UNIT 12: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-V (NATIONAL KNOWLEDGE COMMISSION AND YASHPAL COMMITTEE REPORT)

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 National Knowledge Commission

- 12.3.1 Terms of Reference and Organisation
- 12.3.2 Methodology of National Knowledge Commission
- 12.3.3 Recommendations of National Knowledge Commission

12.4 Yashpal Committee Report

- 12.4.1 The Idea of a University
- 12.4.2 Challenges of the Higher Education Sector
- 12.4.3 Recovering the idea of the University

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answer to Check Your Progress

12.8 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- state the terms of reference and organisation of National Knowledge Commission
- describe the recommendations of National Knowledge Commission
- explain the idea of a university according to Yashpal Committee Report
- discuss the different challenges of the higher education sector according to Yashpal Committee Report
- explain how the idea of the university should be recovered

12.2 INTRODUCTION

Education in India today is nothing like it was in Pre-Independence and Post-Independence Era. Education System in India today had gone through a lot of changes before emerging in its present form. Present education system in India is also guided by different objectives and goals as compared to earlier time. Present system of education in India, however is based around the policies of yesteryears. There are three types of explosion in 21st century. These are: population explosion, explosion of hopes and aspirations and explosion of knowledge. To meet the demand of explosion of knowledge, different initiatives were taken by the Central Government of India. Different new policies and programmes were implemented in this era to cope up with this explosion. In this unit, we shall discuss two major programmes launched by Government of India. These are National Knowledge Commission and Yashpal Committee Report.

12.3 NATIONAL KNOWLEDGE COMMISSION

Man is the only being that can take advantages of knowledge. Knowledge has been recognised as the key driving force in the 21st century and India's ability to emerge as a globally competitive player will substantially depend on its knowledge resources. Keeping this view in mind, the National Knowledge Commission (NKC) was constituted in June, 2005 by the Prime Minister Dr. Manmohan Singh. Chairman of this Commission was Mr. Sam Pitroda. Particularly, the commission was to advise the Prime Minister's Office on policy related to education, research institutions and reforms needed to make India competitive in the knowledge economy. The commission was recommended to reform of the education sector, research laboratories and institutional property legislation as well as to consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent. The National Knowledge Commission was launched in February, 2006.

NKC consists of the following members:

- Mr. Sam Pitroda, Chairman
- Dr. Ashok Ganguly, Corporate Leader
- Dr. P. Balaram, Director of Indian Institute of Science
- Dr. Jayati Ghosh, Professor of Economics
- Dr. Deepak Nayyar, Former VC, University of Delhi
- Mr. Nandan Nilekani, Chairman of Unique Identification Authority of India
- Dr. Sujatha Ramdorai, Professor of Mathematics
- Dr. Amitabh Mattoo, Former VC, University of Jammu.

12.3.1 Terms of Reference and Organisation

In the words of Dr. Manmohan Singh, "The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capacity building." Through this statement, the vision of NKC was clearly reflected. The terms of Reference of NKC are as follows:

- Building excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promoting creation of knowledge in science and technology laboratories.
- Improving the management of institutions engaged in Intellectual Property Rights.
- Promoting knowledge application in Agriculture and Industry.
- Promoting the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promoting widespread sharing of knowledge to maximise public benefit.

  This commission has a time frame of three years from 2 October, 2005 to 2 October, 2008 which was extended to 31 March, 2009.

12.3.2 Methodology of National Knowledge Commission

National Knowledge Commission follows a methodology which includes the following key steps:

- Identification of key focus areas.
- Identification of diverse stakeholders and understanding major issues.
- Constitution of Working Groups and organising of workshops/ seminars, extensive consultations with concerned experts and stakeholders.
- Consultation with administrative Ministries and the Planning Commission.
- Discussion in NKC to finalise recommendations in the form of letter to the PM from the Chairman.
- Letter to PM containing key recommendations, first steps, financial implications etc. supported by the relevant explanatory documents by NKC.
- Dissemination of recommendations to State Governments, civil society and other stakeholders.
- Initiating the implementation of the recommendation under the aegis of the PM's Office.
- Coordinating and following up implementation of proposals.



CHECK YOUR PROGRESS

Q 1: National Knowledge Commission was constituted in June, ...(Fill in the blank)

Q 2: Who was the chairman of National Knowledge Commission?

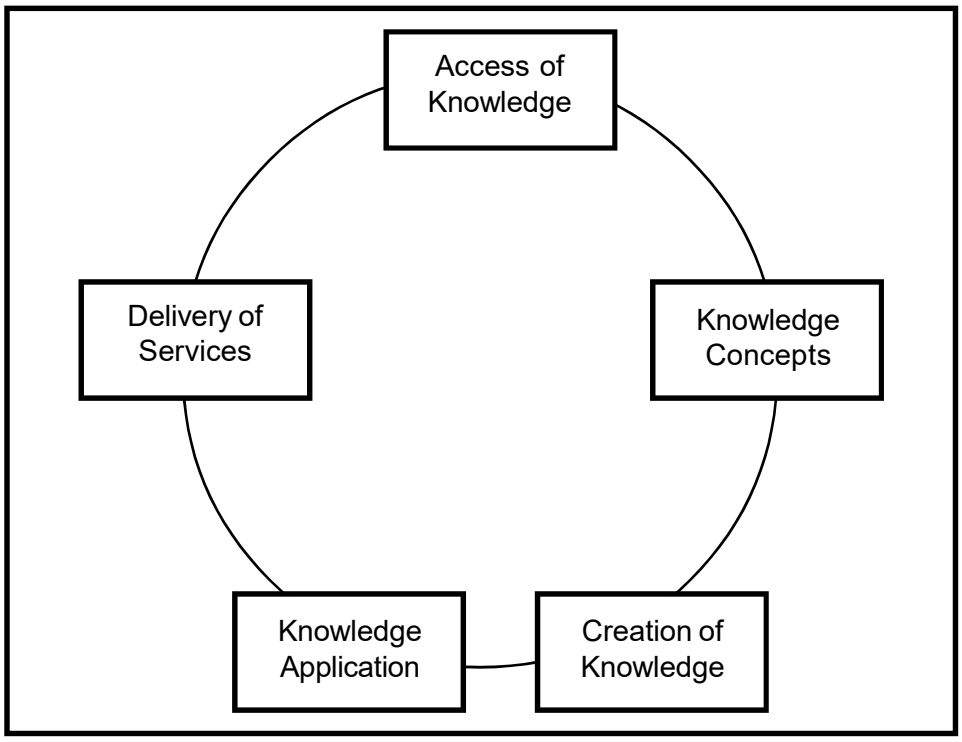
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Q 3: Write about the terms of reference of National Knowledge Commission.

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12.3.3 Recommendations of National Knowledge Commission

Suggestions provided by National Knowledge Commission can broadly divide into following parts.



These are discussed below:

- **Access:** The most fundamental way of increasing the opportunities of individuals and groups is providing access to knowledge. Hence, it is essential to revitalise and expand the reach of knowledge in society. Regarding access of knowledge, following suggestions are made by NKC.
  - Right to Education: Education is a fundamental right as developed by the 86th Constitutional amendment act. To enhance universal access to quality education, NKC had recommended the following:
  - There is a need for a central legislation affirming the right to education.
  - For realising the need of right to education, Central government must provide additional funds.

- The legislation should lay down minimum standards of quality in school education.
- The responsibility of the Government at different levels must be recognised and made justifiable for its effective implementation.

- **Language:** In present scenario, English language is a most important determinant of access to higher education. In this regard, NKC had recommended that:
  - Teaching of English should be introduced as a language along with first language (either mother tongue or regional language) from standard I.
  - There is a need to reform the pedagogy of English language teaching and use of all available media to supplement traditional teaching methods.
- **Translation:** Translation plays an important role in making knowledge available to different linguistic group in a multilingual country like India. NKC provided the following recommendations in this regard:
  - Developing translation as an industry and set up a National Translation Mission with a focus on promoting translation activities across the country.
  - Setting up a storehouse of information on all aspects of translation, providing quality training and education for translators, and creating and maintaining various tools for translation.
- **Libraries:** To revamp Library and Information Services (LIS), NKC provided following suggestions:
  - Comprehensive census of libraries to modernise the management of libraries to ensure greater community participation, including models for Public Private Partnerships in LIS development and leveraging ICT for various application.

- Setting up of an independent National Commission on Libraries which would streamline all development initiatives in this sector.

- **National Knowledge Network:** Data and resource sharing is the key to successful research today that demand live consultations. NKC had suggested the following recommendations in this regard:
  - To establish of a high-end National Knowledge Network connecting all our knowledge institutions in various fields and various locations throughout the country.
  - It should be through an electronic digital broadband network with gigabit capacity.
- **Portal:** NKC had suggested following recommendations in regard to portal:
  - Creating a national web based portals on certain key sectors like water, energy, environment, teachers, biodiversity, health, agriculture, employment, citizens right, etc.
  - It would serve a single window of information on the given sector for all stakeholders and would manage by a wide range of stakeholders to ensure that they have a national character.
- **Health Information Network:** NKC had suggested following recommendations in this regard:
  - To develop a web-based network, connecting all health care establishments, in both private and public sectors.
  - A common Electronic Health Record (EHR) should be created and disseminated widely for record the information electronically.
- **Concept:** Knowledge concepts are organised and disseminated through the education system. Therefore, NKC has focused on revamping the education sector in the following way:
  - School Education: Expansion of elementary and secondary education is needed to provide access to good school

education. In this regard, NKC had suggested the following:

- It proposed to change the school system which would encourage decentralisation, local autonomy in management schools and flexibility in disbursal of funds.
- Improve school infrastructure and revamp school inspection with a greater role for local stakeholders and greater transparency in the system.
- ICT should be made accessible to teachers, students and the administration.
- Reform the curriculum and examination system moving away from rote learning to critical understanding of concepts.

- **Vocational Education and Training (VET):** To improve vocational education and training, following suggestions were made by the NKC:
  - Increasing the flexibility of VET within the mainstream education system.
  - Expanding capacity through innovative delivery models, including robust public private partnerships.
  - Ensuring a robust regulatory and accreditation framework, along with proper certification of vocational education and training.
- **Higher Education:** Following recommendations were made by the NKC regarding Higher Education:
  - Increasing GER in higher education to 15 and above by 2015 and for this create 1500 universities by 2015 and partly by restructuring the existing ones.
  - Setting up an Independent Regulatory Authority for Higher Education (IRAHE) which would be at an arm's length from all stakeholders.
  - Reforming the existing universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research and reforming governance of institutions.

- Restructure the system of affiliated undergraduate colleges.
- Creating models for community colleges that provide credit and non-credit courses leading to two-year associate degrees.
- Providing scholarships to the deserving students to receive higher education.

- **More Talented Students in Maths and Science:** To improve science education and research, following suggestions were made by NKC.
  - Launching a massive science outreach programme.
  - Upgrading available infrastructure, revitalising the teaching profession and revamping teacher training at all levels.
- **Professional Education:** To improve professional education, following suggestions were made by the NKC.
  - Present professional education streams like medical, legal, management and engineering education should be replaced by sub groups on different streams under the proposed independent regulator.
  - Allowing greater autonomy to institutions, reforming the current examination systems, developing existing curriculum and encouraging research.
- **More Quality Ph.Ds:** To improve the quality of research, NKC suggested following recommendations:
  - Massive investment in education and research at all levels, together with renovation and reform of the university system.
  - Rejuvenating the doctoral programme across the disciplines and developing vigorous industry-academia interaction.
  - Set up National Research Mission which will create the required research ecosystem.
- **Open and Distance Education and Open Educational Resources:** Following recommendations were made by the NKC regarding open and distance education:

- Creating a national ICT infrastructure, improving regulatory structures, developing web based common open resources, establishing a credit bank and providing a national testing service.
- Production of quality content and leveraging global open educational resources.

- **Creation:** Creating new knowledge and protecting existing resources is important for global knowledge economy. Following recommendations are made by the NKC regarding creation of knowledge.
- **Intellectual Property Rights (IPR):** In order to facilitate the creation of knowledge, following recommendations were made:
  - Building a world class IPR infrastructure, including steps to modernise the patent offices and building global standards.
  - IPR training in IP offices and in educational institutions needs to be intensified and IPR Cells need to be developed.
  - The need to protect traditional knowledge, creating incentives for it and exploring mechanisms for identification of key IPR issues in new technology areas.
- **Legal Framework for Public Funded Research:** To revitalise research in universities, following suggestions were made by the NKC:
  - The requirement of a legislation that would give universities and research institutions ownership and patent rights over inventions arising out of government funded research.
  - Creating an enabling environment for commercialisation of such inventions through licensing arrangements.
- **National Science and Social Science Foundation:** To look at all knowledge as one seamless entity, a National Science and Social Science Foundation (NSSSF) should be established. This foundation should suggest policy initiatives to make India a leader in the creation and use of new knowledge in all areas of natural, physical, agricultural, health and social sciences.

- **Innovation:** Regarding innovation, NKC provided following recommendations:
  - Both large firms and SMEs have increased innovation related revenues. Therefore, initiative should be taken in this regard.
  - Emphasis should be given on innovation and experimentation/problem solving.
- **Entrepreneurship:** It is a key driving force in creation of knowledge. In this regard, NKC suggested:
  - Exploring factors that have promoted entrepreneurship which could facilitate greater growth of entrepreneurship.
  - Facilitating information flows by creating one-stop shops, web based portals and information handbooks for entrepreneurs.
- **Applications:** Application of knowledge is an important pillar of NKC. In this regard, following suggestions were made by NKC.
- Traditional Health Systems: Traditional medical heritage is rich in India. NKC made following suggestions in this regard:
  - Providing quality education in traditional medicine.
  - Evidence based approaches should be introduced into the current educational framework.
  - Strengthen research through concerted higher investments and more rigorous methodologies, ensuring internationally acceptable standardisation and documentation of herbal medicines.
- **Agriculture:** Agriculture is the heart of India. Following suggestions were made by the NKC regarding development of agriculture.
  - Concrete steps should be taken to modernise and stimulate agricultural research institutions, coordinate research and make research support more flexible.
  - Improving the organisation of agricultural research, directing more research to neglected areas, providing more effective incentives for researchers and forming curricula in

agricultural universities.

- **Enhancing Quality of Life:** For enhancing quality of life, NKC suggested:
  - Set up Panchayat Gyan Kendras (PGKs) throughout the country.
  - Conceptualising fresh perspectives in tool design to improve dignity of labour and ensure skilful engagement and enhanced productivity.
- **Services:** Availability of efficient knowledge service is important for creation of true knowledge society. E-governance is one of the ways in this regard.
- **E-governance:** To enhance the efficacy of delivery of services by the government, NKC had suggested:
  - E-governance should be an opportunity for computerisation of age old processes and re-thinking our systems.
  - Focusing on re-engineering government process to change the basic pattern of governance for simplicity, transparency, productivity and efficiency.

Since its inception, this commission has been surrounded by different controversies. However, till today, the recommendations of this commission are in operational level.



CHECK YOUR PROGRESS

Q 4: What is access of knowledge?

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Q 5: Mention the suggestions made by National Knowledge Commission regarding higher education.

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12.4 YASHPAL COMMITTEE REPORT

The Government of India constituted a Committee through a notification issued by Ministry of Human Resource Development in February 2008 under the Chairmanship of Prof. Yashpal, former Chairman of UGC. The committee submitted its report in July, 2009. The Committee was named as, "The Committee to Advise on Renovation and Rejuvenation of Higher Education in India". All total 22 members in this committee including chairman. The committee is popularly known as Yashpal Committee after the name of its chairman.

The Terms of Reference of this Committee are mentioned below:

- To review the functioning of the UGC/AICTE and to critically assess the role of the UGC/AICTE and their preparedness to provide institutional leadership to meet the demands of access, equity, relevance and quality of higher education/technical education and the University system.
- To review the provisions of the University Grants Commission Act, 1956 and the All India Council for Technical Education Act 1987 and various suggestions for amendments to the said Acts by earlier Committees such as the Prof. Amreek Singh Committee.
- The role of the UGC in coordinating standards of higher education vis-a-vis the functional role of other statutory bodies such as AICTE, MCI, DCI, NCI, NCTE, DEC, etc.
- An assessment of the requirements of autonomy of the UGC vis-a-vis the Central Government and that of the university system vis-a-vis the UGC.
- The role of the UGC/AICTE in determining and enforcing standards of higher education/technical education in State Universities and the possibility of introducing a system of incentives and disincentives so that national standards of higher education/technical education are not compromised or diluted.
- Recommendations in regard to an effective and efficient mechanism for flow of resources from the UGC to the universities for their timely

utilisation including a mechanism of feedback thereto.

- The requirement of transparency and efficiency in the functioning of the UGC/AICTE.
- The role of the UGC vis-a-vis declaration of institutions to be deemed universities and recommendations for streamlining the process adopted by the UGC.
- Recommendations on the need of change the eligibility criteria for becoming eligible to receive grants under section 12B of the UGC Act 1956.
- Any other issue arising out of or relating to the above terms of reference and, the functioning of the UGC/AICTE which the Government or the Committee on its own, may desire to look into.

12.4.1 The Idea of a University

A university is a place where new ideas germinate, strike roots and grow tall. 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 organisation, reflecting the unique historical and socio-cultural settings in which they have grown. The university has also been regarded as the trustee of the humanist traditions of the world and it constantly endeavours to fulfil its mission by attaining universal knowledge, which can be done only by transcending geographical, cultural and political boundaries.

12.4.2 Challenges of the Higher Education Sector

It is important that we develop an understanding of different issues before suggesting strategies to renovate and rejuvenate Higher Education in India. These issues or challenges are:

- **Distances and Disconnects:**
  - Our undergraduate and graduate programmes are too 'theoretical', the implication being that they are devoid of 'practical' experiences.
  - There is a division between Research Bodies and Universities. It treats teaching and research as separate activities.
  - There is an isolation of IITs and IIMs from other higher educational institutions.
  - Institutions of higher learning succeed in providing a space where dialogue between rival social forces and ideologies could take place in a peaceful atmosphere. However quite often, certain signs of intrusion of this space have surfaced in different parts of the country.
- **Structures, Expansion and Access:**
  - At present, the design of curriculum and syllabi is reflective of the entrenched examination system under which the student is asked to face a question paper at the end of the year, or in some universities, at the end of the semester. This archaic examination system, ostensibly used as a means of certifying the ability of students, unfortunately does not really test the kind of skills they require to be successful in either the pursuit of pure theoretical knowledge or in practical real world situations.
  - At present, much of our higher education is uni-disciplinary or within a narrow spread.
  - The involvement of universities in school-level teacher education has been confined to secondary and senior secondary-level school teachers' pre-service training under the B.Ed. degree programme and there is no involvement of universities in preparation of teachers for the primary and pre-primary levels.

- Substantial damage has been done to universities and institutions of professional education by their separation from each other. The pursuit of engineering and medicine, particularly, in colleges or institutes, which exist like islands, has come at an incalculable social and cultural cost.
- In our country, the undergraduate years have mostly remained in the precinct of affiliated colleges, i.e., not as part of mainstream university life. This arrangement illustrates the perceived hierarchy of the UG and PG stages of higher education. In treating UG education as a 'lower' level of learning, the Indian university system has perpetuated a source of its own intellectual malnourishment.
- Setting up of certain performance criteria is a common device for infusing accountability in an organisation.

- **Governance and Autonomy:**
  - The current structure of the Indian university system has a large number of affiliated colleges associated with either a Central or State university, where bulk of the enrolment takes place. This structure has burdened many universities with the management of academic content, examination, and quality of these colleges.
  - There has been no policy or guidelines to measure the competence of private investors in starting and managing a technical institution other than the requirement that it should be registered as a non-profit or charitable trust or society.
  - The sudden spurt in the number of newly established educational institutes as deemed universities is another area of concern.
  - Many private institutions charge exorbitant fees (beyond the prescribed norms) in the form of many kinds of levy (not accounted for by vouchers and receipts) and are unable to provide even minimum competent faculty strength.

- Universities face different problems regarding resource management and financing.

- **Governance and Autonomy:**
  - Universities remain one of the most under-managed organisations in our society. The governance structures are archaic and have not changed with changing environment to meet the expectations of its various stakeholders.
  - Interference, from various political or commercial vested interests, in the functioning and priorities of the universities comes in many different forms and intensities. It touches all aspects of higher education and involves improper admission of students, pressures in selection of teachers, manipulation in appointment of senior functionaries like vice-chancellors, registrars and deans, purchase of equipment and allotment of construction contracts and so on.
- **Multiplicity of Regulatory Systems:**
  - The responsibility for the establishment and monitoring of the performance of this large variety of institutions has been exercised by many different statutory regulatory bodies as well as governments and universities, often leading to multiplicity of authorities and duplication of inspection and control.

12.4.3 Recovering the idea of the University

The Committee tried to recover the idea of the university by concentrating on the following issues:

- Minimisation of the gap between theory and practice.
- Institutions of higher learning should try to evolve their academic programmes with reference to the problems of everyday life.
- Issues relating to curriculum and syllabus making.
- Work experience to the students should be included as an aspect of learning.

- Multidisciplinary learning.
- Rehabilitation of professional education in the university.
- Recognition and preparation of teacher education for all stages of school education as a sector of higher education.
- Issues relating to the autonomy of universities.

The following recommendations were made by the Yashpal Committee:

- Creation of an all-encompassing Constitutional body named National Commission for Higher Education and Research (NCHER). It should replace the existing regulatory bodies including the UGC, AICTE, NCTE and DEC and to follow up the Constitutional amendment with an appropriate law for the Commission's functioning.
- Universities should be responsible regarding the academic content of all courses and programmes of study including professional courses. Professional bodies like the AICTE, NCTE, MCI, BCI, COA, INC, PCI etc. to be divested of their academic functions, which would be restored to the universities.
- The topmost priority of the newly created NCHER is reformation of curriculum. It should create a curricular framework based on the principles of mobility within a full range of curricular areas and integration of skills with academic depth.
- It should be mandatory for all universities to have a rich undergraduate programme and undergraduate students must get opportunities to interact with the best faculty. While appointing teachers to the universities their affiliation to a particular college should also be specified to emphasise the need for their exposure to undergraduate students.
- Undergraduate programmes to be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility.
- The vocational education sector should be under the purview of universities and by providing necessary accreditation to the

courses available in polytechnics, industrial training institutions, and so on. Additionally, the barriers to entry into universities for students going through vocational training should be lowered to enable them to upgrade their knowledge base at any stage of their careers.

- The NCHER should also galvanise research in the university system through the creation of a National Research Foundation.
- New governing structures to be evolved to enable the universities to preserve their autonomy in a transparent and accountable manner.
- Practice of according status of deemed university be stopped till the NCHER takes a considered view on it. It would be mandatory for all existing deemed universities to submit to the new accreditation norms to be framed on the lines proposed in this report within a period of three years failing which the status of university should be withdrawn. However, unique educational initiatives which have over a period of time enriched higher education by their innovations to be given recognition and supported appropriately.
- Modern higher education system requires extension facilities, sophisticated equipment and highly specialised knowledge and competent teachers. It would not be possible for every university to possess the best of these infrastructures. Hence, one of the primary tasks of the NCHER to create several inter-university centres (IUCs) in diverse fields to create the best of these possibilities and attract the participation of several institutions of higher learning to avail them.
- Institutions of excellence like the IITs and IIMs to be encouraged to diversify and expand their scope to work as full-fledged universities, while keeping intact their unique features, which shall act as pace-setting and model governance systems for all universities.
- NCHER should identify the best 1,500 colleges across India to

upgrade them as universities, and create clusters of other potentially good colleges to evolve as universities.

- Universities to establish live relationship with the real world outside and develop capacities to respond to the challenges faced by rural and urban economies and culture.
- All levels of teacher education to be brought under the purview of higher education.
- Quantum of Central financial support to State-funded universities be enhanced substantially on an incentive pattern, keeping in view the needs for their growth.
- Expansion of the higher education system to be evaluated and assessed continuously to excel and to respond to the needs of different regions in India in order to ensure not only equity and access but also quality and opportunity of growth along the academic vertical. The NCHER too should be subject to external review once in five years.
- Establish a National Education Tribunal with powers to adjudicate on disputes among stake-holders within institutions and between institutions so as to reduce litigation in courts involving universities and Higher Education Institutions.
- Set up a Task Force to follow up on the implementation of this Agenda for Action within a definite time-frame.

Some of these recommendations may be implemented immediately while others may take some evolutionary steps and procedures. Even so, it is hoped that the ideas behind them would be kept alive by keeping them under active and wide-ranging discussions



CHECK YOUR PROGRESS

Q 6: Mention the name of the committee chaired by Prof. Yashpal.

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Q 7: Mention two challenges in higher education sector according to Yashpal Committee.

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Q 8: Write shortly about the idea of university.

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12.5 LET US SUM UP

- The National Knowledge Commission (NKC) was constituted in June, 2005 by the Prime Minister Dr. Manmohan Singh. Chairman of this Commission was Mr. Sam Pitroda.
- This commission was recommended to reform of the education sector, research labs and institutional property legislation as well as consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent.
- In the words of Dr. Manmohan Singh, "The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capacity building."
- This commission has a time frame of three years from 2 October, 2005 to 2 October, 2008 which was extended to 31 March, 2009.
- Recommendations of NKC are mainly divided into five parts. These are: Knowledge access (Right to Education, Language, Translation, Libraries, National Knowledge Network, Portal and Health Information Network), Knowledge concept (School Education, Vocational Education and Training, Higher Education, More Talented Students in Maths and Science, Professional Education, More Quality PH.Ds and Open and Distance Education and Open Educational Resources), Knowledge

Creation (Intellectual Property Rights, Legal Framework for Public Funded Research, National Science and Social Science Foundation, Innovation and Entrepreneurship), Knowledge Applications (Traditional Health Systems, Agriculture and Enhancing Quality of Life) and Services (E-governance).

- The Government of India constituted a Committee through a notification issued by Ministry of Human Resource Development in February 2008 under the Chairmanship of Prof. Yash Pal, former Chairman of UGC. The committee submitted its report in July, 2009. The Committee was named as, "The Committee to Advise on Renovation and Rejuvenation of Higher Education in India".

12.6 FURTHER READING

1. Aggarwal, J.C. (2013). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Das, Sonmoni Kalita (2014). Contemporary Concerns and Issues in Education. Guwahati: Shanti Prakashan.
3. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
4. Thakur & Thakur (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.

12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 2005

Ans to Q No 2: Sam Pitroda.

Ans to Q No 3: The terms of Reference of NKC are:

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in science and technology laboratories.

- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge application in Agriculture and Industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximise public benefit.

Ans to Q No 4: The most fundamental way of increasing the opportunities of individuals and groups is providing access to knowledge. Hence, it is essential to revitalise and expand the reach of knowledge in society.

Ans to Q No 5: Following recommendations are made by the NKC regarding higher education:

- Increasing GER in higher education to 15 and above by 2015 and for this create 1500 universities by 2015 and partly by restructuring the existing ones.
- Setting up an Independent Regulatory Authority for Higher Education (IRAHE) which would be at an arm's length from all stakeholders.
- Reforming the existing universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research and reforming governance of institutions.
- Restructuring the system of affiliated undergraduate colleges.
- Creating models for community colleges that provide credit and non-credit courses leading to two-year associate degrees.
- Providing scholarships to the deserving students to receive higher education.

Ans to Q No 6: The Committee to Advise on Renovation and Rejuvenation of Higher Education in India

Ans to Q No 7: Two challenges in higher education sector according to Yashpal Committee are:

- Our undergraduate and graduate programmes are too 'theoretical', the implication being that they are devoid of 'practical' experiences.

- There is a division between Research Bodies and Universities. It treated teaching and research as separate activities.

Ans to Q No 8: 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.



12.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write the suggestions of National Knowledge Commission regarding school education.

Q 2: Write the suggestions of National Knowledge Commission regarding vocational education.

Q 3: Write the challenges suggested by Yashpal Committee regarding structure of higher education.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the suggestions made by National Knowledge Commission regarding knowledge access.

Q 2: Describe the suggestions made by National Knowledge Commission regarding knowledge concept.

Q 3: Describe the suggestions made by National Knowledge Commission regarding knowledge creation.

Q 4: Discuss the challenges of higher education as suggested by Yashpal Committee.

Q 5: Write about the suggestions made by Yashpal Committee regarding higher education.

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