

## **Impact of Teaching Strategies in Higher Education with reference to Tiruchirappalli District**

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### **Introduction**

India have the qualified and educated human resources in abundance in now-a-days. The country has more than 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. The Government of India is all set to roll out a new educational policy by 2015, according to Ms. Smriti Irani, Union Minister of Human Resource Development (HRD) of India. The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. Even though the country has lacks the critical mass in higher education. It's hard to imagine the quality of infrastructure, facilities and teaching methodologies shows that how poor in quality.

### **Objectives of the study**

This paper deals with the impact of teaching strategies in higher education with reference to Tiruchirappalli District.

### **Methodology**

The investigator for the present study adopts the survey method of research. The population for the present study consists of the students studying in Colleges of Tiruchirappalli District. The size of the sample was 50. The investigator collected samples through random sampling technique. After collecting the data only the percentage toll has been used to analyse.

### **Analysis of Data**

This part deals with the systematic presentation of analysed data followed by the interpretations relating to the functional problems of the students studying in Tiruchirappalli District. The opinions expressed by the respondent members were critically analyzed presented in this part.

**Table 1**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Uses a variety of questioning techniques to probe students' knowledge and understanding	70	4	6	6	4

This table shows 70% of the students are Highly satisfied with uses a variety of questioning techniques, 4% Satisfied, 6% not satisfied, 6% Dissatisfied, 4% are Highly Dissatisfied.

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**Table 2**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Poses questions clearly and one at a time	26	28	14	12	20

This table indicates 26% of the students are Highly satisfied on poses questions clearly, 28% Satisfied, 14% are in Neutral, 12% are in Dissatisfied and 20% are Highly dissatisfied.

**Table 3**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Uses a variety of teaching methods for the same concept	13	26	8	16	15

This table shows 13 of the students are Highly satisfied with uses a variety of methods for the same concept, 26% Satisfied, 8% not satisfied, 16% Dissatisfied, 15% are Highly Dissatisfied

**Table 4**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Integration of new ideas and concepts	11	22	13	26	11

This table indicates 11% of the students are Highly satisfied on Integration of new ideas and concepts, 22% Satisfied, 13% are in Neutral, 26% are in Dissatisfied and 11% are Highly dissatisfied.

**Table 5**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Alteration of teaching method and concepts according to students' response	12	24	12	24	13

This table it shows 12% of the students are Highly satisfied with alteration of teaching method and concepts according to students' response, 24% Satisfied, 12% not satisfied, 24% Dissatisfied, 13% are Highly Dissatisfied.

**Table 6**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Encourages active student participation	15	30	2	4	12

This table indicates 15% of the students are Highly satisfied on encourages active student participation, 30% Satisfied, 2% are in Neutral, 4% are in Dissatisfied and 12% are Highly dissatisfied.

**Table 7**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Encourages students to generate examples from their own experiences	11	22	12	24	11

This table it shows 11% of the students are Highly satisfied with encourages students to generate examples from their own experience, 22% Satisfied, 12% not satisfied, 24% Dissatisfied, 11% are Highly Dissatisfied.

**Table 8**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Provides opportunities for application and practice of skills.	15	30	14	28	12

This table indicates 15% of the students are Highly satisfied on provides opportunities for application and practice of skills, 30% Satisfied, 14% are in Neutral, 28% are in Dissatisfied and 12% are Highly dissatisfied.

**Table 9**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Methods of skills taught	12	24	9	18	11

This table shows 12% of the students are Highly satisfied with methods of skills taught, 24% Satisfied, 9% not satisfied, 18% Dissatisfied, 11% are Highly Dissatisfied.

**Table 10**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Reinforce correct responses or performances	13	26	9	18	9

This table indicates 13% of the students are Highly satisfied on reinforce correct responses or performances, 26% Satisfied, 9% are in Neutral, 18% are in Dissatisfied and 9% are Highly dissatisfied.

**Table 11**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Encourages students to reflect and share how they solved a problem	11	22	10	20	12

This table shows 11% of the students are Highly satisfied with encourages students to reflect and share how they solved a problem, 22% Satisfied, 10% not satisfied, 20% Dissatisfied, 12% are Highly Dissatisfied.

**Table: 12**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Provides the students with opportunity to plan their own activities when possible	10	20	10	20	13

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This table indicates 10% of the students are Highly satisfied on provides the students with opportunity to plan their own activities when possible, 20% Satisfied, 10% are in Neutral, 20% are in Dissatisfied and 13% are Highly dissatisfied.

**Table 13**

<b>Particulars</b>	<b>% of HS</b>	<b>% of S</b>	<b>% of N</b>	<b>% of DS</b>	<b>% of HDS</b>
Variety of teaching aids and materials used	32	64	2	4	6

This table shows 32% of the students are Highly satisfied with variety of teaching aids and materials used , 64% Satisfied, 2% not satisfied, 4% Dissatisfied, 6% are Highly Dissatisfied

### **Findings**

From the above analysis, it was found that most of the students were not highly satisfied with the teaching strategies in higher education in Tiruchirappalli district. For the development of the teaching strategies in Higher education it is essential to improve the variety of teaching methods, Integration of new ideas and concepts, Alteration of teaching method and concepts according to students' response, Encouragement of active student participation, Encourages students to generate examples from their own experiences, Provides opportunities for application and practice of skills, Reinforce correct responses or performances, Encourages students to reflect and share how they solved a problem, Provides the students with opportunity to plan their own activities when possible.

### **Conclusion**

Higher education in India is facing a lot of problems. To replace the traditional method of teaching the teacher should learn the new teaching methods will be effective in coming days. The principals of Colleges were better equipped they would know how to direct more effectively the efforts of teachers who already understand better methods they taught.

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