

Accentuating Quality in Higher Education through Curriculum Formulation

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Abstract

It has extensively been discussed at various levels in the academia and governmental policies that quality, especially in the higher education has to be strengthened by implementing different measures. Taking into consideration the global competition, the students of India must get survived as and when they approach for employment view point. So as to bring the Indian students at the International level, curriculum designing and its effective delivery may prove educational reification. Curriculum should offer opportunities for personal as well as social growth and development. Flexibility, freedom, and problem solving approaches must be included in the curriculum. A balanced curriculum can be a panacea for the quality enhancement in the higher education. The present paper emphasizes on the methods like- problem- solving, social learning, experimental and experiential learning and learner- centric approaches. Education, being a dynamic phenomenon, adequate curriculum formulation necessarily brings optimistic changes in the field of higher education.

The present paper makes an attempt to focus on the Indian Higher Education with the view of curriculum formulation. The context of it is higher education, solely.

Keywords: - Curriculum, higher education, learning outcomes, educational opportunities, social development, etc.

“What is important in knowledge is not quantity, but quality. It is important to know what is significant, what is less so, and what is trivial”- Leo Tolstoy

In the present scenario Indian Education system faces challenges in maintaining and raising the quality of the higher education some of the educationalists and policy makers have been blaming that Indian students find difficulties to compete with the students of other European students at the global level. As the demand of global higher education is getting increasing the Indian education system must be ready to compete and gain place in the global educational and job related affairs. By 2025, the projected global demand for higher education could reach 263 million students, which is an increased from a little less than 100 million students in 2000. (Karaim,551). Thus, as the demand of quality education is getting increased, we must be able to assure the quality in higher education.

In order to address this emerging need, a common framework for a quality assurance model would provide consistent assessment of learning design, and pedagogy (Puzziferro & Shelton) As far as the quality in higher education is concerned, curriculum designing and its delivery plays vital role. The following points can be useful in framing the curriculum.

- **An All Inclusive Curriculum**

The policy framing authorities must keep in mind that a balanced curriculum should be given priority and significance. The curriculum must take into consideration the individual needs, abilities, interests, potentials and cognitive progress of the learners. Apart from this, the life skills as well as soft skills must be included in the curriculum. The students must be able to learn the holistic approach of education.

- **Society Oriented**

In the present situation emphasis is given on the personal and vocational demand of the students. However, it is a need of hour that today's students are tomorrow's citizens of the country. Hence,

focus must be there on the society- centric education. India, being a diverse country needs harmonious relationship among the people. If it fails to understand the need of society the material development of the country is a good for nothing affair. Social responsibility and accountability must be incorporated. In this process, students also can play a major role. According to Elassy, irrespective of the challenges, the benefits for involving students in the QA process can be grouped into two categories: benefit to the students and benefit to the QA process. Benefits for the student include development of communication, analytical, reasoning and leadership skills.(Elassy,162)

- **Curriculum tailoring**

The concept of curriculum tailoring focuses on the adaptation of curriculum. It asserts that adaptation of curriculum means focusing on the academic standards and the need of the students. In accordance with the concept, core area of the subject has to be asserted. If the core areas of learning are at the centre, then only we can produce the competent students.

- **Interdisciplinarity in Curriculum**

Core subject, though are the soul of the particular branch of knowledge, along with those core subjects, some interdisciplinary are to be included in the curriculum. The introduction of interdisciplinary subject can be useful in both the view point i.e. interest of the students and expanding the horizon of knowledge of the students. Flexibility and choice in the curriculum brings liveliness in the process of curriculum delivery.

- **Innovation Learning Approaches**

Education, being a nation building tool, it needs to bring under the umbrella of innovation. It must be student- centric rather than teacher- centric. Scope should be offered to the minds of the students.

- **Enquiry Based Approach**

Student, being an end product of the teaching-learning process, should be given opportunities to solve the problems on his/her own. In the process of problem solving a teacher must work only as a facilitator not as a teacher. The student should be allowed to solve the problems in groups.

- **Experimental & Experiential Learning**

In the curriculum, experimentation and experience both the aspects are necessary. By introducing the experiential learning, we can achieve a supreme goal of education. India, being a diverse country, students may get experience of their fellow friends. The experience can be cultural, ethnic, social, and technical or any sort.

Evaluation & Feedback

In our education system evaluation plays a major role. However, apart from evaluation feedback of student to the teacher also brings positive changes. According to Black and William, Formative assessment with the key strategies like engineering effective classroom discussion, questions, and learning tasks that elicit evidence of learning and providing feedback that moves learner's forward has to be given much importance. Summative assessment should take a no more than 5% of total learning time, unless there are special conditions (Black & William, 21). Thus, feedback should be introduced in the curriculum of higher education along with assessment.

Conclusion

This paper presented an overview of curriculum formulation taking into consideration challenges of the Indian Higher Education. A proper conceptual as well as practical framework needs to be presented before the education of the country. It is the fervor of the author that higher education needs to be paid sufficient attention taking a global competition.

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