



Developmental Policy and Structure of Higher Education

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Abstract

This is a Research Article based on the development of policy of higher education. Higher education is a powerful a powerful weapon to build the strong nation. India possesses a highly developed higher education system.. To frame the policies of higher education in the UGC was established. The UGC Act was drafted and passed in the parliament to change the scenario of higher education. The inherent idea was to make the higher education to cope the need of developing nation. Thus the policies of the UGC were framed to make the higher education the back bone of the nation.

Keyword: Higher Education, University Grant Commission, Government, education.

Introduction

Higher education is a panacea build the strong nation based on the knowlege. India possesses a highly developed higher education system. Independent post government had taken so many efforts for developing higher education systems. Since 1953 the higher education in India got momentum ¹. Before this government constituted "Radhakrushnan Commission" and published report in 1948-49 known as "University Education Commission Report" and in 1952-53 Mudliar commission known as "the Secondary Education Commission" and in 1964-66 published Kothari Commission Report known as "Education Commission Report". The Radhakrishnan Commission quoted on University Education in following words:

*"The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values"*².

In the liberated republic of India several angenceis of were established to frame the policy structure of the higher education like The University Grants Commission (UGC) Indian Council of Historical Research (ICHR), and the Indian Institute of Advanced Studies (IIAS), the Indian Council of Philosophical Research (ICPR) and the National Council of Rural Institutes (NCRI) ³

Policy Objectives

In the XIth Five Year Plan for Higher Education in India, it is on stock of the contemporary global scenario education and the essential of both the competitive challenge as well as the priorities of distributive justice and equitable access in the growth of higher

education in Indian society⁴. It is only through the mixing of these twin parallel parameters that a proactive policy for ensuring inclusive growth of higher education in Indian society has to be conceived and operationalised, which could withstand the challenges of competitive global environment without compromising with the top most priorities of public policy. In order to realize the goals of the higher education as set by the aforesaid agencies were based on the following concepts⁵. i. Expansion of Access, ii. Research iii. Distance Education, iv. Quality, v. Faculty Development, vi. Infrastructural Development vii. Curriculum Development viii. Use of Technology.

Execution of Policy And Planning

The execution of the policies is very crucial to vitalize the goals of the policies. Hence, execution of the policies determine the output.

Coordination

The coordination is a very significant factor that can affect the output of the policies. To achieve the high standards as enshrined the policy objective coordination between the controlling agencies is primary requirement. . to bring the uniformity in the policy objective, coordination is essential⁶.

Central Universities

The Web of central university is essential required to cope the growing demand of education, particularly in the eastern states, where India is acknowledged as the main land

State Universities

The 12th Plan suggest the creation of small and deemed universities n the states, more particularly in the developed states.

Deemed To Be Universities

The section 3 of the UGC Act 1956 comes out with provision of deemed universities. The colleges of great potential having permanent affiliation with state university and of good academic and administrative record could be given the status of the deemed university. The Government has so far decided that no more institutions, except those set up by Government of India, will be provided the plan or non-plan grant by the UGC and hence, majority of the 'Deemed to be Universities' are working, in a way, as self-financing institutions.

Autonomous Colleges

These colleges form the foundation of higher education. Autonomous colleges should be affiliated to government universities but does not follow its syllabus or curriculum. Academic independence has these colleges which gives it the freedom to revise the syllabus with time and follow a schedule which is more suitable for the set curriculum. Examinations should be conducted by Autonomous colleges. They are also the unit of higher education to promote access, equity, quality, relevance and research.

Community Colleges

The huge young population of India need the education that provide the employment opportunities. British Education system has given the birth to clerical and orderly attitude. During the 65 years of the independence the rate of employment has taken the colossal shape. The economy does not have the space to accommodate the growing population. Hence the unemployment grew like anything.

Hence the Ministry of HRD came with innovation kind of education to boost the Indian economy. The Community colleges are established with an intention to propagate the education as per needs of the community. Community colleges are the part of the regular colleges, where students of regular courses can seek admission. It is expected the completion of course, the student able to earn his bread and butter.

Quality and Excellence

Quality and excellence is the soul of the higher education. It is the quality that decides the employability rate of the students. In the present scenario of the higher education the rate of employability is considerably low because of the poor quality of higher education. The controlling agencies of higher education have always put the stress on the quality of the higher education.

In fact the quality depends upon the teacher who is at pivotal place in the entire education system. Hence very recently performance based evaluation has been introduced by the UGC, where as agencies like NAAC are keeping the close eye on the quality of higher education. Internal Quality Assessment Cell is now the mandatory part of the college education

Approach to Quality Enhancement

Since India attained independence in 1947, the agencies like The University Grants Commission (UGC) Indian Council of Historical Research (ICHR), and the Indian Institute of Advanced Studies (IIAS), the Indian Council of Philosophical Research (ICPR) and the National Council of Rural Institutes (NCRI) are taking initiatives to set the bench mark of quality in higher education. The number of policies have been devised such establishment of Academic Staff College, NAAC and IQAC.

Conclusion

i. Policies of the higher education should be devised as per the needs of the community. ii. Individual values, social values, national values, cultural values should be at the core of the syllabus. iii. Community need based Research and Development activities should be given priority. iv. Transparent and quality based recruitment of teachers. v. Contractual and ad-hocism should be abolished in recruitments. vi. Funds should be released with great care

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