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A CONCEPTUAL FRAMEWORK ON NATURE OF HIGHER EDUCATION INSTITUTIONS INFLUENCING STUDENT EXPERIENCES BY MULTITUDINAL FUNCTIONING OF CAMPUS ENVIRONMENTS

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Abstract: **This research paper attributes to the agglomerating number of higher education institutions in India without resounding itself to a sound aura of "campus" and the personification of the "environments" within them. It remains a breach of faith and accountability with only education on pretext of assured certification that nulls the aspirations of the most vital stakeholder in higher education – "the student". The conceptual framework is an effort to initialise that it's not the four walls of class room and curricula that makes a student aspired, but it is in the sustenance of aspirations realised by vivacity of campus environments that makes his or her experiences a well cherished one.**

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I INTRODUCTION

An approach to democratising a phase of college education is the need of the day (Grant, 1958). The human capital models of undergraduate student success emphasise variation in undergraduate department resources and environments (Moore & Keith, 1992) focusing the need for evaluating university environment from a comprehensive education system perspective. The future of campus thus relies on looking backwards of its aura on education system (Ehmann, 1997).

The growth effects of education that impact human capital (Paradiso, 2013) reflects the fact that the new century students' have multiple challenges ahead (Ladson-Billings, 2013) often finding a student juxtaposed in learner-centred inquiries (Galt et al., 2013). Hence the campus traditions that have followed from the past to the present (Gutowski, 2014) stress on students' active engagement determining to learn on college students'(Barr, 2014) prodding it that in the long run, it could act as a strategic tool to develop the quality of education (Saha, 2014). Never the less, the often shrugged integration of college students' towards educational outcomes (D'Amico et al., 2014) with structural background characteristics plays a stronger role in shaping educational

aspirations towards educational choice (Hegna, 2014) highlights the fact that regular reflections on academia from time perspective is needed (Sabelis, 2015).

Aura of higher education:-

Higher education outcomes differ by institutional types (Kempner & Taylor, 1998). The collegiate ideal is the development of the whole student (Wolf-Wendel & Ruel, 1999) where college environments influence student learning (Anaya, 2001). The academic structure in such environments acts as a formal organisation of knowledge (Gumport & Snydman, 2002) often reminiscing that university academics delve in demographic, role, structure, character and attitudes towards merit and equity (Ishmael Irungu Munene, 2002). Further interpreting academic identities is like having a check on reality and fiction on campus (Tierney, 2002).

Characteristics of students:-

Student characteristics impact students' engagement in educational activities (Hu & Kuh, 2002) with varying affluence levels of learning styles on student enrollment and student success (Buerck etal., 2003). Hence the vitality of student engagement on campus (Ellis, 2004) has not only the less magnified student characteristics towards student engagement (Kuh & Umbach, 2004) that contributes to student outcomes (Hu & McCormick, 2012) and student

achievement (Wawrzynski et al., 2012) but also the less thoughts of assistance required in transition when students' move into institutions of four-year undergraduate engineering program from two-year institutions (Rowland et al., 2004).

II THE NEXUS OF INSTITUTIONS

The Carnegie classification of institutions based on students' experiences (Pike & Kuh, 2005) reflects that for India's ambitions to be a world leader in science and technology depends on a drastic revamp of the university system of education (Lakhotia, 2005) with effective educational practices focusing on students' engagement (Zhao et al., 2005). College and universities as stakeholders have vital role on and off campus (Bromley, 2006) conceptualising the academic life from undergraduate students' perspectives (Bieber & Worley, 2006) that encourage formation of engineer identities as a figured world (Tonso, 2006). Moreover moving towards a knowledge-based society (Deshpande, 2006) campuses shoulder the spirit to reawaken a sense of community (Wilson, 2006) that create more engaged citizens (Raill & Hollander, 2006). Never the less this calls for an approach to undergraduate engineering education for the 21st century (Kastenberg et al., 2006) reasserting by far that educating the millennial student has challenges of academics (Smith, 2006) and a student's perception of engineering education as an academic discipline (Dalrymple & Cox, 2006) is important to be interrogated.

The vantage of experiences among students:-

Students' exchange experiences in undergraduate engineering education (Dams & Pagola, 2007) impacts student development (Engberg, 2007) and overall quality of college life on students' wellbeing (Sirgy et al., 2007). At the farther end, college students' have been deficient in the humanistic care and education of value with importance towards life ; so university programs must aim at students' importance for life (Xingyan, 2008) that fosters student success in campus community (Penny et al., 2008; Laura;Rowan-Kenyon, 2009).

The multitudinal nature of campus and its environments:-

College or institutional impact on campus environment can be known by multi-campus studies (Astin & Denson, 2009) that reveals student experiences on educational outcomes (McCormick et al., 2009) as it is more often revered that education impacts human development and influences quality of life (Narayana, 2009). Education as engineering (Dewey, 2009) has an objective of effective student engagement in engineering to enhance students' performance (Wilson & Cambron; Dunn & Mulvenon, 2009). It is in this regard that it is often found vital to improve engineering education towards recognising and learning from the ways in which educators take into consideration educationally relevant student differences (Sattler et al., 2009). University outreach programs that leverages knowledge economy and knowledge society (Narasimharao, 2009) fosters a relationship between student learning and student development (Pizzolato & Hicklen, 2009). The pre-college factors too have their role in assessing and understanding student engagement (Dunn & Mulvenon, 2009).

Campus management system (Alt & Auth, 2010) need to have a vigil on student engagement that leads to the decline of the normal student; increasing students' success and retention (Wyatt, 2011) differing by context of engagement in engineering studies (Patterson et al., 2011) and student perceptions (Bevins, et al., 2011). Human resource management in college and universities (Qinglin & Xinqi, 2011) is vital to bring everyday life into engineering education (Pasman & Mulder, 2011) as it is the consumption value of education which is an important stimulus for educational selection (Alstadsæter, 2011) with breadth and intensity of activity involvement influencing transition towards university (Busseri et al., 2011). Moreover, it is the great expectations that leverage students' educational attitudes towards transition to post-secondary institutions (Elffers & Oort, 2013). Thus, students' are primary customers of education who receive services directly while secondary customers are family and tertiary customers of society at large (Tohidi & Jabbari, 2012).

Conceptual framework on Nature of Higher Education Institutions influencing Student Experiences by Multitudinal Functioning of Campus Environments
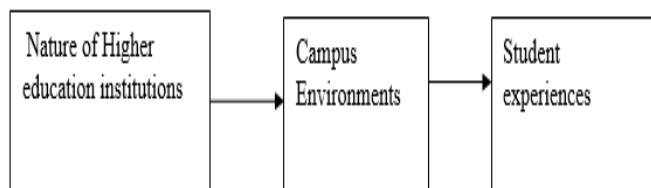
From the literature review, there is evidence that the diversity existing as structural components among students' are drivers for campus environments. There is scope for presenting a framework which is capable of effectively evaluating campus environment in the higher education arena. From a practical point of view, this study could be used for up gradation of multi-institutional campus environments serving as guidelines for the empowerment of the student stakeholder at higher education institutions.

III CONCLUSION

For long the survey reports in higher education have been forecasting in digits of outlays and expenditures made on higher education over the years. It only highlighted funding aspect of higher education which over the decade has

been felt never enough with the hue and cry daunting for more and more. This exuberated logic that resources alone could fulfil the gap and enrolments alone did it is even more ghastly paranoid. The shift of pendulum on one of the vital stakeholder or the centrifugal point of higher education, being referred to as "student" at large, is very minimal or running to even a zero. This drift could essentially chance the betterment factor of students' whose vitality could be rebooted towards enhanced performance with multiple functioning practicalities at campus environments.

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