



Students are Best Judge of Teaching & Learning: A Case study of Technical Institutes of India

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ABSTRACT

There are several studies on evaluation of teaching & learning in the classroom situations, which are normally confined to languages, social sciences & humanities. The technical institutions need such evaluation critically. The global scenario and Indian conditions are matching on most of the counts. Indian situation has been given emphasis by selecting two technical institutes of different nature with varied years of establishment and areas of studies in the present contributions. The one Institute (UG-1) was established in 21st century having singular discipline whereas the other (UG-2) was established in 20th century with multidisciplines. Five critical parameters measuring objectively the teaching and learning in the two institutes have been identified in this work. The opinion of budding students was collected on identified parameters as the students particularly at the age of 17-21 years have highest creativity and analytical minds. On the count of most of the parameters UG-2 was assessed better than UG-1.

Study reflects that faculty members of UG-1 require pedagogical training. The most important parameter of communication aspect through electronic system was assessed whether it is entertaining. This is also very closely linked with delivery & clarity. In this case also UG-2 was found better than first one in using such entertaining technologies. The other important issue is face to face interaction and availability of faculty members. In this case the two institutes have similar results. There is a lot of scope of improvements in delivery system in both institutes to make the teaching & learning quite effective, students oriented and using latest technical tools of delivery system.

Keywords

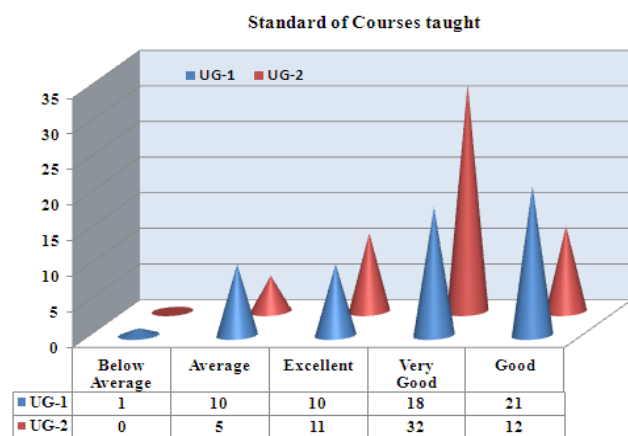
Institutes, Students, case Studies, Teaching & learning, punctuality, clarity of expression, communication, Courses and Classes

1. INTRODUCTION

The students are one of the key factors to shape teaching & learning in a better manner in any educational organization in case the teacher and administration [1-6] take them into confidence for judging their aspirations vis-à-vis the way of teaching. They are being delivered with their classroom instructions. The undergraduate students in India are normally admitted in educational institutions at the age of 17-18 years which is extremely fertile and creative age. The information communication technology (ICT) through its various teaching learning tools alongwith visual and audio media their knowledge has increased multifold. In India the undergraduate students are admitted on the basis of National level Entrance Test. The available capacities for their admission in reputed institutions are quite limited. Therefore desirous candidates get admission in educational institutions only if they are quite brilliant. Thus their knowledge is comparatively

quite appreciable and their understanding level alongwith critical analysis for fulfilling their objectives in taking the course of studies is extremely valuable. A case study of two premier technical institutes comprising of singular and multiple faculties have been conducted.

A well thought and standardized questionnaire were presented to the students at graduate levels of the two institutes. For clarity and simplicity they are designated as UG-1 (singular faculty) and UG-2 (multiple faculties) respectively. A reasonable time was given to the students for providing feedback on several parameters. However, we have concentrated our efforts on five parameters representing the important components for judging the teaching & learning aspects in the two institutes and in-turn making a comparison of the judgment of students of UG-1 & UG-2. It is also to be mentioned that as for as age of two institutes is concern UG-1 is about twelve years old whereas as UG-2 is more than fifty years of existence. In this respect the two institutes will also strengthen the judgment of students with respect to teaching & learning aspects in 21st century & legacy of these aspects continuing [3-4] from 20th century. The important parameters are study of courses taught; punctuality of organizing the classes; the effectiveness and clarity of delivery of courses by faculty members; level of interpersonal relations to access the teacher and reciprocity by entertaining these issues of communication electronically. Such aspects are being detailed out in the following paragraphs:



Technical Institutes- UG-1& UG-2

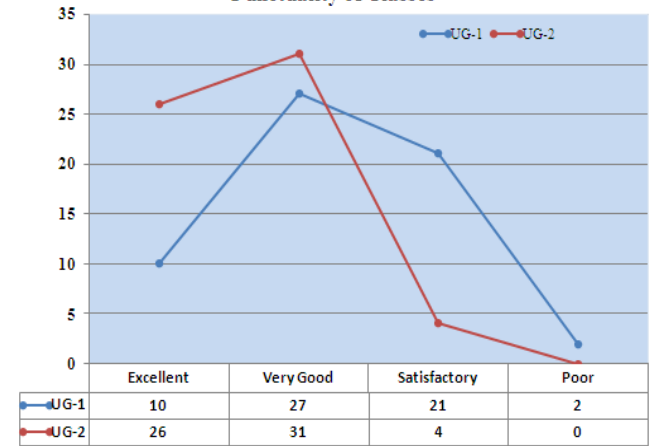
Fig-1

The students at graduate & post graduate levels are very conservative in their career. Therefore first they try to choose the top class institutions afterwards the other important aspects they desired eminent faculty members & courses being taught by them. Before entering in the class they also search standard of courses being delivered by faculty members and they compare it with the top class institutions of



the world. It is therefore utmost need that the institutes should deliver [5-6] the courses as per intelligent quotient of the students. In the two institutions selected for study, it was one of the parameters to be judged and match with objectives laid down in the moto of the institutions. Fig-1 shows the comparative statement of students about standard of courses being taught by both technical institutions at graduate levels (UG-1 & UG-2). It shows that UG-1 reflects 1.6% below average and 17% average. The excellent component is also 17% whereas, 30% is very good and 35% is good. In case of UG-2 the similar responses are 8% average, 18% excellent, 53% very good and 20% good. This summarizes that UG-2 is better than UG-1 in delivering standard of courses. It may be the reason that UG-2 being more than fifty years older than UG-1 therefore they have gone through various excises at different levels to develop and maintain the standard of the courses. It may be also another reason that UG-1 is delivering limited courses whereas UG-2 has several courses and thus average is high as compared to the first one.

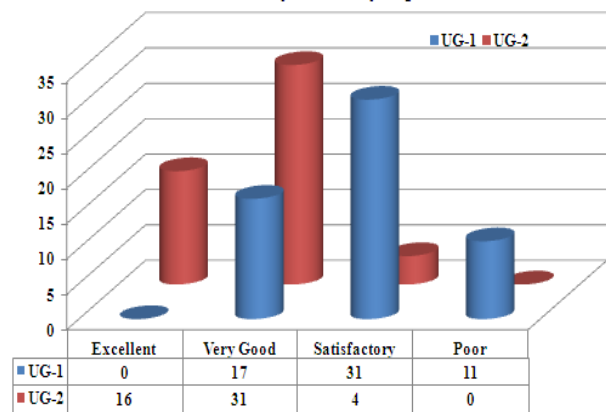
Punctuality of Classes



Technical Institutes- UG-1& UG-2
Fig-2

For maintaining proper discipline in the Institute and shaping life of students to become a responsible citizen of the country, it is very necessary to maintain punctuality in their life. It is an older saying that if you want to become disciplined in your life in all your actions you maintain one habit to be highly disciplined. This automatically works as a control system of your body and all your personal and official lives are highly devoted to maintain a discipline. If we go to the history of eminent persons he/she had maintained [7-8] proper discipline in their work and had been already punctual. This punctuality in classes has been taken one of the valuable aspects in comparing the judgment of teaching and learning in the classroom situations of two institutes. Fig-2 has been devoted to find out the views of students in this respect. In case of UG-1 only 17% rated punctuality in the classes as excellent whereas 45% very good, 35% satisfactory and 33% observe it as poor. In case of UG-2 the results are very comfortable and excellent rate is 43%, very good is 52% and only 7% is satisfactory. This aspect is highly linked with first one as they are maintaining high standard of courses whereas UG-1 needs serious thoughts in both these parameters

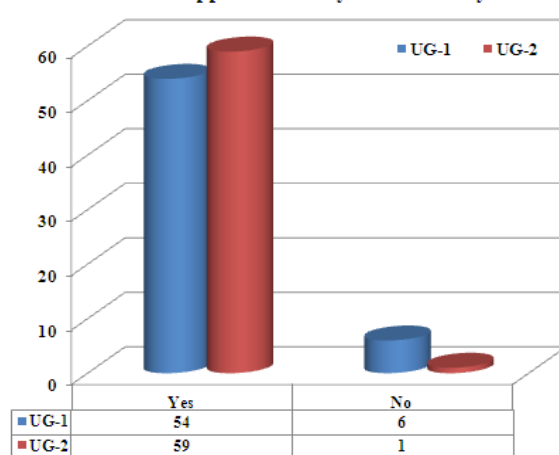
Clarity of faculty expressions



Technical Institutes- UG-1 & UG-2
Fig-3

The interesting parameter in the study is clarity of expression of faculty members while delivering lectures. Normally in the ol der system chalk, duster and blackboard methods were used and teachers while delivering of lectures were caring less interest about understanding level of students [9-11]. In the present situation technical tools are being used to impart classroom teaching. Mostly it is PowerPoint presentation by using projector and other technical teaching tools. In this case also the clarity of delivery is questionable at certain point since the classroom consists of variation of I.Q levels of students. It is,

Approachability of the faculty

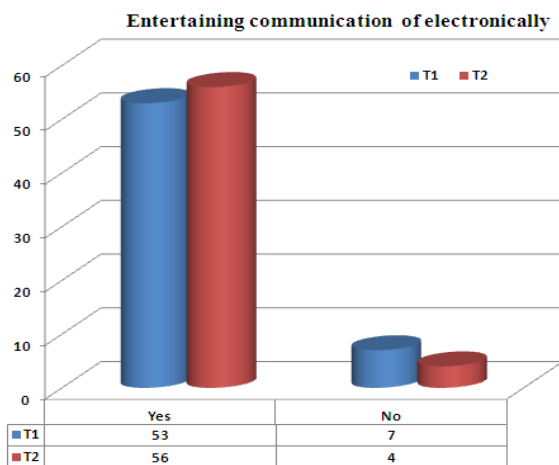


very important about the course being taught that they should be very clear first in the minds of faculty members then his/her delivery of methods/ideas. Fig-3 has been devoted to find out level of clarity of the faculty members in this situation. In case of UG-1 satisfaction level was 1%, very good components 28% and 18% goes to poor one. No one has majored the clarity as excellent one. In case of UG-2, 27% expressed as excellent, 52% very good and only 7% is satisfactory. This parameter over powers that of UG-1. In this respect as well faculty members of UG-1 need pedagogical training so that their delivery is improved at the earliest otherwise it may damage the objective of training excellent human resources for the country. The faculty members in



addition to delivering lectures through PPT, may use animated pictures and care for the students having lowest I.Q. level. The modern technology has multiple effects on the life of the society including individuals. It has lot of benefits as time saving, accuracy and punctuality, cost effectiveness and so on. The wireless communication and mobile technology have benefited in voice and a related aspect. It has reduced vocal distances. However face to face interaction is depleting in several manners. The senior citizens are affected with these situations particularly in the age old situations. The teaching & learning are no exceptions [12-14] with advantage/disadvantage of the technology. One can deliver lectures by sitting in any part of world. There can be clarity in voice and level may be very nice, however, the face to face interaction is drastically reducing in case of teaching in the classes. Some of the institutions have preferred to deliver lectures to the thousands of students sitting in various classrooms located in the campus. In this case the students are not in a position to interact personally with the faculty members. One can argue that while delivering lectures the students can ask questions, whereas in the present situation there is a human factor as students will be feeling hesitant to ask the question publicly.

In case of two institutes fig -4 shows that 90% students of UG1 said that faculty members are available to clear their doubts whereas 10% presented that they are not approachable when required. In case of UG-2 98% were affirmative in their approach whereas 2% felt otherwise. The result of both institutes seems satisfactory. However, there is always scope of improvement.



Technical Institutes- UG-1 & UG-2
 Fig-5

is complimentary and supplementary to the parameters dealt with above. The understanding of students will enhance when both teaching & learning are effective. Various parts of body are responsible for enhancing understanding of any communication. The basics of communication to learning have already been discussed in earlier paragraphs. However, by using such technologies teachers may enhance interest of the students in learning. This includes innovative methods of application in delivery system. Therefore entertaining communication through electronic media has gained dividend in modern times. However, in some of the Institutions faculty members are using aged old methods and they restrain themselves for applying modern technologies. On the contrary the faculty members of recent times brought and taught in the

modern age prefer to use latest methods. This aspect has been explored through present parameter. Fig-5 reflects the opinions of students in this regard. In case of UG-1 88% students opined that it is timely whereas 93% of UG-2 said that electronic communication using entertaining technologies are highly appropriate in present time. Unfortunately even today 12% of faculty members in UG-1 and 7% faculty members of UG-2 are not comfortable by using this technology. This is a matter of concern [18-20] and the institutes should take appropriate action through well defined strategies and policies to implement the present communicative system.

2. CONCLUSION

The 20th & 21st centuries have witnessed tremendous transition in the societal living, thinking, working, reading & learning alongwith a number of other day to day happening in the society. This could be witnessed due to tremendous growth in information & communication technology. Almost all spheres of life are heavily dependent to the tools & techniques of information systems. The education, particularly technical ones are facing challenges day by day. They have to shoulder the responsibilities of shaping suitable inventions for the welfare of the society. The present generation in the age of 17 to 21 years is most vulnerable in contributing in this endeavour. This age group has the highest creativity in their life. In the present study the efforts have been made to find out the honest views of such group of students studying in two institutes established in 21st & 20th centuries respectively and named as UG-1 & UG-2. Five important parameters i.e. standard of courses being delivered by faculty members, punctuality in classes, clarity of expressions, approachability of the faculty and entertaining communication electronically have been taken for collecting opinions of the students in their classroom situations. UG-2 got highest value in most of the parameters as compared to UG-1. This shows that stability and longevity of developing education, establishing traditions and visualizing the psychology of students are highly important. Although UG-1 is of 21st century, however it will require a lot of traditions to be established for delivery of education, mentoring and face to face interactions in teaching learning classroom situations as well as outside the classes for solving queries and anxieties of individual student. Although, the study is confined by taking only five parameters, in future it will be worthwhile to include other parameters and multiple natures of technical institutes spread over in India having various geographical locations, culture and traditions.

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