

Process of Evaluation and Reforms in Higher Education

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Today knowledge is a capital of mankind; quality and excellence in every domain of life are in great demand, irrespective of authentication of merit by the centers of higher learning. The parameters of quality and excellence defined should guide the process of curriculum designing and evaluation system. As a result a new planning in curriculum development and evaluation reforms holds our urgent attention today. Both curriculum and evaluation are two inseparable entities of educational process reflecting the aims and aspirations of growing socio-cultural order. Compatibility and concern for students' all round development are the basic requirements of effective educational process. Hence, there is a need to give a serious thought to bring reforms both in curriculum development and evaluation reforms keeping global needs of time. But unfortunately, the Indian higher education system faces a raft of challenges, among which the issue of access and quality rank near the top. The government has set a goal of increasing the enrollment ratio among Indians of college age (gross enrollment ratio, or GER) to 30 % by 2020, from a current rate of just fewer than 20 %. In doing so, the government hopes to bring the nation's GER broadly into line with the projected 2020 global average. It also recognizes that quality standards need to be improved in tandem with access if the GER goals are to have a measurable impact on the broader Indian economy.

The GER goals were laid out in the government's 11th five-year plan (2007-2012) at the beginning of which India's GER was significantly lower than today's 20 %, at just 12.3 %. So, clearly, significant progress has been made with regards to increasing access to higher studies. Noting this success, the 12th (and current) five-year plan (2012-2017) goes on to discuss the need to continue improving access to higher education, while also stressing the importance of doing it in conjunction with improvements in quality and social equity.

"Hence, the 12th Plan adopts a holistic approach to the issues of expansion, equity and excellence so that expansion is not just about accommodating ever larger number[s] 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

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