

Appraisal of Twelfth Five Year Plan for Higher Education in India

¹John Mohmad & ²Shahid Ali

^{1,2}Research Scholar, Department of Management Studies, Islamic University of Science and Technology, Awantipora, J&K (India)

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Corresponding Author

Email: dijah7692[at]yahoo.com

ABSTRACT

Higher education in India is passing through a phase of unprecedented expansion, marked by an explosion in the volume of students, a substantial expansion in the number of institutions and a quantum jump in the level of public funding. The 12th Five Year Plan (FYP) focused on utilizing this historic opportunity of expansion for deepening excellence and achieving equal access to quality higher education. All adopted measures yielded results with a significant increase in enrolments and reduction in overall social group disparities. The paper presents the development and present scenario of higher education in India by analyzing the various data and also identifies the Schemes of 12th five year plan for India's higher education sector. The paper also highlights the successful relevant strategies for the implementation of schemes for Higher Education in 12th five year plan.

1. Introduction

Broadly defined, the term Higher education in India includes the entire spectrum of education beyond the twelve years of formal schooling (Jayaram, 2004).

Higher education plays an important role in developing a modern economy as it equips young people with skills relevant for the labor market and the opportunity for social mobility. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. Indeed, higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined. India could capture a higher share of global knowledge based work, for example by increasing its exports of knowledge-intensive goods and services, if there is focus on higher education and its quality is globally benchmarked. The country cannot afford to lose time.

Despite considerable progress during the Eleventh Plan, less than one-fifth of the estimated 120 million potential students are enrolled in Higher education Institutes (HEIs) in India, well below the world average of 26 per cent. Wide disparities exist in enrolment percentages among the States and between urban and rural areas while disadvantaged sections of society and women have significantly lower enrolments than the national average. The pressure to increase access to affordable education is steadily increasing with the number of eligible students set to double by 2020. At the same time, significant problems exist in the quality of education provided. The sector is plagued by a shortage of well-trained faculty, poor infrastructure and outdated and irrelevant curricula. The use of technology in higher education remains limited and standards of research and teaching at Indian universities are far below international standards with no Indian university featured in any of the rankings of the top 200 institutions globally.

The shares of non-governmental sources such as fees and voluntary contributions have been declining. At the same time the needs of the higher education system have been growing rapidly. It is being increasingly realized that public budgets

cannot adequately fund higher education, particularly when sectors of mass education are starved of even bare needs (Tilak, 1993).

In order to promote economic and industrial development in a country, the essential requirement is the capacity to develop skilled manpower of good quality in adequate number (Gupta & Gupta, 2012).

In order to enable the formulation of policy at the central, state, and institutional levels, there is an immediate need for conducting a baseline survey of higher education and training system – both in the public and the private sector (Agarwal, 2007).

Generally, states with a higher enrolment in universities and colleges are those with higher ratio of urban population and a lower percentage of population below poverty line (Anandkrishnan, 2004).

A Planning Commission was setup in 1950 by a Resolution of the Government of India, from that time Planning Commission has making different plans for economic Planning. From those plans 12th five year plan is very important for Higher Education. The 12th five year Plan, approved in December 2007, places the highest priority on education as a centered instrument for achieving rapid and inclusive growth in Higher Education.

2. Significance of the Study

This paper covers all information regarding the 12th five year plan and its effects on Higher Education system. It is helpful to understand the schemes of 12th five year plan for Universities and Colleges. It includes achievements of higher education institutions with the help of 12th five year plan. Readers can understand the Planning Commission, Five year plans And UGC's Enrolment in the development of Quality of higher education through this study.

3. Objectives of the Study

1. To study the schemes of 12th Five year plan with respect to Higher Education of India.
2. To discuss the strategies formulated and its role in development of Indian Higher Education System.

4. Research Methodology

The study is primarily based on Secondary sources of data. The main source of data are Surveys of Higher Education Institutions, Planning Commission data, UGC bulletin, online data base, journals, articles, newspapers, etc.

5. Schemes and relevant Strategies of 12th Five year plan

To materialize a "quantum jump" in achieving the triple objectives of access and expansion, equity and inclusion, and quality and excellence, following are the schemes and relevant strategies of 12th Five year plan:

- 1) The focus on achieving higher access through expansion by consolidation and better utilization of the existing infrastructure, upgradation of the infrastructure as and where necessary, and creation of new institutions primarily to meet the objective of regional equity.
- 2) Increasing and enhancing access through a mission mode national programme, "RashtriyaUchchShikshaAbhiyan (RUSA)" aimed to achieve 25% national level Gross Enrolment Ratio.
- 3) The strategy for promoting equity at all levels and all branches of higher education, from enrolment to pass-out stage, through new schemes for financial support of socially deprived groups, minorities and women, along with significant remedial support for such students and faculty.
- 4) Schemes for reducing regional/disciplinary/gender imbalances included (a) setting up of large number of Polytechnics (1,000); (b) completing the establishment of 374 Model Colleges in the identified Educationally Backward Areas of low GER districts; (c) establishment of 800 Constituent Colleges in the already existing 40 Central universities; and (d) establishment of 20 exclusive universities for women.
- 5) The system of financial support to girl students and students from SC/ST, Minorities and OBC category proposed to be considerably enhanced at all levels of higher education and for all branches, including professional and technical education.
- 6) In order to retain students from deprived social groups in the higher education system, post-doctoral scholarships enhanced and a fast-track methodology implemented.
- 7) The strengthening of infrastructure to provide access, and retention of women students, differently-abled students and students from socially deprived backgrounds.
- 8) A major emphasis in the strengthening of the remedial system for students from socially deprived backgrounds in order to enable their retention and better performance.
- 9) Promotion of quality through a greater focus on performance, curricular reforms, better human resource management, schemes to promote high quality research, and technology-assisted monitoring mechanism.
- 10) In order to ensure that expansion drive in higher education is sustained, initiatives taken to attract and retain the best talents as faculty resources by creating conducive working ambience and by making teaching and research as a lucrative career destination through continuous central assistance.
- 11) The capacity building and capability enhancement, keeping in tune with modern-day requirement of the faculty resources through the Faculty Talent Promotion scheme by upgrading the Academic Staff Colleges (ASCs) as Faculty Development Centre's (FDCs) with redefined roles and responsibilities, would be another priority.
- 12) Equally important is the initiative for Leadership Development and Institutional Management programmes at all levels from top to bottom, a separate Leadership Mentoring Programme is envisaged through dedicated/competent Centre's.
- 13) Support for curricular and academic reforms to improve student choices, technology-assisted participatory teaching-learning processes and increasing the provision of relevant education, with an emphasis on feed-back-based holistic examination/evaluation system.
- 14) Minimizing the affiliating burden of the existing universities by implementing the "Affiliation Reforms Package" developed by the UGC during the 11th FYP in a multipronged approach would be another added dimension of promoting access with quality and relevance.
- 15) Maximizing the potential of Public Private Partnership (PPP) in higher education not only for setting up new universities and colleges but also for creating/sharing quality infrastructure and physical facilities in the existing colleges and universities.
- 16) For promoting skill-based education and to improve competence, a fresh impetus to vocational education be given with due regards to National Vocational Education Qualification Framework (NVEQF) and the initiative is to be supported and incentivized through well-defined policies and monitoring mechanisms.
- 17) Reforming the financing system of higher educational institutions by the UGC, inclusive and Qualitative Expansion of Higher Education such as to promote the culture of accountability, improved performance and better resource use efficiency and at the same time respecting the academic autonomy. A norm-based funding mechanism based on the justified requirements submitted by the universities and colleges with due approval of their decision-making bodies, (Academic Council and Executive Council) and moderated by the availability of resources with the UGC replace the existing conventional approach.
- 18) UGC transparency and accountability on the one hand and by roping in eminent academics on full-time basis as advisers on the other, besides lateral

entry/deputation- mediated administrative talent infusion. This enabled the UGC to design the schemes better, execute them effectively and monitor the outcomes/outputs in a time-bound manner.

- 19) In order to facilitate national level coordination of the higher education schemes/policies and their speedy implementation, all states encouraged and incentivized to establish and activate these Councils. Similarly, the College Development Councils (CDCs) of the universities be made more effective in channelizing the UGC schemes to Colleges through the CDCs, supported appropriately by the UGC.
- 20) Universities and Colleges being the end-users of the public funds, provided by either the central or the state governments, made accountable for the funds, provided by introducing a New Educational Management System Inclusive and Qualitative Expansion of Higher Education. Such initiatives go beyond e-governance, management information system and enterprise-wide resource planning. It brings about changes in the systems, processes, culture, and structure of the university Act/Statutes.

6. Conclusion

The Twelfth Five Year Plan continue to focus on the 'Three Es'—expansion, equity and excellence. However, a paradigm

change in the way is achieved through three new principles. First, an overriding emphasis given to quality—as further expansion without quality improvement would be counterproductive for the future of India, given the serious quality issues noted in the sector. Second, the Plan strives to diversify higher education opportunities, not only to meet the needs of employers, but also to offer a wide range of paths to success for our youth. India must develop world-class research universities as well as have sophisticated teaching institutions to impart key vocational and generic skills in a timely manner to cope with the rapidly changing labour market needs. Third, this excellence in diversity implemented through governance reforms, will enable institutions to have the autonomy to develop distinctive strengths, while being held accountable for ensuring quality. Hence, the Twelfth Plan adopts a holistic approach to the issues of expansion, equity and excellence so that expansion is not just about accommodating ever larger number of students, but is also about providing diverse choices of subjects, levels and institutions while ensuring a minimum standard of academic quality and providing the opportunity to pursue higher education to all sections of society, particularly the disadvantaged. These objectives guide the development of all three segments of higher education: Central institutions, State institutions and private institutions.

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