

## **REFORMATION OF HIGHER EDUCATION SYSTEM: A LITERATURE REVIEW**

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### **Abstract:**

Quality Higher Education is the foundation for discoveries of modern knowledge, innovation and entrepreneurship that trigger growth and prosperity of an individual as well as a nation. The main thing in formulating policy for higher education system is to achieve employability, critical thinking, research and development in the society. In recent scenario, global higher education has become a new trend of commercialization and internationalization provides major challenges and opportunities for universities. This paper is an attempt to capture in one structure, which focuses on various education policies, schemes and system in different context for developing the education institutions to the global level.

**Keywords:** Higher Education, Learning system, Education Institutions, teaching, quality and Education schemes.

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## 1. Introduction:

In today's world, higher education system has been dramatically improved and its capabilities have achieved growth due to advancement of scientific and technological factors of a country. The recent trends have influenced the education system and also it brings more advancement in education system due to reaction of quick changes on time. The main concern in higher education system is to bring both long term objective and goals together to achieve employability, critical thinking and healthy civic life in the society.

Table 1 shows the survey report conducted by All India Survey on Higher Education in January 2018.

**Table No: 1 India Today Survey – AISHE (Jan, 2018)**

Details	2016 – 2017	2015 – 2016
No. of foreign student	47,575	45,424
Highest share from Nepal (23.6%), Afghanistan (9.3%) and Bhutan (4.8%)		

The above table discloses the Enrollment of foreign student in India between 2016 – 17 and 2015 – 16. In India, there is marginal improvement in enrollment of foreign students which is 4.73 percent increased compared to previous year. The highest enrollment of foreign students comes from Nepal (23.6 per cent) followed by Afghanistan (9.3 per cent) and Bhutan (4.8 per cent).

**Table No: 2 Budget Estimates of Higher Education Institutions for 2016 – 2017**

Details	2016 – 2017
20 Old NITs	Rs.940.00 Crore (Plan)
	Rs.1065.05 Crore (Non Plan)
10 New NITs	Rs.504.90 Crore
IEST Shibpur	Rs.80.00 Crore
NIT – Andhra Pradesh	Rs.50.00 Crore

**Source:** Annual Report of HRD 2016 – 2017.

As per the Annual Report of HRD in 2016 - 17, the Budget allocated for various Higher Education Institutions in order to establish the permanent campus and to provide high quality technical education to the students in the country.

## **2. Methodology:**

The methods of literature survey adopted for this study is simple random search for related articles as higher education system. This propagation gave on twenty different articles. After collecting the articles we summarized their major findings and adoption of methodologies. Since we need only higher education system, we narrowed down to findings alone. Hence this paper is an attempt towards finding the enrichment in various higher education policies, schemes in different countries.

## **3. Literature Review:**

Existing studies shows the different system and methods adopted in Higher education system which is followed in different countries in order to provide world class education to the students. The intention of this study is to identify the suitable method to improve the higher education system in India.

### **3.1 Student's Feedback System in Higher Education in U.S. Context:**

In mid 1920s in US introduced to provide feedback to academics about their teaching, evaluation pattern and it should be conducted in routine way to bring improvement in teaching practice and education system. (Algozzine et al, 2004, Richardson, 2005). Marsh (2007) identified five main factors from student feedback, they are – i) effectiveness of teaching, ii) measure of teaching effectiveness, iii) information for students regarding units and teachers, iv) quality assurance and v) data for use in research. The recent review had raised number of issues of concern, which include changing nature of learning and relative dimensions are being measured by implementing various programmes to improve teaching effectiveness.(Abrami et al, 2007, Marsh 2007, Theall & Feldman, 2007). Student's feedback are the important elements for continuous improvement, it provides regular cycle of analysis, reporting, action and feedback. (Harvey, 2011).

### **3.2 Learning analytics in Higher Education:**

It identifies how learning analytics has been used in the higher education sector and expected benefits for higher education institutions. Learning Analytics (LA) refers to the process of collecting, evaluating, analyzing and reporting organizational data for decision making

(Campbell and Oblinger, 2007). This is applied in wide range of educational institutions and many literature studies in this area usually focused on conventional face-to-face institutions. Learning Analytics can be implemented by using different approaches for different objectives without any standard methods or techniques. It needs broad range of data and techniques for analysis to do some statistical tests, predictive models and visualizing the data.

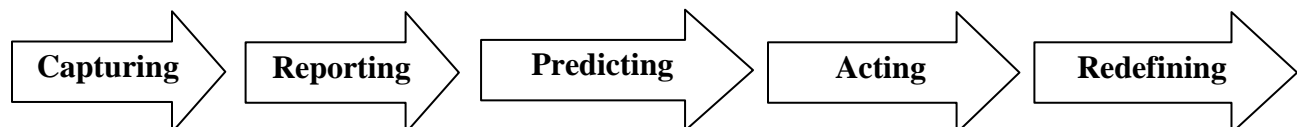
The three major themes in implementing Learning Analytics are –

- a) Development of predictors and indicators for various factors like academic performance, student engagement and self-regulated learning skills.
- b) Use of visualizations to explore and interpret data and to prompt remedial actions.
- c) Derivation of intervention to shape the learning environment.

By focusing on impact of Learning analytics on adaptive learning, the four important categories are identified, namely, pedagogy-oriented issues, contextualization of learning, networked learning and handling of educational resources. (Papamitsiou and Economides, 2014). In colleges and universities, it has been proved that LA is helpful in strategic areas like resource allocation, student success and finance. LA is one of the most important trends in technology-enhanced learning and teaching (Johnson et al, 2013). It focuses specifically on learning process and undergoes research and improvement on integration of new processes and different tools to improve performance of teaching and learning methods. (Siemens and Long, 2011).

Higher education should increase its financial and operational efficiency to expand global level. Many universities use these methods of LA in order to find out the academic progress of students, predict future behaviours and recognize potential problems in an early stage itself. LA is an appropriate tool for reflecting learning behavior of students and also to provide suitable assistance and motivation in order to improve the inter-institutional cooperation and developing the community of students and teachers. (Atif et al, 2013).

### 3.2.1. Five steps of analysis process:



(Source: Learning Analytics in Higher Education, Campbell and Oblinger, 2007)

**3.2.2. Methods of Learning Analytics** – Visual data analysis, Social network analysis, Semantic analysis and Educational data mining.

**3.2.3. Benefits of Learning Analytics** – Some of the major benefits of LA are Curriculum development, Student learning outcomes, behaviours and processes, Personalized learning, Improvements in instructor performance, Post-educational employment opportunities and Enhancement of educational research.

**3.2.4. Challenges of Learning Analytics** – The recent challenges of LA are tracking, collection, evaluation and analysis of data, lack of connection to learning science, need for learning environment optimization and issues concerning ethics and privacy. (Nunn et al, 2016).

**3.3 Higher education institutional assessment on service learning in South African Context:** South African country initiated the Community-Higher Education-Service Partnership (CHESP) in 1999, which was funded by Ford Foundation and administrated by Joint Education Trust (JET) and involved the participation of higher education institution throughout South Africa. The purpose of the CHESP is to explore the potential that service learning provides various kinds of academic curricula that would useful for achieving community development. This approach had focused on assessment of individual components like student learning, community impact and staff involvement. (Gelmon et al, 2001 & Bringle et al, 2004).

**3.3.1. Service Learning tools for Institutional Assessment:**

**a) Institutional Audit** – it was intended to provide an indication of nature and extent of service learning type activities on campus and provide a foundation for the institutionalization of service learning.

**b) Monitoring Evaluation Research Process (MERP)** – it is the initial monitoring and evaluation of service learning. MERP process was to gather standardized data from the campuses to provide evidence to the National Department of Education to prioritize service learning in higher education.

**c) Furco Rubric** – it was designed to provide a consistent assessment tool to assist institutions both in self-assessing their progress in institutionalization of service learning and to serve as basis for strategic planning and implementation of enhanced service learning and related activities. It consists of three stages – a) Critical mass building, b) Quality building and c) Sustained institutionalization.

### **3.3.2. Dimensions of Service Learning:**

The five dimensions of Service Learning are –

- i) Philosophy and mission of Service learning.
- ii) Student support for and involvement in service learning.
- iii) Staff support for and involvement in service learning.
- iv) Community participation and partnerships and
- v) Institutional support for service learning.

### **3.4 New Plan Scheme Higher Education Statistics and Public Information System (HESPIS):**

The Government has given more priority for the development of education sector and also implementing number of flagship programmes to build the infrastructure for education institutions. Ministry of Human Resource Development (MHRD) has launched All India Survey on Higher Education (AISHE) to collect data from all institutions of higher learning through electronic mode in order to prepare a sound data base on Higher Education in the country.

#### **3.4.1. Objectives of the HESPIS Scheme:**

- Strengthening the statistical system to produce quality education statistics periodically to review the performance of education sector in the country.
- Promoting collection of data in electronic mode.
- Strengthening Institutional coordination between Ministry and other data producing agencies like UGC, AICTE, Medical Council of India, State government department, Examination boards, etc.
- Creating centralized portal with updated information for the students to make useful decision.
- To conduct some special surveys and longitudinal studies for more detailed insight of Higher Education in the country.

### **3.5 Higher Education and Development:**

A significant investment in higher education made by both domestic and external sources during post-independence period. But, in late 1980s and early 1990s, higher education loses its

popularity due to failure to produced expected results and lack of engagement on various issues in the country. (Pketch, McCown and Schendel, 2014). The rate of return for higher education was very low as compared to other levels of education, which results in less research focused on higher education, quality in education and mounting unemployment, etc. in developing nations. Higher education that focuses on development of national science and technological innovation and entrepreneurship skills can lead to growth and development. Higher Education universities and institutions are considered to be progenitors of social change through generation and dissemination of new knowledge and ideas in this globalized environment. (Thomson, 2008).

Partnerships can improve the quality of the higher education and it can exist on many levels in the society. Among the partnerships range, private-public partnerships can be followed in the higher education in order to facilitate, establish, funding and incentives with the help of the donors. (Power, Millington & Bengtsson, 2015). Those partnerships deal with two important functions like dissemination of information. Research, knowledge & solution and the other one is deliver collaboration between experts and higher education institutes for specific purpose in education and research & development. (Thomson, 2008). A dynamic collaborative process between educational institutes that bring mutual in all process apart from symmetrical benefits is the effective educational partnership. (Wanni, Hinz & day, 2010).

Higher education provides benefits to graduates and contributes to strengthening the institutions, which supports diverse range of functions that contributing directly to economic growth. Global higher education is the new trends in commercialization and internationalization that resulting universities facing new challenges and opportunities in the globalization. The potential outcomes of higher education have been achieved in some areas of development like increased productivity, technological transfer, improved capabilities and institutions. (oketch, McCowan and Schendel, 2014). Due to this potential outcome of higher education, other sectors like education, health and public administration has been developed and strengthens democratic processes. Through teaching and research, higher education lead to development through the creation, absorption and dissemination of knowledge which develop strong nation-states and global networks that offers wider society cultural and political benefits. (Tilak, 2003). Higher

Education provides students with disabilities with a positive outlook on life and its achievement moves them towards a positive future.

### **3.5.1. Sustainable development goals (SDG):**

It has potential to contribute to sustainable development by improving social justice by improving equity agendas through composition of student and staff population and strive to achieve it in the society. Higher Education institutes have the potential power for sustainable development changes. It has potential impact of other SDGs like increased tax revenues, creation of new jobs, fostering entrepreneurship, increased civic engagement, increased philanthropy and also increased community involvement that leads to have a positive impact on governance.

### **Conclusion:**

Higher Education industry is no different than any other business that needs to survive. Behind the success and goals, institutions should create good value and continuous progress towards development of knowledge and research activities in the society. The different tools are needed for different institutions at different stages for their development and improvement in the institutionalization process. Institutional audit identifies areas of inactivity and gaps in the institution, where promotion of Service learning needs to be focused.

Students are important stakeholders for education institutions and feedback system established components of evaluation system and has potential to contribute to improvement in quality of learning and teaching. Through the findings of theoretical and practical relevance of study has facilitated continuous improvement and contribute more diverse but holistic approach to evaluation of learning and teaching.

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