

Curriculum Enrichment for Higher Education

I.Priyadarshini¹, A.V.Taware²

¹I.Priyadarshini Department of Computer Engineering, K.K.Wagh Institute of Engineering Education and Research, Nashik

²A.V.Taware Department of Computer Engineering, K.K.Wagh Institute of Engineering Education and Research, Nashik

¹ipriyadarshini@kkwagh.edu.in

²avtaware@kkwagh.edu.in

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Abstract: Curriculum is the list of courses to be thought by the educational institute and also includes the learning experiences, skills and ability the students are expected to learn. Enrichment is enhancing the curriculum by including activities for extending students education beyond their main course of study. It provides them a new learning opportunity and environment to acquire mastery of standards expected at a deeper level. Stakeholders often make reference to curriculum as being irrelevant, boring, too academic and outdated and seek changes. So, the enrichment process should be dynamic instead of static. The curriculum enrichment should focus in students achieving graduate attribute. It should help the Institute to ensure the achievement of learning outcomes such as emotional maturity, social maturity, business acumen, professionalism and intellectual capabilities. The value-added programmes should be designed in each semester to show better performance both in curricular and competitive exams to get better job/higher educational opportunities through enhanced graduate attributes. Therefore, for the curriculum to be alive and meaningful, the role of the teacher is very vital. A teacher should be a first a learner and then a curriculum receiver, a curriculum modifier, a curriculum developer and a researcher. This paper focuses on different models of curriculum enrichment process along with teacher's role and responsibility in improving education.

Keywords: Graduate attributes, learning outcome

1. Introduction

Successful enrichment programmes enhance student's life at college by increasing their motivation and achievements. It is one of the means by which college responds to the demand and need of the employers. Enrichment programs help to overcome the weakness of the colleges. This paper discusses on various enrichment activities in section 2 followed by student's achievements in section3 and section4 briefs about various issues of enrichment programmes and section 5 discusses about teachers' role in enrichment

Corresponding Author

I.Priyadarshini, Department of Computer Engineering, K.K.Wagh Institute of Engineering Education and Research, Nashik
ipriyadarshini@kkwagh.edu.in

2. Case study on Enrichment Activities

Various colleges have achieved success through different enrichment programmes.

A. Srinivas Institute of Management Studies (SIMS): SIMS is a higher educational institute in Mangalore established with the vision of imparting quality education and expanding opportunities to all the aspirants and across all realms of knowledge. In addition to the specialization required to be taught, the institute offers dual specialization facility of its own focusing vertically on chosen specializations and horizontally in related areas. Some of their remarkable enrichment activities (P. S. Aithal and A. Srinivas Rao and P. M. Suresh Kumar, 2015) are listed as below.

- A large number of certification programs are offered to enhance their employability skill. Table 1 shows a few of the certification courses offered for MBA
- Short term enrichment courses like open source software usage, Excel application etc
- Value added chapters in all subjects
- Skill development package
- Exposure visits
- Certificate course on Yoga & Mind control for enhancing the moral & ethical values of students.

Table 1. sample Certification course offered for MBA

Sr.No	Name of the Course	Goals	Objective	Duration
1	Certificate Course in Share investment	Mastering in Share market investment	To identify the investment potentials & Methods	5 days
2	Certificate Course in Android Mobile Applications	Involvement in software development through innovative process	Developing customized applications for open source Android operating system	5 days

Stage Model:

The institute also proposed the stage model (P. S. Aithal and P.M.Suresh Kumar, 2015) to enhance the student's achievement of graduate attribute in each semester. Each semester is referenced as a stage and enrichment activities are conducted throughout semester so that, at end of each

stage the graduate attributes are achieved. The MBA programme with value addition is called as MBA++. The table 2 list some of their value-added activities model (P. S. Aithal and P.M.Suresh Kumar , 2015).

Table 2. Value added part in curriculum

Sr. No	Type of the Enrichment programme	Number
1	Certificate Programme	3 / semester
2	Modular Programme	2 / semester
3	Workshops	3 / semester
4	Vivekananda Study Circle programmes	2
5	Value added Chapters	5
6	Soft skill program	1/week
7	Guest Lectures	6 / semester
8	Industry visits	1/team
9	Teaching Plan Booklet	1/subject
10	Study Material book	1/subject
11	Enrichment Programmes	3/semester
12	Student Project	1/semester
13	Business Newspaper analysis	2 teams/week
14	Placement related programme	1/week
15	Student Forum activities	1/week
16	Student Specialization exhibition	4/semester
17	Faculty Development Programme	4/semester
18	Student exchange programme	1/year
19	Team based activities/programmes	4/semester

B. National Survey Report

The report produced by “The Further Education Funding Council” on “Enrichment of Curriculum “after inspecting various colleges states that 63 % of enrichment session had strengths which outweighed the weaknesses. The survey was carried out from 207 colleges and inspectors observed 102 enrichment activities with documentary evidence. These include sport, music, drama, cultural and practical activities, work experience and work shadowing, residential visits and study tours, foreign exchanges, health education, personal and social education, religious education, languages, information technology, group projects, outdoor pursuits, clubs and societies, and leisure interests.

Some colleges provide a compulsory enrichment programme, which can include as many as 120 options, and students are expected to follow the programme alongside their main course of study.

3. Students Achievement on Enrichment

Enrichment activities provide opportunities for students to try new experiences. The report (The Further Education

funding council, 1996) states, the achievement of the students who participate in enrichment activities are high. It helped them to meet the needs of employer’s organization. It enhanced their team work and organisational skill.

4. Management Issues on Enrichment Activities

The national survey report (The Further Education funding council, 1996) has stated that enrichment activities fail due to some of the reasons listed below.

- 1) The objective and outcome of the enrichment program is not defined clearly. A lack of clear curriculum policy will allow teachers to make a different assumptions and students will have a adverse experiences. clear curriculum policy has to be framed initially for a developing institute.
- 2) Quality assurance for enrichment programmes is generally underdeveloped. Standards has to be set for performance and students satisfaction has to be reviewed. A few colleges have used external agencies to assist in quality assurance.
- 3) Low participation rates and Attendance in enrichment activities is less. Review is needed most often to find whether there is a need to change the current enrichment program or to extend and enhance its enrichment programmes to meet the needs and interest of the students. It also depends on when and how these activities are time tabled. On some occasion college may suspend all other activities for a limited period to focus on a particular topic.
- 4) Lack of sufficient skilled staff. Specialist teacher is needed to teach both examination course as well as enrichment programs.
- 5) Cost of enrichment program is a concern in many colleges. In some cases, college is not able to fund for the enrichment program and parents needs to pay extra fees. A cost and benefit analyses have to be done.

5. Teacher’s role on Enrichment Activities

Curriculum Enrichment cannot take place without the involvement of teachers. Teachers’ freedom to adopt more experimental methods of teaching and learning, without the constraints of an examination syllabus, is frequently stated as an advantage of enrichment activity.

Generally, students receive far less feedback on their progress and achievement in enrichment activities. Teachers should provide formal reporting on their progress. but usually the reports usually contain a record of activities undertaken rather than progress made.

6. Conclusions

Curriculum enrichment is necessary to make learning enjoyable and fun. It should focus on enhancing knowledge and skills of students and thereby enhancing their learning outcome. These activities improves the standards of many students.

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Dr.P.Mythily Rajeswari.R., curriculum enrichment in higher education