

Focus On Higher Education By Planning Commission

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ABSTRACT

The present paper tries to study the role of planning commission on higher education. To promote general development and quality, the Planning Commission has pioneered resource allocation to education. The Indian government has set up several higher education bodies. To promote general development and quality, the Planning Commission has pioneered resource allocation to education. The Indian government has set up several higher education bodies. Keeping in view the recommendations by the committees, many changes have been done in education policy of the government. It is essential to determine the responsibilities of planning commission to maintain the standard and quality of higher education. University level education is becoming both local and global. The political decision makers and government should reveal the higher education expectations with a focus of the quality of objectives of education. Learning environment should be improved to the requirement of modern media and also the higher education department should provide favourable financial resources to follow updating teaching methods and also to restructure modern infrastructural needs. The efficiency and the activity of the steering system must be monitored so that quality of education is provided.

Key words: Higher education, Planning Commission, curriculum and evaluation

INTRODUCTION

The Indian culture has a long history of higher education. Schools were built on religious and social organisations in ancient India. The notion of knowledge and the related system of life and values were the driving forces behind Indian education in the pre-Columbian period. The plan takes into consideration the reality that life and death are inseparable. An angle of vision, a sense of perspective and proportion in which the material and the moral, physical and spiritual, are seen from. Instead of focusing on acquiring purely objective facts and figures, education should aim to help students achieve their own unique potential.

According to a review of five-year plans, continual efforts have been made to improve infrastructure, enhance quality through a range of programs and schemes, modify curriculum and evaluation, and promote knowledge creation through research. The first five-year plan (1951-56) stressed the significance of rebuilding higher education by streamlining the existing system, decreasing college congestion, and boosting teaching quality. The federal government has set up a system of distributing subsidies for certain objectives when it comes to financing higher education. For university education, the national and state governments allocated 13.7 crores, and for technical education, 20.2 crores during the first five-year plan. The overall expenditure on education throughout the first five years of the plan was Rs. 153 crores (Aggarwal & Agarwal, 1992, Kaur, 2003). From 41,000 to 58,000 students each year qualified for degrees and advanced examinations in the arts and sciences streams as a result of the second five-year plan (1956-61).

Consequently, the university grants committee has identified a number of steps to be carried out in order to improve university and college educational quality and to prevent wastage among students who were not qualified. Three-year degree programs were developed, buildings, labs and libraries were renovated and libraries were provided, dormitory facilities were provided, research funding were provided, and university faculty remuneration was increased. The second five-year plan resulted in the establishment of seven new institutions. A total budget of 273 crores was proposed for education in general in the second five-year plan, of which 48 crores were earmarked exclusively for university/higher education (Sharma 2017).

According to the third five-year plan, a dozen new institutions should be formed throughout the plan timeframe (1961-66). However, between 1961 and 1962, five new universities were established, two in Punjab and three in West Bengal. Every year, between 70 and 80 new institutions were to be added. There was a strategy to increase post-graduate study and research in science and humanities during the third plan epoch. Science education was going to get a lot of attention. Funding for scholarship and fellowship programs was proposed as a significant part of the budget. There were Rs. 560 crore in financial obligations. Over a ten-year period from 1961 to 1965, Rs. 418 crore was planned to be spent on general and technical education out of a total plan provision of Rs. 560 crore, which included Rs. 10 crore for cultural activities (Aggarwal & Agarwal, 1992; Kaur, 2003.) Only 87 crores (general and

vocational) were spent on university education out of a total of Rs 589 crores on education (Sharma, 2017). The fourth five-year plan, which ran from 1969 to 1974, concentrated on consolidating and improving higher education through the following initiatives: (i) the establishment of advanced study centers; (ii) the specialization of postgraduate central universities; (iii) the organization of summer schools; (iv) inclusion of enhancing teacher preparation programs both before instructors enter the classroom and during their tenure, (v) facilitating seminars, and (vi) providing refresher courses for returning teachers. The plan has a provision of Rs. 822.66 crore. General education received Rs. 697.29 crore, whereas technical education received Rs. 125.37 crore (Planning Commission, 1969-1974; Aggarwal & Agarwal, 1992; Kaur, 2003). However, Aggarwal and Agarwal (1992) assert that total education spending in 1992 was 786 crores, with 195 crores allocated to university education (Sharma 2017).

The fifth five-year plan, which ran from 1974 to 1979, placed a premium on consolidating and improving university education. The most disadvantaged segments of society, as well as those residing in underdeveloped regions, were given educational opportunities. Evening colleges, correspondence courses, and private study were established. Expansions have been made to advanced study centers, computer facilities, and regional instrumentation workshops. Post-graduate education has also seen an increase in funding. Programs for faculty development, such as institutes, seminars, and orientation courses, have evolved as well. During the fifth plan period, (1974-79) various sectors received a total of Rs. 1,285 crore for educational development efforts (Aggarwal and Agarwal 1992). As reported by Aggarwal and Agarwal (1992), the total amount spent on education during this time period was 912 crores, of which 205 crores were allocated to university education (Sharma, 2017). The sixth five-year plan, which ran from 1980 to 1985, placed a premium on the quality of higher education. The rethinking and rebuilding of undergraduate courses to emphasize career orientation has been broadened. Promoting both practical and basic postgraduate research on local and regional challenges. In line with the plan, Rs. 2,524 crore was allotted for educational and cultural initiatives. Higher education received just Rs. 485.75 crore, or 19.25 percent of total investment (Aggarwal & Agarwal 1992, Kaur, 2003). Total education investment during this plan period was 2,943 crores, with 599 crores allocated to higher education (general and vocational).

The seventh five-year plan, which ran from 1985 to 1990, concentrated on system consolidation, standard improvement, and reforms aimed at increasing the relevance of higher education to national needs and establishing forward and backward links between higher education and employment and economic development. For the purpose of meeting societal demands and the necessity for continuing education, open universities, correspondence courses, and part-time education were utilized to increase general higher education facilities. Real investment in higher education during the seventh plan (1985-90) was Rs 1201.33 crore, with 659.96 crore in public sector and 541.17 crore in private sector sources of revenue (Kaur, 2003). For more information, please see the citations in the text. As part of the 8th Five Year Plan (1992–1997), the areas are targeted (i) an integrated approach to higher education; (ii) quality and equity in higher education; (iii) equitable and cost-effective expansion; and (iv) relevancy of higher education in changing socioeconomic settings.

In the 1992-1997, Five Year Plan, a total of Rs. 1055.82 crore (or 12.4% of total expenditures of Rs. 8521.89 crore) was spent on higher education during the current planning year (Kaur, 2003). When it came time to develop the ninth five year plan in 1997 to 2002, the major focus was on relevance and quality. Other areas of focus included: reinvesting in infrastructure, updating curricula, improving access for everyone, and increasing efficiency. There was a threefold increase in education spending from the previous five-year plan's Rs 8521.89 crore to the new plan's Rs 24908.38 crore. To support universities and higher education, the government allocated Rs 2.502.06 crore during the Ninth Five Year Plan (1997-2002), of which Rs 2.270.92 crore was expended (Sharma, 2017). This plan's principal goal was to raise higher education enrolment among young adults (18-23 years old) by 10% by the end of the 10th year, which took place between 2002 and 2007. The use of information technology in the classroom was centered on educational accessibility, quality, and relevance, as well as on vocational training and networking. The tenth plan allocated Rs. 8712 crore to universities and higher education, however these institutions spent less than Rs. 8000 crore. About 1.7 times as much as the budget for the ninth five-year plan (Rs 24,908.38 crore) may be spent on education under this plan (Rs 42,850 crore) (Planning Commission 2002-07; Kaur 2003; Sharma 2017).

Overall higher education spending in the eleventh five-year plan period (2007–2012) was 39,646 crores (45.6% of total plan outlay) (45.6 per cent of the plan outlay). Universities and colleges received a total of Rs. 19,236.11 crores. Spending on education as a percentage of overall plan spending rose from 6.7% to 19.4% in the Eleventh Plan, with 30% going to postsecondary education. At Rs.84,934 crore, this represented a ninefold increase over the Tenth Plan's Rs.9,600 crore in terms of overall funding (Twelfth five-year plan-2012-17). With this policy, the major goal was to strengthen postsecondary education including technical and managerial programs (Sharma 2017).

Increasing academic quality was the principal goal of the Twelfth Plan (2012-17). Improvements to institutions, pedagogy, and curriculum, particularly at the undergraduate level, were all part of the plan, as was a stronger focus on instructors and their efforts (Twelfth five year plan 2012-17). During the Twelfth Plan, the emphasis was on strengthening existing institutions, promoting equality, and emphasizing quality and encouraging excellence. The Twelfth Plan calls for a total of Rs. 1, 10,700 crore to be allocated to higher education. Despite being over 2.5 times as much as the actual expenditure in the Eleventh Plan, this was only 30% higher than the actual spending in the Eleventh Plan.

Initiations of the Ministry of Human Resources Development to Raise Educational Quality Across The Board Various Centrally Sponsored Schemes (CSS) have been launched by the Ministry of Human Resources and Development to promote higher education quality (CSS). This is what we're looking for: A number of educational reform measures have been implemented by UGC, including semester implementation, regular curriculum revisions and Choice Based Credit Systems (CBCS) (CBSC). Minimum qualifications for teachers and other academic staff and measures to maintain standards in higher education were published in 2010 by the University Grants Commission (UGC) in order to improve the quality of teaching in Indian universities. Regulations on Mandatory Assessment and Accreditation of Higher Education Institutions, published in 2012, mandate that all recognized higher education institutions undergo an assessment and accreditation process by UGC. The University Grants Commission (UGC) has different initiatives for universities and institutions with excellence potential (UPE and CPE), as well as the Special Assistance Program (SAP), ASIST and ASIHSS and Basic Scientific Research. The UGC is in charge of carrying out all of these initiatives (BSR). See the Indian Government's website for further details. (2014a).

In addition to these programs, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a 75:25 joint venture between the federal government and the state governments. As a result of the plan, students will have better access to higher education, and the state's higher education system will become more equitable and efficient. Its postsecondary and vocational education programs aspire to be the best in the world. Using this strategy, money from the MHRD will be channeled through state governments to colleges and institutions (Annual Plan 2015-16).

Central government initiatives, such as the UGC and MHRD, to equip educational institutions across the country are expected to put a greater emphasis on state government implementation of regulations that not only promote higher education, but also qualitative changes in various educational streams to meet the needs and aspirations of people living in different parts of the world.

CONCLUSION

The Indian higher education system is the world's second-largest. New disciplines and diverse fields of study were born out of the explosion of knowledge and technology, which had grown in size as a result of this expansion. There are literally hundreds of possible combinations of courses. Job choices have led to a rise in higher education at all levels. As part of national and international policies, effective quality assurance procedures need to be implemented. To ensure that the standards and quality of higher education are maintained, it is vital to define the roles of the planning commission. Increasingly, university-level education is both local and international. Government and political leaders should express their expectations for higher education with an emphasis on the quality of education goals.

Furthermore, the higher education department should give favourable financial resources to keep up with new teaching techniques and also to modernise the infrastructure of higher education. In order to ensure that excellent education is supplied, the steering system must be monitored.

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