

### **Policies of Higher Education in India: NKC Vs. Yashpal Committee**

The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities. Today, India has the largest number of young people in the world (600 million below the age of 25). Following a knowledge-oriented paradigm of development would enable India to leverage this demographic advantage. There is also a need harness best entrepreneurial energies to the cause of higher education. With this broad task in mind, the National Knowledge Commission (NKC) was constituted on 13th June 2005 with a time-frame of three years, from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the NKC was given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, e-governance, etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services were core concerns of the commission. The slow but increasing democratization of higher education in India has meant that the university is no longer the preserve of the children of the elite, or of educated/professional middle-class. As more youngsters from different segment of society enter the universities, they look at higher education as a means to transcend the class barriers. Consequently, university education is no longer viewed as a good in itself, but also as the stepping stone into a higher orbit of the job market. But a mere proposition for reformation required is not enough to bring the change in existing education system. Besides this there should be a strong monitoring over its execution. The role and participation of the stake holders of the education system in India is also as much essential as is the role of Government and other subordinate committees is. Hence this project is put forward to analyze the flaws in existing education system at higher levels in India. In the words of Former Prime Minister of India Dr. Manmohan Singh "The time has come to create a second wave of institution building and of excellence in the field of education, research and capability

building so that we are better prepared for the 21st century." Hence to highlight the issues required to be addressed to improvise the education system at higher level; this project has been put forward for discussion and analysis. The object behind holding this research project is:

- To evaluate lacunas in existing higher education system in India.
- To analyze the current scenario with global need-state of education system at national as well as global level
- To critically analyze and compare the selected reports on Higher Education in India

Education in common parlance is to get general teaching, or moral training which varies from different levels of acquiring it. It is an abstract conception which cannot be measured or doesn't have any unit for measurement too. Education for some is the source that could be implemented to secure bread, food and shelter in future. It is knowledge gaining for some, a degree oriented qualification for others. Our forefathers had no facilities at their schools and colleges as we have now but if we try to measure their aptitude with ours then we could easily draw a long thick line between us and appreciate their level of education which drew them not only to manage their lives but also ours. Change in source of study, infrastructure of study, medium of study and the tutors for study has also affected the notion of education in present times. The ideological transformation in the learning process from grade one to the execution of the attained knowledge is education. One cannot bind the term education within the fetters of the words. Unfortunately through the standardization and grading in learning process has confined the term education to a mere source of acquiring qualification in diverse fields. Education is an indicator to denote the ideological development of the country. It lays foundation to explore, invent and innovate all the possibilities to bring success at your footsteps. It aids the country in various attributes such as social transformation, scientific and technological advancement, economic

growth and development, and literary and philosophical thinking. The dogma of education being the base of social, economic and political transformation is quite practicably acceptable. The perspective with which education is perceived differs from individual to other. It is a challenge before various developing economies as it is a quantifiable quality contribution to the development and growth of the economy of the country. Education in ancient India was occupation, religion or profession oriented. In the Vedic system, education of a child commenced at the age of five with the ceremony called Vidyarambha. It was marked by learning the alphabets for the first time and offering worship to Goddess Saraswathi. But it was only after the ceremony called Upanayana that a child used to leave his parent's home and go to stay in the house of his teacher to commence his study. He was now called Brahmacharin. Upanayana ceremony was held to Brahmin boys at the age of eight, for the Kshatriya boys at the age of ten and for the Vaishya boys at the age of twelve<sup>1</sup>. Then would get training or acquire vidya at gurukul. Now this system has got a literary transformation from the GURUKUL to SCHOOL. We had mahavidyalays andvishwavidyalayas for further in depth study in any subject of interest and now we have Universities. Those were the days when Gurus used to identify the latent talent/aptitude in the shishyas and used to educate them in that field only. Now we choose our own subjects of specialization (mocking out) which are on basis of sincere instigation by elders or a committed inclination towards peers. The main subjects of study in the Vedic system of education were the four Vedas, six Vedangas (phonetics, ritualistic knowledge, grammar, exegetics, metrics and astronomy), the Upanishads, the six darshanas (nyaya, vaiseshika, samkya, yoga, mimamsa and vedanta), puranas (history), tarka shastra (logic), etc<sup>2</sup>. Presently our adaptation capacity amongst these subjects has limited to single specialization with multiple horizons in it. The students in those times were "Jack of all and Master in One" and with existing students we are

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<sup>1</sup> Extract from Ancient Indian Education System (From the Beginning to 10th C. A.D.), an article accessed from [www.itihis.wordpress.com/2013/08/28](http://www.itihis.wordpress.com/2013/08/28). (Accessed on 03-03-2015)

<sup>2</sup> Ref: Supra note 1

witnessing change in theorem of education with “Specialized in one and jack of none....”

The mode of acquiring education has been changed; the source has changed and so is the motive of acquiring. The purpose of education has no more been the psychological development of a human for it being and behaving as a human. It has now been a source to attain food, clothing, and shelter, suffice the competitive psychological needs of the family members, shoulder the isolation of kith and kin in that course of study, acquire better standard of living in society and luxuries; and to contribute the same to the society if anything that is still left over with the acquirer. Education has now been a broader concept to be understood and euphemistically, harder to be handled by the acquirer. Education by years has been transformed from ‘by choice’ to ‘by chance’.

Constructively, education has become a tool to manage the machinery called living. It has become a weapon to defeat the evils of ignorance and illiteracy. It has become the technique to explore, invent, innovate, discover and spread the idea which leads to social, political and economical development of an individual or/along with his family. It has by the years have become a great compilation of ideologies with the lucrative combinations leading to economical and social progression.

In India after the 86th Amendment to the Constitution Article 21A envisaged the elementary education up to the age of 14 years, which subsequently added to the state responsibility to ensure its deliverance; however this was parents’ responsibility in ancient India. Standard nine to twelve is the orphan child in the education system and the Higher education is the scoop of those who can afford. The product that you receive from educational institutions varies on basis of fees that you pay to get admissions and tuitions in it. Let’s have a look at what the Higher Education of India is to swank about.

Higher education in the present context refers to the education to be attained after the schooling that is after the age of 18 years i.e. University education. A university is a place where new ideas germinate, strike roots and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, universities have to be autonomous spaces. They are diverse in their design and organization, reflecting the unique historical and socio-cultural settings in which they have grown. This diversity reflects the organic links that they have with their surroundings, which are not only physical but cultural as well<sup>3</sup>.

The world's first university was established in undivided India named Takshashila in 700 BC in Rawalpindi (presently situated in Pakistan). More than 10,500 students from all over the world studied more than 60 subjects in that university. Famous amongst the pupils of Takshashila is the great Chandragupta Maurya – king of undivided India and amongst the preachers Rishi Chanakya who was famous for his Kutnatigya and politics, he was also the great economist and a visionary of his times. The University of Nalanda built in the 4th Century BC was one of the greatest achievements of ancient India in the field of education. There were fourteen other familiar universities in addition to these namely<sup>4</sup>:

1. Kashi University in Uttar Pradesh
2. Ayodhya University in Uttar Pradesh
3. Kundinpuram situated in Vaishali district of Bihar
4. Faqt Vyayam in Mathura- Uttar Pradesh

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<sup>3</sup> Extracts from Yashpal Committee report of "The Committee to advise on renovation and rejuvenation of Higher education" – Year 2007-08.

<sup>4</sup> Source: a column in Gujarat Samachar (a regional newspaper of Gujarat- India) named 'Janva Jevu', published in issue dated 05-05-2008, columnist was Minakshi Gandhi.

5. Kanchi University in Tamil Nadu
6. Vallabhi Vishwavidyalaya in Saurashtra
7. Uddantapuri in Bengal
8. Vikramshila in Bihar
9. Navdweep in Bengal
10. Sarnaath in Uttar Pradesh
11. Ujjain University in Madhya Bhaarat
12. Gunshila in Bihar – the one of its kind university educating only women, familiarly also known as Karvy University and Mahila Vishwavidyalaya.
13. Benaras was well-known for teaching theology.
14. Salotgi in Karnataka was an important Centre of learning. It had 27 hostels for its students who hailed from different provinces.

India was known for its knowledge deliverance and was also an education hub for the foreigners. The quality of education imparted in ancient India was unparalleled. Hence in spite of various hardship and hurdles students from different parts of the world flocked to Indian universities. Amir Khusrau (1252-1325 A.D.) mentions that scholars have come from different parts of the world to study in India but no Indian scholar have found it necessary to go abroad to acquire knowledge.<sup>5</sup> The University today is expected to be in tune with the emerging needs of the society. The World Bank (1994), in its document 'Higher Education: The Lessons of Experience' states:

*'Higher education is paramount importance for economic and social development... Institutions of Higher education have the responsibility for*

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<sup>5</sup> Ref: *supra* Note 1.

*equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business and the professions... Estimated social rates of return of 10 per cent or more in many developing countries also indicate that investments in higher education contribute to increase in labour productivity and to long-term economic growth, which are essential for poverty alleviation.'*<sup>6</sup>

The concept of proactive University has been put forward by UNESCO in following expansions:

- A place where high quality training would be provided...,
- A place in which entry will only depend on the intellectual merit of the individual...,
- A community fully devoted to the search, creation and dissemination of knowledge, and to the progress of science...,
- A place where the most relevant local, regional, national and international problems and solutions are identified, analyzed and discussed within an environment of critical analysis... and
- A place where updating and continuous improvement of knowledge is promoted...

India has witnessed a throbbing expansion in number of higher education institutions coming forward for exploring horizons in education system of India, promoting various disciplines of studies and promoting ideological transition in the society. The role of universities in shaping higher education is of higher gravity since vedic times. The difference that we witness now is of the thought provoking an individual to pursue a discipline in the universities. The dimensions of education have changed. The universities primarily set up in India are either Government Universities, or Private universities. Upcoming concept of Public-Private partnership in higher education is an unsung success

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<sup>6</sup> K. B. Powar, Indian Higher Education revisited, Vikas Publishing House Pvt. Ltd. New Delhi, 2013. Pg. 6-7.

story of the time. But above these establishments, what issues of most importance lies are - “quality of education... and the outcomes of education...” India is facing a severe trauma of increasing figures of educated unemployed in the society. This has made the degrees and the mechanisms of the education imparted in the universities collapse in the highly unexpected rate. This issue is discussed in Indian policies since years. NKC and Yashpal Committee have come up with some of their outputs in form of recommendation to revive the existing education loopholes, which are discussed below.

### **National Knowledge Commission**

The National Knowledge Commission has made endeavors to reform the existing sources of knowledge available in India to bring a revolution in the educational sector and meet the demands of the generation. The National Knowledge Commission was constituted on 13th June 2005 by the Prime Minister Dr. Manmohan Singh, under the chairmanship of Mr. Sam Pitroda, to prepare a blue print for the reform in the existing educational system and open up the possible reforms to deliberate creativity and knowledge deliverance amongst the students instead of mere degrees.

In three years NKC has submitted recommendations on 27 focus areas in the forms of letter to the Prime Minister. They have been widely disseminated in three compilations: ‘Report to the Nation 2006’, Report to the Nation 2007’ and ‘Towards a Knowledge Society’.

Dr. Manmohan Singh the former Prime Minister of India articulated its vision in following words:

“The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capability building.”

National Knowledge Commission had designated time-frame of three years from 2nd October 2005 to 2nd October 2008, which was extended to 31st March 2009. The commission had a body of intellectuals namely: Mr. Sam Pitroda



(Chairman), Dr. Ashok Ganguly, Dr. P. Balaram, Dr. Jayanti Ghosh, Dr. Deepak Nayyar, Mr. Nandan Nilekani, Dr. Sujatha Ramdorai and Dr. Amitabh Mattoo.

Recommendations:

Recommendations of NKC in the exploration of higher education with the focus on three key areas of excellence, expansion and inclusion, were as follows:

By '**Expansion**' NKC meant expansion in following criteria:

1. Promoting establishment of 1500 more universities and to attain the gross enrolment ratio of 15% by 2015.
2. **Changing the regulatory body of the Higher education.** Here it focused on setting up of Independent Regulatory Authority in Higher Education (IRAHE) which will be established by an Act of Parliament. Besides it will be empowered to accord degrees and will be responsible for monitoring standards and settling disputes. It would parallelise the public institutions and private institutions in imparting knowledge. It would be the authority for licensing accreditation agencies. This would re-define the focus of UGC limiting it to the disbursement of grants to and maintenance of public institutions in higher education.
3. **Increase public spending:** Government should increase public spending 1.5 % of the GDP, out of total at least 6% of overall contribution in the education sector, and diversify sources of financing: Universities should tap to other sources such as alumni contributions and licensing fees and enhance private investments.
4. **Establish 50 National Universities:** NKC recommended establishing 50 national universities that can provide education of higher standards which can be set up by the private sponsoring bodies established as societies or under Section 25 of the Companies Act or are the charitable trusts.

By '**excellence**' NKC had to recite all about:

5. Reforming existing universities by revising its course curriculum, the course credit system and to revise the governing authorities who are least accountable and are not preserving autonomy.
6. Restructuring undergraduate colleges by remodelling them to community colleges which could provide both vocational and formal education
7. Promoting enhanced quality of education through increase in accountability of the authorities and being transparent enough in disclosing physical assets of the institutions. In addition there should be transparency and stringency in evaluation procedures of the answer sheets, periodical revision and upgradation of courses, enhancement of technological tools in the campus, formulation of necessary policies to attract foreign pupils and foreign institutions to invest in educational sector in India.

By '**Inclusion**' NKC has to connote:

8. Access to all deserving students of the country by promoting scholarships and grants to the socio-economically backward class of students. Also to generate funds from private institutions that can promote education to such class of pupils.
9. Affirmative actions are recommended to inculcate reasonable reservations in order to eradicate disparities in the educational attainments relating to caste, gender or social groups.

### **Yashpal Committee Report**

The committee was originally supposed to review UGC/AICTE and various other Councils connected with higher education. A few months down the line it was suggested that the task of the committee might be made broadened up;

consequently it was asked to advise on “Renovation and Rejuvenation of Higher Education”.

For this the committee came up with following inferences moving out of the structural reformations to the ideological reformations unlike that of NKC. A university is a place where new ideas germinate, strike roots and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, universities have to be autonomous spaces. They are diverse in their design and organization, reflecting the unique historical and socio-cultural settings in which they have grown.

Recommendations by YCR:

1. Establishment of the National Commission for Higher Education and Research established through a Constitutional amendment and have a Constitutional Status and the UGC and AICTE should be subsumed into it.
2. To adopt the pattern of curriculum that treats knowledge in a holistic manner and creates exciting opportunities for different kinds of interfaces between the disciplines.
3. It should be necessary for all research bodies to connect with universities in their vicinity and create teaching opportunities for their researchers and for all universities to be teaching and research universities.
4. With a view to induce the student into a community of participant citizens, a new kind of institutional culture and ethos should be created in general and professional colleges. For this to happen, all syllabi should require the teachers and students to apply what they have learnt in their courses, on studying a local situation, issue or problem. There should be sufficient room

for the use of local data and resources to make the knowledge covered in the syllabus come alive as experience.

5. Improving the quality of teaching of the additional disciplines and stimulating students' interest is to allow students for whom a subject is additional to study along with those for whom the same subject is primary. There is a need to expose students, especially at the undergraduate level, to various disciplines like humanities, social sciences, aesthetics etc., in an integrated manner. This should be irrespective of the discipline they would like to specialize in subsequently.
6. One could almost say that most serious problems of the world today arise from the fact that we are dominated by striations of expertise with deep chasms in between. The need was to discover and implement ways that would not put useless hurdles in their path.
7. Suggestions have been made to improve the method of appointment of Vice-Chancellors and internal working of universities. In order to enrich our higher education it was recommended to invite from abroad a substantial number of potentially great academics and scientists to work with our students and teachers, instead of importing mediocre foreign universities to set up shop here.
8. It is necessary that all kinds of documents generated by the university, including its syllabi, the papers and books published by its faculty, the assignments submitted by its students and other products such as audio and video material, be treated as its knowledge products which need to be sampled for independent assessment on the basis of intrinsic merits as well as relevance for the study of problems which are manifest in the university's immediate social and natural milieu.
9. In view of considerable misuse of the provision for Deemed University status, the granting of such status should be put on hold till unambiguous and

rational guidelines are evolved. Institutions wishing to get deemed university status should demonstrate special capabilities, as it had been originally intended and should be rigorously evaluated to see if they fulfill the holistic and universal concept of university outlined in the report. Failing which the status of being deemed university should be withdrawn.

10. Guaranteed student loans at low interest rates for those who can take loans and free education for those who cannot afford it at all will be necessary to educate India.
11. Given the national aspirations for greater and equitable access to knowledge it is essential that the regulatory system propel the growth in the right direction. A well-designed regulatory system will also help to promote a high degree of professionalism in managing higher education institutions. Therefore, it is important to design a balanced and all encompassing regulatory mechanism that is overarching, transparent and ensures accountability which would evoke confidence in the academic institutions and academic body at large.
12. A mechanism, which seeks to defragment policy areas, would need to act like one mind. Co-ordination among agencies which have different views of knowledge and education and which tend to treat knowledge within narrow confines is extremely difficult, if not impossible. It would, therefore be necessary to have a single apex body in the field of higher education which treats all knowledge areas in an integrated manner and works towards convergences which overarching regulatory powers.

***Dissimilarities to that of NKC :***

1. The report strictly mentions that there was no need to establish governing councils for each discipline instead it was needed to refurbish existing councils should be changed to define the floor-exit qualifications of personnel who exit from the respective institutions.

2. Setting up more number of universities was a good idea provided it was to promote new subjects like science, astronomy, management, languages, comparative literature, philosophy, psychology, information technology, law, political science, economics, agriculture and many other emerging disciplines as subjects of study.
3. The Committee recommended that setting up educational institutions was not enough to promote or enhance quality in education. What needed was, breeding selected disciplines together in the pupils to make such Institutions the world-class universities.
4. The committee argued that after allowing the private universities to set up there is a huge interference, inspection and barrier laid down by the State and Central authorities on them which restricts the space and with pace that the said university is expected to work.
5. A separate National Commission on Higher Education was to be set up which could be subsumed by the existing two commissions: - AICTE and UGC. This would be the regulatory body instead of IRAHE which restricts the scope of UGC in whole.
6. Setting up and permitting the private investors to set up educational institutions was an appreciative recommendation given by the NKC report. YPCR focuses on a step ahead to it by having a supervision on the quality not amounting to intervention in the operations of such universities or private educational set ups. They have to submit themselves to the national accreditation system and to follow a common set of principles in administration of education irrespective of quality deliverance of knowledge in the disciplines provided by them.

## **Critical Analysis of Higher Education in India**

### **1. Increasing politics in education:**

The Kothari Commission recognized the imperatives of university autonomy and cautioned that, “only an autonomous institution, free from regimentation of ideas and pressure of party or power politics, can pursue truth fearlessly and build up in its teachers and students, habits of independent thinking and a spirit of enquiry unfettered by the limitations and prejudices of the near and the immediate which is so essential for the development of a free society”.

The prognosis for state run higher education is grim. For, universities have become highly politicized. In less than one year we have 'progressed' from the case of the late Prof Sabharwal in Bhopal to the vice chancellor of Lucknow, who needed court intervention to function, to the recent banning of all student union elections in Uttar Pradesh.

To many students, university life has become a way of promoting their political careers with little regard for academic excellence. Surprisingly, it needed a Lyngdoh committee to discover this! Even more unfortunate, universities are judged today on the basis of populous quantitative indicators (number of students per faculty, number of PhDs produced, etc.) rather than their contribution to promoting long term R&D efforts of the country.

Political pressures on the institutions imparting education have not only increased to the unexpected extent but at the same time it has become a tool to exploit the common education seeking man. Witnessing the recent Gujarat University and the Jawaharlal Nehru University elections, there was a clangour of the students divesting their precious time in having representation before the administrative authority which has instead lead to dominance on the administrative authority to have supervisory or independent decisions. The ideological transformation of students thinking to build the political base at the time of college itself has diverted the focus level in education instead. This

would result to the great loss of intellectuals in the society. A regulatory measure should be articulated to control such havocs and establishment of political groups within the educational premises.

## **2. Race to the top:**

It is good to be at the top and stare the ground but it takes years and generations to reach at the top. Education has now become a competition to reach at the top. Achieve highest scores, attain maximum credit, completion of credit components to attain grades etc. have become a common practice amongst the students irrespective of the knowledge that they got while pursuing those courses. To drag it to the worse even the tutors promote this kind of mark-oriented or grade-oriented study by giving them modules and compilations of selected study material without giving any background to the subject or purpose of studying that subject. This brings a good sort of memory power in the students but fail in bringing implication tactic of the same in the routine. The dearth or the race of marks has demolished the research oriented thinking of the students. As well crafted in the YCR, there is a need of knowledge oriented education and knowledge based teaching. For quality students quality teaching is required. If a tutor is capable to identify the latent talent in the student and can promote the same then such a contribution could be valued even more than delivering mugged up course curriculum studies. The real mockery comes into existence when students run in the race of marks or grades or credit and what the recruiting agencies demand is experience and application oriented knowledge. Hence if this race would turn up to the race of excellence instead then could be surely a ladder to overall development of nation.

## **3. Diminishing Guru-Shishya Bond:**

The Indian education system by the time has lost its originality and has chopped off the roots of knowledge from the soil. Ancient India witnessed many examples of a bond between student and teacher such as that of Rishi



Sandipani and Krishna, Guru Dronacharya and Arjun, Rishi Chanakya and Chandragupt Maurya and many more. The theology behind educating pupils in those times was to contribute the application of the same in prosperity of the nation. Now the goal remains the same but there has not been any connection between the students and tutors to bring forward the knowledge, capability and talent in true sense. The recruitment procedures, the payment scales and the non-monetary incentives to the tutors matter a lot in getting the quality of deliverance expected from them. Besides till the date when the tutor realises that it is under his moral duty to cultivate and nurture knowledge-oriented education in students they are almost at the verge of retirement. So the gestation period of getting expected quality education deliverance has increased which has certainly deteriorated the standard of education. Recommendations to have stringent recruitment procedure would certainly fail if the tutor is failing to deliver knowledge.

#### **4. Thoughts and not the words should be counted:**

Higher education is an advanced study in the field of specialisation/choice to be pursued by the student; which implies that the subject interests the pursuer and hence is also expected to perform the best in at least one of its horizon. The problem with students today is that they enter with vigour to attain knowledge and end up earning degrees. The fallback is not at the stage when they get prone to copy and cheat and imitate in their practical exams but they fail when they are brought to the market or field for pursuing source of income. Perhaps this is the reason behind the failure of this section of society to bring innovations, development and prosperity to the nation in larger extent. This has also resulted into falling back of India in the Global Innovation ranking from 66 in 2012 to 76 in 2013. Developments and achievements could have reached the developing countries if the students are provoked to innovate and explore their ideas in the fields of their interest. Hence the thought provoking study pattern is required to expand the analytical and reasoning

power of the student and make it enough capable in reverting the same to the development of society as a whole.

### **Conclusion**

Articulation of the recommendations in the existing policies is not enough to measure the magnitude of improvement made in the field of higher education. The dearth to execute such formulation is a mandate to be ensured by the legislative, executive and judicial units of the country in all possible ways. NKC and YPC have come up with their recommendations with a slight difference of opinion in both which is an obvious observation, but the sincere failure on efforts results when proper implementation of the policies is not made. Our committees are set up of the well-versed dignitaries of the society; fortunately they invest their precious time and wealth in exploring new avenues too. The question of non-compliance of the policies results into a breakdown of the administration set up to regulate, supervise and control the educational set up in the country. Efforts of these intellectual committees would get recognition only when the stakeholders of higher education initiate adhering the policies at individual as well as global level. Responsibility can be several in nature but the accountability should be individual. Hence to bring a revolution in the Higher education it is necessary to amend the ideology and bring a psychological transformation of pursuing education.

It is a safe and hidden treasure. It provides prosperity, fame and happiness. Knowledge is the teacher of all teachers. It acts as one's friend in foreign country. It is the Supreme God and pursued by the Kings. Without knowledge a being remains animal. Hence we should be in thirst of knowledge and not degree.

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