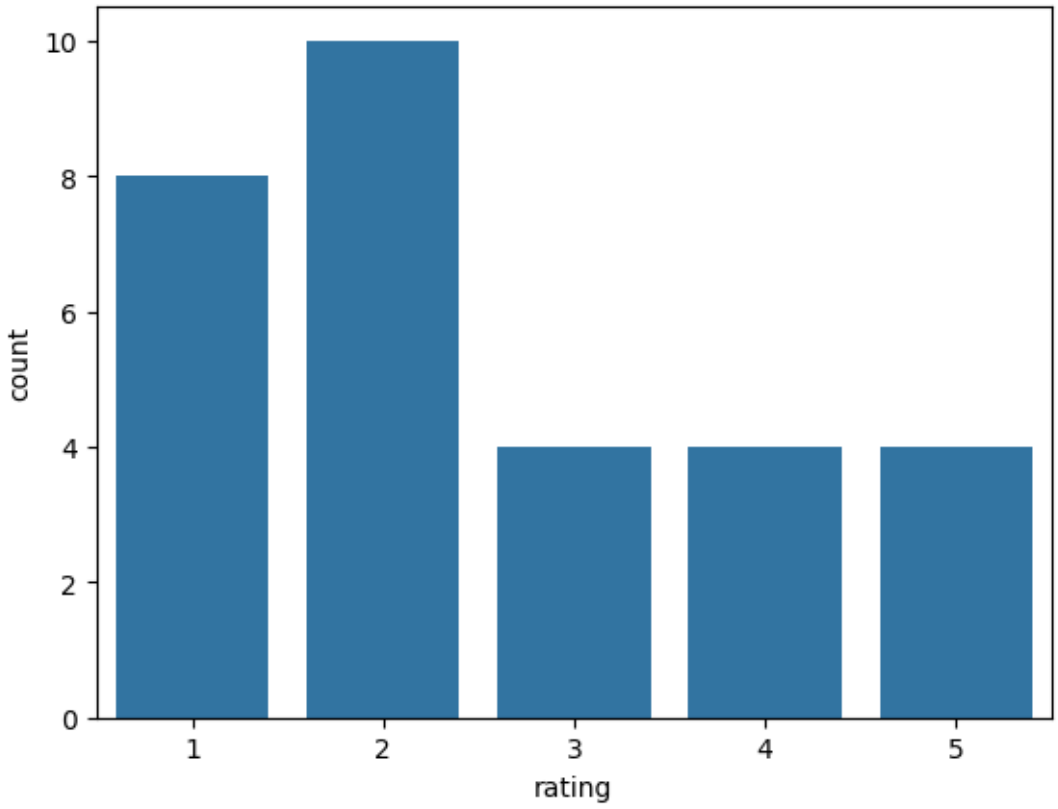

Figure 1: Bar chart of Teachers' overall Rating

A substantial majority (73.33%) of teachers in autonomous institutions expressed high levels of unhappiness, as seen in the figure depicting their dissatisfaction. Their lower sentiment ratings, with most teachers giving ratings of 1 point, 2 points, and 3 points on a 5-point scale, demonstrate their discontent. According to the data, there appears to be a worrying pattern where many professors at independent institutions have a negative overall impression of their time there.

Table 2: Count of Teachers Feedback

Feedback	Count	Percentage (%)
0 (Negative)	21	70
1 (positive)	9	30

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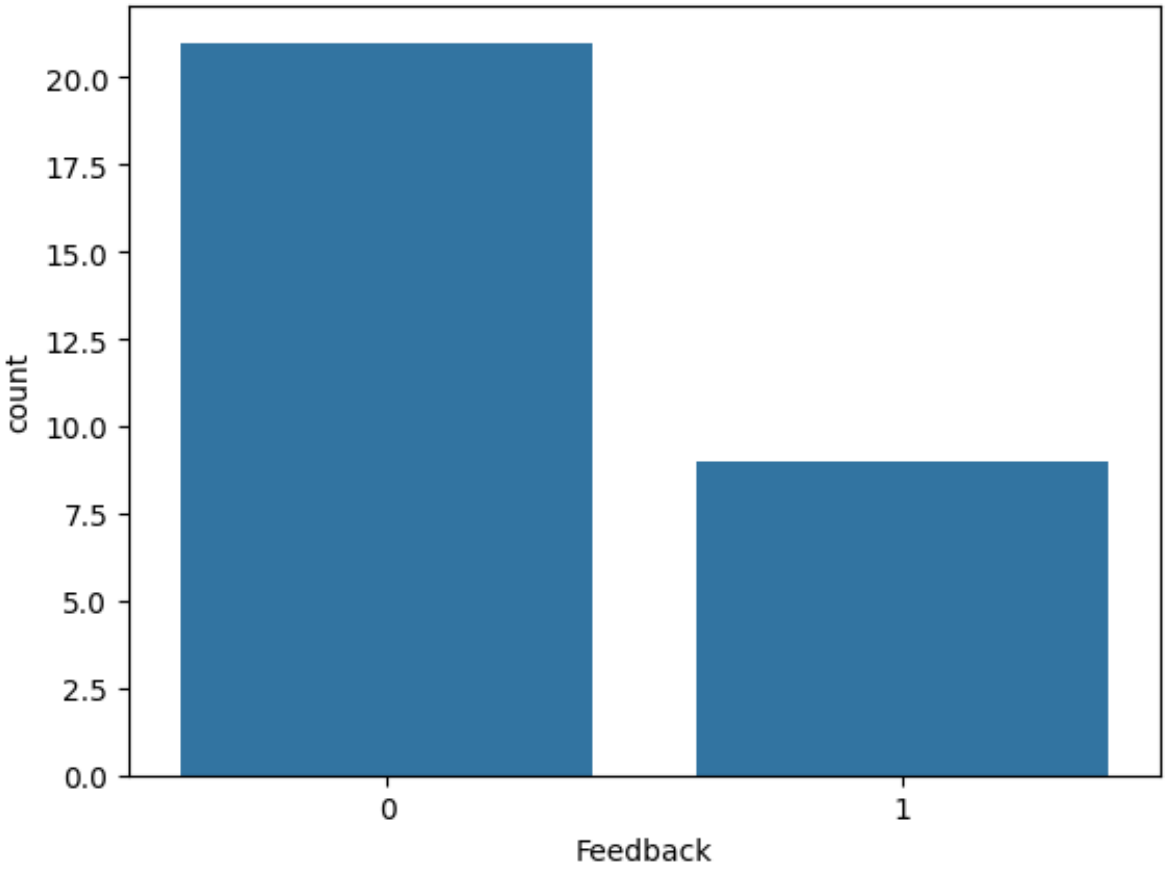

Figure 2: Bar chart of Teachers Feedback

Figure 2's bar chart shows that a sizable majority of teachers—that is, 21 out of 30—that is, 70% of them—have given negative feedback on their work environment. This negative sentiment suggests that a sizable proportion of the questioned instructors have voiced discontent or worries about various workplace-related issues, including organizational culture, working conditions, administrative assistance, and other relevant elements.

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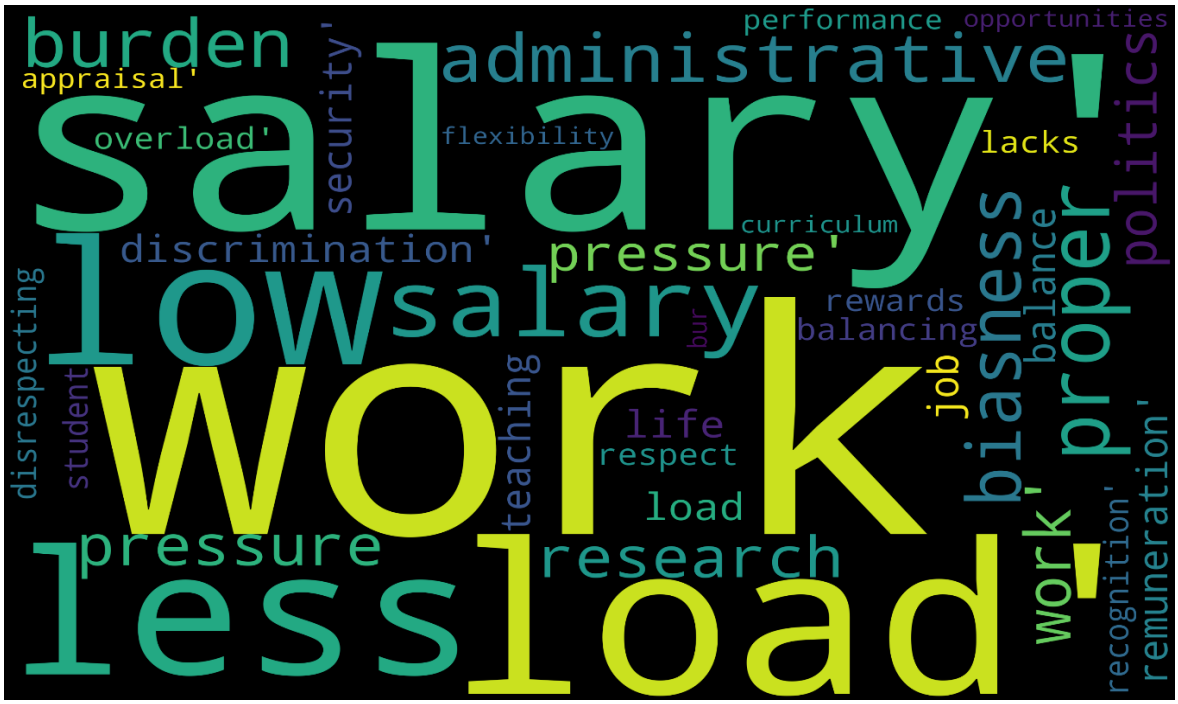

Figure 3: Word cloud of Teachers Review about Autonomous Colleges who have given negative feedback

A word cloud is a visual representation of text data made up of words displayed in different sizes, each of which symbolizes a word's relevance or frequency within the datasets. It gives you a quick and easy way to find the most important themes or keywords in a document, giving you important information about recurring themes, trends, or attitudes.

The above word cloud indicates Teachers Review Autonomous Colleges who have given negative feedback; it can clearly be seen that salary, workload, low salary, administrative politics, work pressure, biases, and discrimination are some of the problems faced by them.

5. CONCLUSION

I) In the synthesis of the word cloud, Google Colab Note Book, Python coding with inventors' loop, and modern libraries were used. Therefore, the reported method is scientific and hence brings the true result of the sentiment.

II) The majority (73.33 Percentage) of the Teachers of Autonomous colleges are highly dissatisfied by the college and have lower sentiment 1-point,2 point and 3-point rating on a scale of 5 as shown in the figure-1

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III) Seventy percent of Teachers have negative feedback for the workplace (21/30), as shown in the bar chart in Figure2.

IV) Challenges faced by Teachers as per the figure 3-word cloud are Work overload, Low Salary, Bias, Politics, Lack of Respect, Lack of work-life balance, Improper performance appraisal, no rewards and Recognition, Students' Disrespect, no job security, administrative load, Research load, etc.

6. SUGGESTIONS

- In 21st century, Modification of workload distribution tactics and provision of sufficient resources and support for instructors are two approaches to implement strategies to mitigate job overload.
- Address concerns about politics and bias by promoting fairness and transparency in decision-making procedures, such as performance reviews, awards, and recognition.
- To support teachers in maintaining a healthy work-life balance and take proactive measures to cultivate a culture of respect, cooperation, and support in the workplace.
- To empower educators and increase their efficacy in the classroom, provide opportunities for ongoing professional development, training, and skill improvement.
- Clearly defined policies and procedures regarding job security, administrative duties, and research expectations should be developed and communicated to provide teachers with clarity and stability in their employment.

7. Authors Contribution

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

8. Conflict Of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article**.**

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