



## Present and Future Trends in India's Higher Education

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### **Abstract**

*The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. The purpose of academic development is to help create learning environments that enhance educational quality. Knowledge is the driving force in the rapidly changing globalized economy and society. Education general and higher education in particular, is a highly nation-specific activity, determined by national culture and priorities. Online platforms and ICT tools have helped take higher education to millions of deserving students in far-flung areas who would otherwise have no access to university education. Online education has become the first port of call for many students who were earlier left out of the higher education system. The higher education sector needs to be willing to promote a significant learning and help teachers learn how to achieve those aims. Thus, effective educational development also involves creating cultures in which academics are encouraged to experiment with student-centered curricula and teaching methods.*

**Key words:** Higher Education, Present Trends, Learner-Centered Teaching, Educational development, Future Trends.

### **Introduction:**

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon

their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses.

The purpose of academic development is to help create learning environments that enhance educational quality. In the absence of educational development, teachers in higher education tend to base their teaching on their own experience as students. In this way, old teaching methods that focus on the teachers' rather than the students' needs and on the subject matter rather than on the transformation of student knowledge perpetuate from generation to generation.

### **Present Trends in College and University Teaching:**

Recent changes in higher education make the development of academics' teaching skills a priority.



National and international competition for students forces higher education institutions to market themselves to all potential students. Consequently, these institutions attract students with different levels of knowledge and skills. In some countries, as a result of increasing tuition fees, students demand better educational experiences. New technologies and a move towards online learning make it imperative that academics understand how to best facilitate learning in the digital environment.

To achieve these diverse, complex, and often difficult-to-develop outcomes, teachers will use student development theory based on empirical psychological research to adapt their instruction and advising to the needs of individual students. Teachers will routinely conduct classroom research using input, process, and outcome assessment methods to understand their students and their students' educational processes and thus to improve learning.

The need for improved classroom teaching, aims to increase student mobility. Mobility will only bring desired outcomes if students can expect attractive and competitive education at home and abroad.

To help all students to learn in and for this changing environment, academics as university teachers need a better understanding of teaching and learning issues as well as to advance their pedagogic competences. Many current methods, such as widespread lecturing to students, relegate students to passivity, tend to focus narrowly on subject knowledge, and, thus, are inadequate. Instead, effective teaching needs to put student learning at the centre of the teaching process.

Evaluation of faculty as educators increasingly will be based on the results of modern input, process, and outcome assessments, using multiple criteria and multiple indicators to reveal effectiveness in facilitating learning. Faculty evaluation will focus on the quality with which teachers implement what is currently considered good professional practice in curriculum design, instruction, academic advising, and other educational activities as appropriate to defined and written intended outcome goals and objectives and the characteristics of their students. Evaluation of faculty performance as educators also will focus on their informed contributions to improving the quality of their institutions' educational processes: curricula, courses, and advising and assessment programs.

Excellent teachers are made, not born; they become excellent through investment in their teaching abilities. Leaving teachers to learn from trial and error is a waste of time, effort and university resources. Therefore, staff involved in teaching and supporting student learning should be qualified, supported and adequately resourced for that role.

Well-designed educational development programmes lead to increased satisfaction of teachers and changes in attitudes, behaviours and teaching practice, as well as improved student ratings of instructors' teaching. Ultimately, such programmes aim to improve the quality of student learning and help to produce competent graduates.

Some countries have already made significant progress in providing initial teacher training for postgraduate students and are increasingly offering opportunities for on-going professional



development through accredited programmes in teaching and learning for academic staff. They have introduced postgraduate certificate, postgraduate diploma and Masters programmes in teaching and learning in higher education. In addition a growing number of universities are creating incentives for academics to perform highly in teaching through the introduction of institutional award schemes for teaching excellence.

#### **Future Trends in Higher Education:**

##### **1. *Learner-centered teaching:***

In the learner-centered paradigm of education, students are encouraged to take greater responsibility for their learning outcomes. the teaching-learning methodology involves less lecturing and rote note-taking and more hands-on activities to allow for experiential and interactive learning. the learner-centered paradigm has helped India's thriving human resource base to keep pace with the changing needs of their work environments.

Putting students at the centre of the learning process creates new requirements for academics. First, it demands that they use teaching approaches that they may not be familiar with. Second, academics are now mandated to design learning outcomes and assessment, give and respond to feedback, embed an increasing range of skills into the curriculum, maximise the opportunities associated with classroom diversity and consider ethical issues.

##### **2. *Knowledge economy:***

Knowledge is the driving force in the rapidly changing globalized economy and society. Education general and higher education in particular, is a highly

nation-specific activity, determined by national culture and priorities. Because universities are traditionally engaged in both education and research (and, more recently, the validation of research), they are in a good position to help make research-based knowledge benefit society at large. Collaboration between active researchers and students is one of the best channels for new scholarly knowledge to be spread, contested and advanced in the professional community. Furthermore, learning from the most up-to-date scholarly knowledge and experience is a key ingredient in good teaching.

##### **3. *Changing conception of education:***

Higher education has an important role in shaping our future society. There are calls for a greater emphasis on the holistic development of students, where all aspects of their growth as individuals in society are addressed. Not only is economic growth linked with the potential for universities to embed employability skills and a range of other generic competencies into the curriculum, but cultural change also relies upon higher education.

##### **4. *Diverse teaching staff:***

Mobility programmes, together with policies at individual universities that aim to attract the best academics, result in a diverse and international teacher body. In order to overcome this, government is planning to have short-term measures like raising the retirement age in teaching posts from 62 to 65 years and enhancement in salaries and other benefits for teachers. Also some long-term measures have also been initiated for attracting young people to opt for this (teaching) career. These include enhancement in fellowships and



attractive start-up grants in various disciplines.

#### **5. *Change of education platforms:***

The world is entering into an Information Age and developments in communication, information and technology. Online platforms and ICT tools have helped take higher education to millions of deserving students in far-flung areas who would otherwise have no access to university education. Online education has become the first port of call for many students who were earlier left out of the higher education system, or had to settle for lower quality alternatives. Some institutions already provide for online learning and offer appropriate professional development to their teachers. However, many teachers still lack awareness about and skills for using IT effectively for teaching. Therefore, it is imperative that teachers understand how to facilitate learning in a digital environment.

#### **6. *Insufficient funds:***

The massification of higher education and the global economic crisis since 2007 have reduced levels of state funding for the university sector in both relative and absolute terms, increasing demands on universities to do more with less.

#### **7. *Tuition fees:***

In institutions and states where students are paying higher tuition fees, they are demanding a better educational experience in return. At the level of individual courses, teachers need to be aware of the new types of learning outcomes and learning activities to satisfy student demands. Teaching calls for cooperation between individual teachers when formulating the

programme aims, curriculum and assessment. Teaching requires a scholarly approach, just as academics take a scholarly approach to their disciplinary research.

Academics can learn a variety of different teaching methods that embody key educational principles:

1. Learn how to use knowledge about their students' experiences and perspectives to design their courses and teaching.
2. Be clear about their expectations of students and what they want students to learn.
3. Prioritise the knowledge, skills, values and attitudes they focus on.
4. Align instructional activities and assessments with intended learning outcomes.
5. Adjust their teaching according to students' needs and progress.
6. Use student feedback and reflection to progressively improve their courses.

#### ***Vision2030:***

##### ***1. Curriculum:***

- Introduce multi-disciplinary, industry-oriented, entrepreneurship, and skill-based courses
- Encourage lifelong learning for professionals
- Provide students the choice of entry/exit from the higher education system



## **2. Faculty:**

- Ease faculty recruitment norms and offer incentives for attracting faculty
- Retain high-quality faculty by implementing tenure based and rewards-based systems
- Incentivize/facilitate faculty development and exchange programs with top-end institutions

## **3. Research:**

- Adopt the mentor model to develop research capabilities in Indian institutions
- Promote collaborations with international institutions, industry, and research centers for generating high-quality basic and applied research
- Encourage community-focused/development-oriented research at academic institutions

## **4. Partnerships:**

- Strengthen industry-academia linkages across all aspects of the education value chain, from curricula and faculty to infrastructure, research, and placements
- Encourage tie-ups between higher education institutions and providers of skill-based training to conduct skilling modules

## **5. Infrastructure:**

- Target capacity enhancement for socially- and geographically-deficient segments
- Incentivize high-quality private and foreign participation

## **Conclusions:**

The higher education sector needs to be willing to promote this kind of significant learning and help teachers learn how to achieve those aims. It must create environments in which student learning of this kind can take place and in which teachers are rewarded for engaging in such practices. It will not happen by itself.

It is academics who actually improve teaching. Professional educational developers play an important role as they help teachers to develop their pedagogic competences. Educational developers are organised in teaching and learning centers, and also as departments or in human resource units.

Learning and change require supportive contexts. Thus, effective educational development also involves creating cultures in which academics are encouraged to experiment with student-centered curricula and teaching methods.

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