Students' perception towards modern curriculum and teaching pedagogy - are our universities and colleges offering security for students' work-life?

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Abstract

Higher education is an emerging trend in India. India has 750 universities and 41,435 colleges (both government and private) committed to deliver quality education through that promising a platform for quality work-life and life skills among the aspirants. Nevertheless, even after the successful completion of higher education our students are not prepared to face the global competency in job market. As a result, today's youth show higher degree of job dissatisfaction resulting in frequent change the job. Our teachers and students have high degree of dissatisfaction towards curriculum design and implementation in teaching pedagogy. As a result majority of students and the parents have negative opinion towards the modern education system and its influence on career life. Such opinion formation is a major threat for their work-life balance. From this perspective this quantitative research focuses on the students' perception towards the higher education in India. The main objective of this paper is to formulate student opinion on their current curriculum and its expected influence on job security. The study is based on both quantitative and empirical approach. Around 200 students from different colleges and university are randomly considered for the study. The results of the study can be considered for policy frame work in higher education.

Key Words: *Higher education, teaching pedagogy, curriculum design, quality education, job security .*

INTRODUCTION

Teachers and students have equal liability in the modern education system. Today's students are more concerned about employability while choosing a course (Aamodt and Havnes, 2008). Indian education system had to redesign the challenging phase such as lack of subject knowledge, theory-practical dichotomy, and absence in developing the critical

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thinking among the students (Rajashree Srinivasan, 2016). Today job oriented professional courses play prominent role in the education sector. Placement record of the college decides the degree of admission to that particular college or university. Institution-industry interface plays crucial role in the curriculum design. (Shiri M. Breznitz, Henry Etzkowitz, 2017) However there is a huge gap in students' expectations and diffusion of knowledge. (Allen Thomas Alexander, 2012) Today most of the universities are inadequate in transferring the industry based desired knowledge to the aspirants. In the modern era, students are well tuned with their expected curriculum and teaching methodology. The study deals with the expectations of the students towards the modern curriculum and the desired output that seeks serious attention in designing a student's work life.

REVIEW OF LITERATURE

The national innovative system understands the linkage between various stakeholders of education system to bring technological innovativeness in the industry. (Kandiko, C. B. & Mawer, M, 2013) The studies found that the relationship between teacher and the students has key role in deciding the behaviour of a student. There is a correlation between the students performance and students perception of student-teacher relationship. (Christopher M. Knoell, 2012). Teachers behaviour influences the students to choose learning centric actions inside and outside the classroom. This also decides students' likability in a subject that is taught by the teacher. (Bettina Greimel-Fuhrmann, 2014). Apparently, course content, teachers ability to deliver the content, communication ability, classroom management and personal character has crucial role in moulding the personal behaviour of a student. (Etuk N. Etuk et al, 2013)

OBJECTIVES OF STUDY

The study is focused on students' perception towards the quality of course content and the course delivery. The main objectives of the study are,

- To formulate student opinion on their current curriculum and its expected influence on job security.
- To suggest various measures to improve the existing course content and teaching pedagogy

METHODOLOGY

This quantitative study is based on both primary and secondary data collection. Secondary data is collected from various sources such as books, journals, online repository etc. Primary data is collected through questionnaire and interview method. 150 respondents from 17 states of India were randomly selected for the study.

FINDINGS

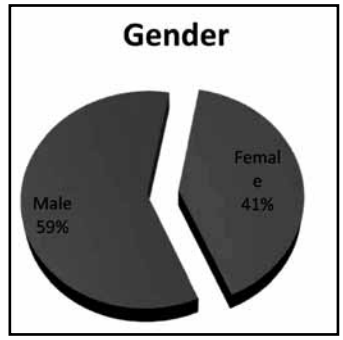
Table: Showing State-wise Responses collected

State	No of Respondents	State	No of Respondents
Karnataka	67	Chhattisgarh	2
Kerala	15	Bihar	2
Assam	5	Arunachal Pradesh	3
Maharashtra	10	Odisha	1
West Bengal	9	Uttar Pradesh	4
Tripura	6	Punjab	2
Tamil Nadu	8	Sikkim	3
Jharkhand	5	Gujarat	4
Madhya Pradesh	4		

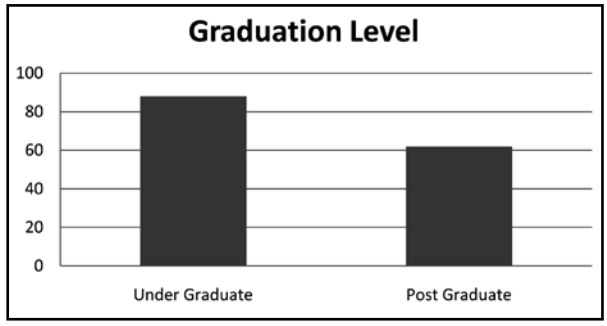
Table: Showing Age –wise respondents

Age Group	No of Respondents
15-20	40
21-25	90
26-30	08
31 and above	12

Graph showing sample gender breakup



Level of Education



Findings of the study

39.5 percent of respondents are not happy with the course/curriculum in the college or university where they study. 60.5 percent of respondents have positive approach towards the curriculum that they have opted. 68.7 percent of respondents have the opinion that the course they selected makes them productive wherein 31.3 percent of respondents don't have the hope that the course improves their productivity.77.6 percent of respondents are satisfied with the course that they have chosen for the study but the remaining 22.4 percent are not happy with the course selected.

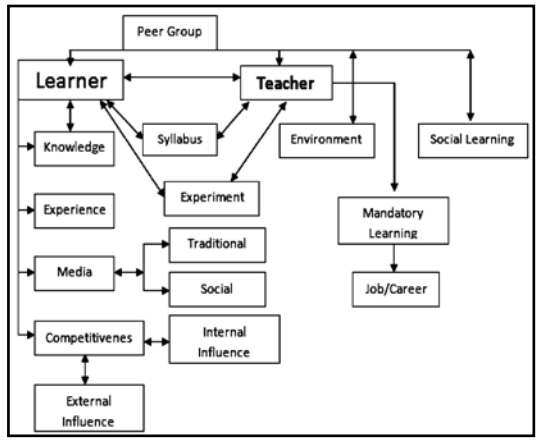
Interestingly 69.4 percent of respondents are confident enough to get a job after completing the course that they selected. However 30.4 percent of respondents are not confident of getting their expected job.

Teaching pedagogy and university syllabus has greater influence on student's expectations. Students have different opinion about the expected job after the completion of the course. Higher end jobs such as manager, assistant manager, CEO, Managing director, Chief Editor are highly preferred by the students. Interestingly a good percentage of respondents are uncertain and negligent of their career life.

Salary is another interesting fact of expectation among the students. The study found that more than 65 percent of respondents expect a minimum of INR 30000 salary per month. The study found that the students' expectation is very high in terms of their initial salary withdrawal. INR 20000 to 30000 is the standard expected salary for many students which is ideally expected.

The study also found that 66 percent of respondents feel that they spend the quality hours in their college/school where in remaining 34 percent of respondents feel that they college is not a place to spend quality hours. 81 percent of respondents feel that the course/school they selected will help them in finding suitable job and the remaining 19 percent of respondents find that the course/school they selected will not help them in finding desired job.

Learners' centric approach – Model



Learning is the process of interaction for internalisation. Here the learner has both direct and indirect communication with the teacher. Learning process becomes successful when learning involves two way process. In the process of learning syllabus plays a vital role. Major components of learning process includes,

a) Realistic objectives

Realistic objectives are the mandatory requirements of learning. These objectives shape the personality in which an individual shapes his personality through the process of learning and understanding for future. Realistic goals have long term objectives. An individual's socio- cultural, economic and political identification stands on how effective he is in managing the realistic objectives. The major components of realistic objectives are,

Syllabus

Formal education system primarily focused on the syllabus. Syllabus is the bridge between students' expectations and the future perspective. A fair syllabus shall include the academic-industry orientation, skill and quality enhancement capacities.

Environment

Environment symbolises the area and surroundings which energises the academic activities. Classroom, peer group, peer activities and the teacher-student relationship are the components of environment. A positive environment in the classroom, indulgence in co-curricular and extra-curricular activities makes the learning process effective.

Experiment

Experiment is a participatory learning process where the learner involves in the hands-on training process. Experimental learning includes practical session, flipped classroom, workshops and seminars, activity based learning etc. The amount of experimental learning in the syllabus decides the quality of learner and the preparedness towards the job market. Because modern job industry look for high skilled candidates who are well trained to be smart workers. Industry collaborations, memorandum of understanding, Industrial trips Internship projects and reports, seminars and workshops and on site teaching etc need to be implemented in the syllabus to make the students experimental learners.

Mandatory learning

It is not compulsory to the learners and a teacher to teach everything that a syllabus prescribes. However the syllabus needs to teach the life skills to learners. The mandatory learning involves that syllabus content which teaches the life skills to a student. The role of teacher is very crucial and sophisticated in teaching mandatory skills. If the learner is not ready to be involved in the mandatory learning process the teacher shall enforce them to make them to be involved because mandatory learning is basically a job / career life learning.

b) Outcome objectives

Outcome objectives are the anticipated results of learning. Generally the outcome objectives have theoretical perspective of learning. Outcome may not necessarily be a job requirement rather it would be a lesson for life. Some of the outcome objectives of learning are,

Knowledge

Knowledge is the basic objective of learning process. The syllabus must have the basic objective of developing the knowledge of a student. Generally the formal knowledge is passed through the classroom teaching and the secondary knowledge is attained from the social learning, self learning and experiences. The primary objective of the higher education shall also be imparting the life skills among the students.

Experience

A student learns from the experiences that he/she accumulates in the school/college life. Experiential learning can be personal, interpersonal or received for an intention. When a teacher/facilitator shares his/her experience for an intentional learning of the target audience, it could be understood as the intended receipt of the experience. This may help the student in moulding the personality.

Competitiveness

Competitiveness is termed as the capability of a student to standardise both physical and psychological ability to reach a desired goal. A number of factors influence on the competitiveness of a student. They are broadly categorised into two,

1) Internal factors

The factors which are associated with the psychology of an individual are termed as the internal influence. The Goals and objectives, desires, interests and the emotional quotient of an individual are termed as the internal influence. Internal factors have a greater role in the competitiveness of an individual because they act as the driving force.

2) External factors

External factors are the various situations which have physical influence. Syllabus content, personality of a teacher, the way teacher delivers the subject information, classroom atmosphere, peer group, family and friends and other stakeholders are the major influencing external factors. Proper combination of both internal and external factors make the student to be much excited towards the teaching pedagogy.

c) Influential objectives

Influential objectives are external factors which make a student to be attracted towards the teaching pedagogy. Major component of influential factors are the peer group, media and social learning process.

Peer Group

Peer group is the group of people who are closely associated with the learner. Generally the peer group belongs to the similar age category of the person who gets influenced. Peer group can be formed inside the classroom or outside. Interest of an individual determines the peer group. Peer has greater influence on the activity of an individual.

Media

Medias are the modes of communication. Media can be vocal, verbal and non verbal. Medias influence on the learning ability, interest and capacity of an individual. Besides these Medias offer freedom of choice to an individual. Traditional and social Medias influence on the learning process.

1) Traditional

Traditional media includes the textbooks, news papers, journals, Television, Computers etc. These Medias support the learning process of an Individual. Traditional Medias associates the knowledge building function of a learner. Timely references, reading for knowledge improves the skills of both teacher and the learner. Traditional Media makes the learner intellectual and develops the analytical skills among the students.

2) Social

Social Medias are the open forum for discussion. Today social Medias act as the centre for knowledge building. Many colleges have accepted social media as the major media of communication and knowledge sharing. Today teachers and the students have collective effort to draw the examples from the social Media. Many teachers quote the examples referring the social Medias. Social Medias also influence on the selection of right job by an individual. Apparently social Medias have greater influence on the classroom activities. The social Medias create indirect relationship between the teachers and the students.

Social learning

Social learning is influenced by the various stakeholders of the society. Social learning includes the family, parents, friends, neighbours and the other socially connected people. Methods of learning, learning with the intention of desired job is influenced by the society. Through the social learning a student makes the comparison of the syllabus and learning content to decide what he/she actually needs. This is influenced by the social learning. Similarly the course designer and the teacher shall also understand the requirements of the students, society while designing the syllabus and delivering the content respectively.

SUGGESTIONS:

Modern education system is the set of scope and opportunities. Respondents have mixed opinion about the modern education system. The colleges and universities have technological advancement in terms of curriculum design and development. However quality teaching is the major concern among the students. Emphasizing on the practical learning, quality enhancement of teachers, moral development are the major requirement of modern education system. Students' skill enhancement, understanding the students' expectations, timely presentations, interaction sessions and value education shall be the primary concern of the modern education system. Study shall be

based on the realistic, outcome oriented and influential objectives. This can be achieved through effective curriculum design which makes the study interesting. The syllabus shall cater students' job expectations, knowledge thrust and social identity. Modern syllabus shall also focus on both theoretical and practical knowledge building process. Pedagogy shall be simple to make both the teachers and the student to understand and deliver.

CONCLUSION:

Higher education in India is going through positive change. Today colleges and universities in India are becoming highly competitive in offering both theoretical and practical knowledge through academic – industry collaboration. Teaching pedagogy and methodology is becoming learner centric to make the students actively indulged in the learning process. Students' creativity is getting enhanced because of the quality education system in India. The learner centric approach proposed here can be a model to introduce and implement quality enhancement programme for the students.

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