

EFFECTIVENESS OF TEACHING METHODS ON STUDENTS - WITH REFERENCE TO RAIKOT CITY

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Abstract

The present study was undertaken to determine the effectiveness of teaching methods & to obtain the views of the students about teaching methods being used by the teachers in the classrooms. 50 students were selected for this study. The questionnaire was put and directed to choose the appropriate option. The response were collected and analyzed.

Keywords: Teaching method, effect, students.

Introduction

The teaching evaluation system depends primarily on the student evaluation of teachers. Teaching evaluation has been used to provide diagnostic information for teachers on specific aspects of their teaching to help them improve their performance. To enhance successful communication, teachers are increasingly using teaching-learning media. It is well known that the students learn when they are involved actively in learning than when they are passive recipients of instruction. Active learning strategies can be designed to target visual learners through models and demonstrations, auditory learners through discussion, debates, games and tactile learners through models and role playing.

There is very little documentation of the effectiveness of various active learning strategies, and often faculty are reluctant to incorporate such new strategies into the teaching curriculum. There has been a growing concern among educators about the quality of education being provided in our country.

Several educationists have recommended to use the modern teaching methods in the classrooms so as to enhance the interest of the students. Unfortunately, significant changes are not taking place for various reasons.

Objectives of the Study

- To study impact of methods of teaching on students
- To study application of medium of teaching in classrooms
- To study the reasons of students for staying absent from classrooms

Research Methodology

Source of Data: This study is based upon primary data which has been collected from the students of Raikot city through questionnaire.

Sample Size: The information was collected through structured questionnaire. A total of 50 respondents from Raikot city were interviewed.

Sampling Technique: Convenience sampling technique has been adopted for the study.

Tools for Analysis: Tabulation tool is used for data analysis.

Limitations of the study:

1. The sample size is limited to 50 respondents, so the result of the study cannot be considered as universal.
2. The findings of the research are based on the assumption that respondents have given the correct information.
3. The study was conducted only in Raikot city, so other potential samples outside Raikot city were not considered.

Data Analysis And Interpretation

Table-1 showing that which method of teaching is considered to be more effective by students.

Particular	No. of Respondents
Group Discussion	29
Case Study	12
Normal Lecture	09
Total	50

Interpretation: The above analysis shows that majority of the students i.e. 58% were of the view that group discussion is more effective method of teaching than other methods.

Table-2 showing that which method of teaching is felt better by the students.

Particular	No. of Respondents
Audio visual aid	41
Black board Teaching	09
Total	50

Interpretation: The above analysis shows that 82% of the respondents said that audio video aids i.e. smart classrooms should be there to teach students as modern tools makew greater impact on the students.

Table-3 showing the reasons of the students for staying absent from the classes.

Particular	No. of Respondents
Teaching method is not interesting	38
Lessons can be learnt from the text books / internet	12
Total	50

Interpretation: The above analysis shows that majority i.e. 76% of the respondents said that they remain absent from the classrooms due to the reason that teaching methods used in the classrooms are not interesting.

Conclusion

From the above study, we can conclude that the feedback from the students had facilitated a change in the preconceived notions about teaching learning principles on the part of the faculty. This result can be used in planning teacher training and designing teacher-training programs. Planning for effective faculty development programs that are to be tailored to

teachers needs about their ability to guide students' learning. It will encourage other faculty to work with their students in establishing what the students' preferred and least preferred teaching styles are and the reasons for it. It can be discussed by staff with the knowledge that the information is provided by the students they teach and can be the beginning of the involvement of students in the learning process.

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