



RESEARCH ARTICLE

AN ANALYTICAL STUDY ON THE IMPACT ON EFFECTIVE TEACHING LEARNING AMONG THE STUDENTS ON CURRENT SCENARIO

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ABSTRACT

The present study focus on the Impact of effective teaching learning among the students, Analytical and descriptive method applied to measure the relationship. Descriptive and Inferential techniques adopted.

INTRODUCTION

Now-a-days it is very frequently observed that students sign up for higher studies with less interest or take it casually. Moreover, there are very few institutions in India who are giving quality inputs so as to inculcate the learning skills among students. Higher Education System in India compare to developing / developed countries needs substantial improvement. At one end we claim that India would rank 3rd among all countries by 2020 in education. Institutions must also concentrate on giving away quality inputs to the students. Institutions must look into constantly updating the syllabus in order to help students adapt with the changing market scenario. To start with they can look at making education liberal, introduce new practices & applied research work; updating the course curriculum frequently. If such developments take shape in its true sense in our country students would be attracted to pursue higher education which will in turn fulfill corporate expectations. Efforts should also be taken to guide, mentor students and parents to develop and retain interest amongst students. In addition to above, curriculum should also include sports, hobby classes, vocational skills development program, internships, industry visits, guest lecturers / workshops / seminars, participation in summits, management quiz etc. Special emphasis must be given to communication and presentation skills, especially for students coming from rural

background / remote locations and that for student's studies in vernacular languages, so that they can perform well in the corporate world, across the globe.

Review of Literature

D. Dhanuraj and Rahul V. Kumar (2015) "this paper examines the higher education scenario in India and attempts to point out why very few serious investors invest in higher educational sector. The paper identifies six major problems in this context. Undue restrictions imposed on private investors are likely to have a serious impact on all major stakeholders. For the students, accessibility to higher educational institutions needs to be facilitated. For the state, the challenge would be on two fronts: the funds required to build the system and the need to constantly improve human resources in the country. For any serious investor, entry to the system itself poses a serious challenge. Correcting the system by addressing the problems identified is essential to remove arbitrary involvement of the state as well as to usher in serious investors in this field". Kevin Stolarick, (2014) this paper identifies and discusses five different dimensions across which the higher education system in India can be considered. These dimensions are governance, financing, level of degree awarded, program differentiation, and language. Along with definition and specification of these dimensions, the key challenges of access, expansion, equity, and excellence are presented in a framework based on the identified dimensions. The current (2012-17) five year plan addresses these challenges along with more internal structural

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issues like higher qualified faculty, but as the expansion analysis has shown, reaching those desired goals will be daunting. C.Neelaveni and S.Manimaran (2014) this study aims to observe the increased effectiveness of higher educational institutional in India and its competitiveness. Facilitating more academic autonomy that would enable potential institution to be more creative and innovative. Facilitating infrastructural needs and updating the expectation level of students by enhancing quality and standards to meet global competition of higher education.

MATERIALS AND METHODS

The research work is Analytical and Descriptive in nature. A structured questionnaire has been distributed to the respondents. Simple random sampling method has been applied to find out the Impact on Effective teaching learning among the students on Current Scenario. The study is conducted in SRM College. 125 valid samples are considered for the study. Secondary data has been constituted from E-Journal and E-Thesis and websites.

Analysis and Interpretation

The above table shows, that the maximum percentage 53.6% of respondents is Male. Maximum percentage 49.6% of the respondents is in the age group of 22 to 25 years. 62.4% of the respondents are Post - graduate. The reliability for 19 items is 0.866. Even if one of the 19 items is deleted the Cronbach's Alpha value will be reduced. This indicates that the reliability for all items is higher. The KMO counts 0.86 is a satisfactory count and therefore the factors with low KMO statistic values were dropped till the overall KMO rose above 86% and in this the KMO sampling adequacy is 86.3% which is regarded as Highly Satisfactory for this analysis and for further study.

H_0 - There is no relationship between Curriculum at college level and Co-curricular and extracurricular activities.

H_0 - There is no relationship between Curriculum at college level and Teaching Method.

H_0 - There is no relationship between Co-curricular and extracurricular activities and Teaching Method.

Table 1. Table showing Demographic Profile of the Respondents

Gender	Frequency	Percent
Male	67	53.6
Female	58	46.4
Age (in Years)		
17 to 20	12	9.6
20 to 22	36	28.8
22 to 25	62	49.6
Above 25	15	12.0
Educational Qualification		
Under graduation	47	37.6
Post graduation	78	62.4
Total	125	100.0

Table 2. Reliability and Validity of data

Cronbach's Alpha and KMO Bartlett's Test of Sphericity		
Cronbach's Alpha	0.866	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.863	
Bartlett's Test of Sphericity	Approx. Chi-Square	1044.118
	df	171
	Sig.	.000

Table 3. Correlation Coefficient relationship between the Curriculum at College Level, Co- Curricular and Extra Curricular Activities and Teaching Method

Correlations Coefficient				
Factors of Impact on Effective teaching learning		Curriculum at College Level	Co- Curricular and Extra Curricular Activities	Teaching Method
Curriculum at College Level	Pearson Correlation	1	.403**	.656**
	Sig. (2-tailed)		.000	.000
	N	125	125	125
Co- Curricular and Extra Curricular Activities	Pearson Correlation	.403**	1	.400**
	Sig. (2-tailed)	.000		.000
	N	125	125	125
Teaching Method	Pearson Correlation	.656**	.400**	1
	Sig. (2-tailed)	.000	.000	
	N	125	125	125

*. Correlation is significant at the 0.01 level (2-tailed).

Objectives

- To know the capacity of curriculum to influence the skill development of students.
- To analyze the impact of teaching methods on the skill development of students.
- To identify the effects of co-curricular and extra-curricular activities conducted in the educational institution for the skill development of the students.

The correlation table shows that the Pearson's coefficient of correlation value for the relationship between Curriculum at college level and Co-curricular and extracurricular activities are 0.403. The correlation table shows that the Pearson's coefficient of correlation value for the relationship between Curriculum at college level and teaching method is 0.656. This indicates that there is a positive relationship between these Factors of Impact on Effective teaching learning. Since P value is lesser than 0.01 the null hypothesis is rejected at 1% level of

significance, hence concluded that there is relationship between Curriculum at college level on Co-curricular and extracurricular activities and Teaching Method. The correlation table shows that the Pearson's coefficient of correlation value for the relationship between Co- Curricular and Extra Curricular Activities and Teaching Method is 0.400. This indicates that there is a positive relationship between these Factors of Impact on Effective teaching learning. Since P value is lesser than 0.01 the null hypothesis is accepted at 1% level of significance. Hence it is concluded that there is a relationship between Co- Curricular and Extra Curricular Activities and Teaching Method.

Suggestion and Conclusion

From the findings of the study, there is a low level of positive relationship prevail among Curriculum at college level and Co-curricular and extracurricular activities, high level of positive relationship prevail among Curriculum at college level and Teaching Method, Low level of positive relationship prevail among Co-curricular and extracurricular activities and

Teaching Method, therefore result suggests teaching method is effective regarding curriculum at college and teaching method is not very effective regard to Co-curricular and extracurricular activities. Hence concluded the Co-curricular and extracurricular activities require effective teaching method.

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