Perception Of Students Towards Teaching-Learning And Evaluation Process In Higher Education Institutions

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Abstract
At present, the teaching-learning and evaluation process is a very important part in the higher educational institutions of India, through which multifaceted development of the students is included. Teaching-learning and evaluation process involves important factors such as teachers, students and administrators. During this process, students are provided with high-quality education as well as personal development and are fully empowered by being provided with skills for professional development. There are many problems in successfully implementing teaching-learning and evaluation process, such as the need for changes in the curriculum, a lack of experience, and a lack of adequate skills, etc. Learning outcomes also require proper assessment. The aim of the current research is to investigate the perceptions of students regarding teaching-learning and evaluation process depending on gender and stream. The aim of this study is to look into students' view about teaching-learning and evaluation process on the basis of gender and stream.

Keywords- Perception, Gender, Stream, Higher Education Institution.

Introduction
Education is one of the primary agents for the development of each and every individual in society. Today, the whole system of higher education in India has grown a lot. Higher education is the apex of all the educational level which helps in developing the dream of the nation as well as promoting creating thinking and ability to take right decisions for the betterment and cultivating new ideas and values among them. The subject matter in higher education institutions regarding streams proves interesting to students. Choosing Arts as a carrier provides excellent communication, precise writing and helps in developing understanding. Arts studies intend to provide intellectual skills, general knowledge and help to develop powers of expression and analysis. It prepares students for their career and develops good communication skills, logical reasoning and analytical ability. Science stream is a very vast and modern stream. Science is a popular choice of subject among students who wish to become scientists, doctors, engineers, or occupy other professions related to the science stream. To improve the property of education, teaching-learning and
evaluation process is a very essential part and works just as a bridge between teacher and student. Teaching-learning process plays a significant part in the field of education. Teaching and learning is both sides of the same coin which involved in the educational process. So, teaching and learning are always together. The term "teaching-learning and evaluation process" refers to the presentation of teacher behavior in classroom instruction and various types of activities carried out by teachers in the classroom and outside of the classroom settings. In this two way process the teachers and students interact each other actively and transfer of knowledge, for it used different techniques and methods to assess and improve their outcome and drawback continuously. It also deals with the continuing professional development of the faculty. In this study researcher focuses on Perception of students about the Teaching-Learning and Evaluation Process on the basis of gender (Male and Female) and stream (Science and Art).

**Review of Related Literature**

The related literature helps to know about the previous research work conducted in the field of current study. There has been several research supervised on the teaching-learning and evaluation process and some of them are as follows- Sawant, D.G. (2016) a study was done on the "Role of IQAC in Maintaining Quality Standard in Teaching, Learning, and Evaluation." Since this was a quantitative study, quantitative techniques were used. Information was collected through questionnaires that were distributed to 55 distinct higher education institutions that are currently undergoing accreditation. These questionnaires were used to sort and analyze the opinions of IQAC coordinators and outsiders. One was for IQAC coordinators to complete, and the other was for IQAC non-member teachers. Only 29 colleges out of 55 randomly chosen institutions responded to the researcher's questions, and the same data were used for analysis. Goswami, V. & Prohit, S. (2017) Conducted a study on the topic “Study of Quality Assessment of Teaching-Learning Process Through NAAC Criteria in Universities of Punjab” researchers have chosen two university of Punjab and found that there are substantial differences in students' views toward the effectiveness of the teaching-learning process through NAAC Criteria in Punjab University, Chandigarh and Punjabi University, Patiala. Kaur, M. (2017) conducted a study entitled “A study of quality assessment of teaching learning process through NAAC criteria in University of Punjab”. Researcher selected two universities from Punjab state which are Punjab University, Chandigarh and Punjabi University, Patiala. In these two universities, students were selected from UG and PG classes of Arts, Science and Commerce stream with purposive technique method. He used teaching-learning quality assessment scale to measure quantitative data. Data were analyzed with different suitable statistical methods like Z score, T-test, and ANOVA, and it was determined there is a big difference between undergraduate and postgraduate students' perceptions of different program regarding the quality of the teaching-learning process through NAAC Criteria. Semwal, A.P. (2017) Conducted a study titled "Evaluation of Benefits and Expectations from NAAC Accreditation among Higher Education Institutions in India”. The study adopted both descriptive and explanatory research and followed a deductive research approach. Numbers and statistical tools were used to conduct the analysis. It essentially follows
a combination of non-probability sampling, convenience sampling and decision sampling. The primary data was collected from a pool of accredited higher education institutions validated in India. They collected data through a well-structured questionnaire using Google Forms, while secondary data was collected through web, journals, journals as well as reports and documents related to the research field. Research has found that all higher education institutions benefit greatly from NAAC.

**Significance of study**
At present, the number of higher educational institutions is steadily increasing. Also, the level of quality of higher educational institutions has declined due to limited funds, poor dynamic leadership and lack of proper implementation of policies. Today, in India, ensuring quality in higher education is one of the important challenges faced in the field of education. Although the government is constantly focusing on quality education as we know that teaching-learning and evaluation components are important pillars in any educational institution on which the foundation of education stands. It acts as a catalyst between the teacher and the student. No matter how good an educational institution is, but if the teaching-learning and evaluation process is not qualitative, then that institute is not able to serve for a very long time. Hence there is a need to understand in-depth the various aspects of the effectiveness of the processes for teaching, learning, and evaluation. There can be different models of quality enhancement. Therefore, Understanding the procedure of improving teaching-learning and evaluation process quality is urgently necessary in higher education institutions. In the present study, researcher will try to know the perception students towards teaching-learning and evaluation process in higher education institutions.

**Statement of the Problem**
In college and university, students come from different streams, different backgrounds, environments and economic statuses so the perceptions of students may be different from each other on every aspect of education. University is the place where the personality of students is uplifted. Keeping in mind this purpose, each state established the different types of universities. To maintain the quality of higher education, research should be done on the teaching-learning and evaluation process. Therefore, the researcher has been taken the topic entitled “**Perception of Students towards Teaching-Learning and Evaluation Process in Higher Education Institutions**”.

**Research Questions**
1. What is the Perception of students about the Teaching-Learning and Evaluation Process on the basis of gender?
2. What is the Perception of students about the Teaching-Learning and Evaluation Process on the basis of stream?
Research Objectives

1. To study the Perception of students about the Teaching-Learning and Evaluation Process on the basis of gender.
2. To study the Perception of students about the Teaching-Learning and Evaluation Process on the basis of stream.

Research Hypotheses

1. To compare the Perception of students towards the Teaching-Learning and Evaluation Process on the basis of gender (Male and Female).
2. To compare the Perception of students towards the Teaching-Learning and Evaluation Process on the basis of stream (Science and Art).

Research Methodology

1. Research Method - In the present study, researcher used Descriptive survey method.
2. Variable -
   A) Criterion Variable-
   I) Gender - Male and Female
   II) Stream - Science and Art
   B) Dependent Variable - Teaching-Learning and Evaluation Process
3. Population - In the current research, PG science and art stream students and Male and female students of Mahatma Gandhi Kashi vidyapith university, Varanasi were included.
4. Sample - In the current research, samples of 300 PG science and art stream Students and 300 Male and female students were taken.
5. Sampling Technique - Purposive sampling method was employed by the researcher.
6. Tools - Self construction perception scale was employed by the researcher.
7. Data collection - The information for the study was gathered by the researcher from PG science and art stream students and Male and female students separately.
8. Statistics use in the study - T test was used by the researcher.

Data analysis and interpretation -

Objective 1 - To study the Perception of students about the Teaching-Learning and Evaluation Process on the basis of gender.

Null hypothesis Ho1 - There is no significant difference between perception of students towards the teaching-learning and evaluation process on the basis of gender.

Table 1
<table>
<thead>
<tr>
<th>S.N.</th>
<th>Gender</th>
<th>N</th>
<th>Mean Score</th>
<th>SD</th>
<th>DF</th>
<th>T Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>150</td>
<td>143.74</td>
<td>20.5</td>
<td>148</td>
<td>6.02 (S)</td>
</tr>
<tr>
<td>2</td>
<td>female</td>
<td>150</td>
<td>157.05</td>
<td>17.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Above table number 1 indicates that T value is 6.02, which is significant at 0.05 level of significance because T value 6.02 is greater than 1.96 (0.05 level). This means that the mean score of PG male and female students towards perception of teaching-learning and evaluation process differ significantly. Thus, the null hypothesis that there is no significant difference in the mean score of PG male and female students towards perception of teaching-learning and evaluation process is not accepted. It can be said that PG male and female students were found to have the different perception towards teaching-learning and evaluation process.

**Objective 2**- To study the Perception of students about the Teaching-Learning and Evaluation Process on the basis of stream.

**Null hypothesis Ho2**- There is no significant difference between Perception of students towards the teaching-learning and evaluation process on the basis of stream.

**Table 2**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Stream</th>
<th>N</th>
<th>Mean Score</th>
<th>SD</th>
<th>DF</th>
<th>T Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science</td>
<td>150</td>
<td>151.01</td>
<td>19.6</td>
<td>148</td>
<td>4.26 (S)</td>
</tr>
<tr>
<td>2</td>
<td>Art</td>
<td>150</td>
<td>160.4</td>
<td>18.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Above table number 2 indicates that T value is 4.26, which is significant at 0.05 level of significance because T value 4.26 is greater than 1.96 (0.05 level). This means that the mean score of PG students of science and art stream towards perception of teaching-learning and evaluation process differ significantly. Thus, the null hypothesis that there is no significant difference in the mean score of PG students of science and art stream towards perception of teaching-learning and evaluation process is not accepted. It can be said that undergraduate and postgraduate students were found to have the different attitude towards teaching-learning and evaluation process.

**Conclusion**- Graduate students in both the sciences and arts value regular interaction with knowledgeable and accessible faculty members. They appreciate faculty members who can provide guidance, advice, and support throughout their academic journey. Postgraduate students in both the streams often aspire for research and innovation opportunities. They value research grants, well-equipped laboratories, libraries and collaboration with industry or other academic institutions. Students of both science and arts stream recognize the importance of overall development. They appreciate opportunities for extracurricular activities, workshops,
conferences, and seminars that broaden their knowledge, develop their interpersonal skills, and foster a fulfilling educational experience. It is important to note that these perceptions may differ between individuals, and that teaching-learning and assessment processes should aim to accommodate diverse learning styles and aspirations.

**Suggestions**

1. **Clear communication:** Ensure effective communication between faculty and students. Clearly communicate course objectives, expectations, evaluation criteria, and learning outcomes at the beginning of each course. This will help students understand what is expected of them and reduce any confusion or ambiguity.

2. **Engaging teaching methods:** Employ interactive and engaging teaching methods that encourage active participation and student engagement. Incorporate a variety of teaching techniques such as group discussions, case studies, hands-on activities, and multimedia presentations to make the learning process more dynamic and interesting.

3. **Use of technology:** Leverage technology to enhance the teaching-learning experience. Integrate multimedia resources, online platforms, and educational tools to provide additional resources and opportunities for self-paced learning. This can also facilitate easy access to course materials and promote collaborative learning.

4. **Regular feedback:** Establish a feedback mechanism that allows students to provide their input on the teaching and learning process. Encourage students to share their opinions, suggestions, and concerns through surveys, focus groups, or online feedback forms. Faculty members should consider this feedback constructively to improve their teaching practices.

5. **Transparent evaluation process:** Ensure transparency in the evaluation process by clearly articulating the assessment criteria and grading policies. Provide timely and constructive feedback on assignments and exams, highlighting strengths and areas for improvement. This will help students understand their progress and enhance their learning outcomes. Implementing these suggestions can significantly contribute to improving the attitude of students towards teaching-learning and evaluation process in higher education institutions, leading to a more positive and enriching educational experience.

**References**


http://www.webology.org