

Higher education policies: The Indian experience since independence

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Abstract

From time immemorial, India has excelled as a centre of learning. Ancient universities of repute, like the Nalanda, Takshashila attracted scholars from different corners of the world. The ancient system of education in the Vedic period was marked by the Brahmanical and the Buddhist systems of education. The Medieval era led to blending of cultures and to the advent of the Madrasa as an important centre of education. The British colonial rule in India grafted into the Indian society the system of education which was designed by the British for the maintenance of their imperial administration in India, called the Macaulay scheme of education. This forced inheritance made India feel the need for reconstruction far before independence, but it took effect post-independence. Motivated by the able leadership of Prime Minister Jawaharlal Nehru, the Indian system of higher education started expanding and was nourished time and again by various public policies and formation of different commissions and committees, like the University Education Commission (1948-49), foundation of the University Grants Commission (UGC) in 1956, Kothari Commission (1964-66), formulation of the first National Policy on Education (1968), and so on, till today, when an initiative of the Government of India is on to usher in and implement a New Education Policy. Sincerity has always reflected on part of the Government of India at all times to improve the higher education system through apt policies. However, despite the efforts, issues of access, equity, quality have frequently jaundiced the system, thereby raising the question of effectiveness of the policies. This paper intends to study the question of how conducive and effective the policy environment has been when promoting and improving higher education in India, by critically analyzing the different policies that have sometimes nourished, sometimes afflicted the system over time. Being on the brink of constructing a New Education Policy, it is essential to identify, isolate and hence rectify the erroneous policies, and by taking a critical and analytical journey through the higher education policies since independence, this paper fruitfully attempts to provide a clear picture of the advantages and disadvantages of the different policies that have been prevalent in India at different times since independence.

Keywords: higher education policies, macaulay scheme of education, university education commission, UGC, kothari commission, new education policy, government of India

1. Introduction

From time immemorial, India has excelled as a centre of learning. Ancient universities of repute, like the Nalanda, Takshashila, Vikramshila and Vallabhi attracted scholars from different corners of the world. The ancient system of education in the Vedic period was marked by the Brahmanical and the Buddhist systems of education. The Medieval era led to blending of cultures and to the advent of the Madrasa as an important centre of education. "Till the 18th century, India had three distinct traditions of advanced scholarship in the Hindu gurukulas, the Buddhist viharas and the Quranic madarsas." (Agarwal, P., 2009) ^[1]. A major transformation came up in the Indian higher education through the initiatives of the British leaving both negative and positive impacts. The colonial system of education in India was developed in three stages: (a) the efforts of the East India Company (1765-1813), (b) the efforts of the British Parliament (1813-1853); and (c) the educational efforts under direct British rule (1854-1947). The first phase was marked by the foundation of the Calcutta Madrassah in 1781 by Warren Hastings, followed by the establishment of the Benaras Sanskrit College in 1791 by Jonathan Duncan. During this period, English education had been gaining popularity with the efforts of missionaries. Lord Wellesley established the Fort William College for the training of youth civilians in 1800, and ushered in western education by

bringing English officials and Indian Pandits together. Shortly, Raja Rammohan Roy launched a movement in favour of western learning and liberal education and founded the Hindu College in 1817, which was renamed Presidency College in June, 1855. But the motive of the British was to graft into the Indian society the system of education which was designed by the British for the maintenance of their imperial administration in India. Consequently, Macaulay's minute of February 1835 saw a rejection of the Orientalists and a bias in favour of spreading Western knowledge through the English language, thereby supporting the Anglicists. Both fortunately and unfortunately this decision has reverberated in Indian higher education through the nineteenth and twentieth centuries and has its echoes even in the twenty-first century. In 1857 the East India Company was dissolved and the British Crown had established its political power over India. The first three modern universities were now established in Calcutta, Bombay and Madras. University education in British India experienced very slow growth. Almost 30 years later the fourth university – that of Allahabad - came up and it took another 30 years for the fifth and the sixth universities, University of Mysore and Banaras Hindu University, to be founded. Apart from being slow in progress and geographically uneven, this western form of education totally wrecked the indigenous form of learning by infusing a new system and a new language. Sarcastically enough, neither

London nor Cambridge could be replicated and thus the result was a heavily biased and elitist system.

This forced inheritance made India feel the need for reconstruction far before independence, but it took effect post-independence. Motivated by the able leadership of Prime Minister Jawaharlal Nehru, the Indian system of higher education started expanding and was nourished time and again by various public policies and formation of different commissions and committees, like the University Education Commission (1948-49), foundation of the University Grants

Commission (UGC) in 1956, Kothari Commission (1964-66), formulation of the first National Policy on Education (1968), and so on, till today, when an initiative of the Government of India is on to usher in and implement a New Education Policy. Sincerity has always reflected on part of the Government of India at all times to improve the higher education system through apt policies. There has been unthinkable growth and expansion (as shown in Table 1) and today it has the status of being one of the largest educational systems in the world.

Table 1: Capacity Expansion

	1950-51	1990-91	2003-04	2006-07	2012-13	2014-15
University Level Institutions	25	177	320	371	624	760
Colleges	700	7,346	16,885	18,064	37,204	38,498
Teachers (in thousand)	15	272	457	488	951	1473
Students enrolled (in million)	0.1	4.9	9.95	11.2	21.5	34.2

Source: Author (compiled from the various reports of the University Grants Commission & AISHE)

However, despite the efforts, issues of access, equity, quality have frequently jaundiced the system, thereby raising the question of effectiveness of the policies. Researchers have often been haunted by questions like whether it is the need of the hour and pragmatism or whether it is populism, public pressure and selfish interests that have driven higher education policies of India. In this backdrop the paper intends to carry out a study on the higher education policies that have prevailed in India since independence.

2. Research questions and objectives

Being on the brink of constructing a New Education Policy, it is essential to identify, isolate and hence rectify the erroneous policies, and by taking a critical and analytical journey through the higher education policies since independence, this paper attempts to provide a clear picture of the advantages and disadvantages of the different policies that have been prevalent in India at different times since independence. The research question is "How conducive has the policy environment been with respect to higher education in India since Independence?" To seek the answer to this question, my objective is to compartmentalize the time since independence into two halves- one extending from independence and continuing till 1986 and another describing period since 1986 till 2015. The study will analyze the Government initiatives that have been undertaken in this regard and make inquiries into the scope of their application and assessment of their merit.

3. Literature review

There is hardly any evidence of an extensive and comprehensive research focusing on the policies prevalent in the higher education sector of India since independence. However, there have been various papers and books which have, in their discussion, touched upon the policies prevalent in their times. Some of them have been presented below. Also, reports published by the UGC and the MHRD remain a prime source of the policies prevalent at the time the reports have been published.

Schenkman, A. S. ^[16], as early as 1954, has made an enlightening study on the then prevailing higher education system of India. Mathur, A.B. (1992) ^[11] describes the Indian University system as a functioning anarchy. Srivastava, M.

(1994) ^[20], argues that the nationalist education policy seeks to derive legitimacy from the British system of the Anglicist policymakers. Sharma, S. (2002) dwells on the history and development of higher education in India and throws light on some of the policies that have ruled the system time to time. Kumar, T.R. and Sharma, V. (2003) ^[10] point out that the declining importance being assigned to the higher education sector, in stark contrast to developed countries, has created disparities that are increasing over time. Singh, A. (2004) ^[19] comments that the UGC, when it was established in 1956, was not made as powerful as originally envisaged, as the power vested in the centre by the Constitution was not given concrete expression and that the Educational policy was last reviewed in India in 1986 but the failure to implement its recommendations may not have been an accident: the specific line of authority laid down by the Constitution to fulfill the given mandate was not followed. Sahni, R. and Kale, S. (2004) ^[15] discuss the present system of higher education and attempt to find the possible implications for India in being a signatory to GATS and conclude that in the absence of a coherent education policy, the effects of opening up could lead to a distorted function of education in our society. M. Anandakrishnan (2007) ^[2], Thomas Joseph (2007) ^[8] and Tilak (2007) in three separate short pieces reflect on the recommendations of the National Knowledge Commission (NKC). Agarwal, P. (2009) ^[1], in his informative, up-to-date and analytical book about Indian higher education, talks about the changing policies of the system over time. Tilak (2010) discusses that the Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill 2010, is inadequate for tackling the host of corrupt and unfair practices. Hatekar, N. (2009) ^[6] says that success of the new central universities and the proposed national universities will come about at the cost of the state universities, which cater to the majority of students in the country and that the postgraduate teaching and research in state universities will have to be taken over by the central government to ensure the survival of this important part of the higher education system. Kolhatkar, M.R. (2012) ^[9] considers the interrelationship between education and federalism as a political system and in the process sheds light on some of the higher education policies since independence. Tilak (2013) ^[23]. Takes a look back at the development of higher education

since the ancient age. Sharma, K.A. (2013) ^[17] takes a stride back at the establishment, growth and evolution of the UGC at its sixtieth year. Pathak, B.K. (2014) ^[14] takes a critical look at the Narayana Murthy Recommendations on higher education and comments while the committee seems to be concerned about the poor quality of higher education, its recommendations or formulae appear to treat higher educational institutions like factories and that there seems to be a mismatch between its recommendations and the objectives of the Twelfth Five-Year Plan. Padmanabhan, C. (2014) ^[13] throws light on the Rashtriya Uchcharat Shiksha Abhiyan (Rusa) of the Government of India to fund higher education and comments that there is a mismatch between the diagnosis and the prescription in the document setting out the agenda of the mission, that the diagnostic part reads like a well-versed critique of commercialisation and privatisation in higher education, but the solutions prescribed would result in a reinforced entry of the corporate sector into higher education. Jawli, N. (2015) ^[7] discusses the recent major strides of the Government of India in higher education. Subramanian, T.S.R. (2016) ^[21], the chairperson of the five-member committee entrusted by the MHRD, GOI, in late 2015 for drafting a new education policy, and which has submitted its report on 27th May, 2016, finds the education sector to be “disarray” and discusses the immediate needs for revamping and reforming this sector by eradicating social, economic, religious, regional gaps to accessing education and by enhancing quality of education imparted. Deshpande, S. (2016) ^[4] criticizes the report of the Committee for evolution of the New Education Policy, 2016 to be based on a ‘blurred sense of the big picture’.

4. Methodology

An extensive research has been done on the policies prevalent and prevailing in the higher education sector in India and their impacts, by gathering data and information from various books, journals, websites, newspapers articles, reports. This research led to valuable insights, which have helped enriching the study. The entire information has been presented in the following discussion in a well-structured descriptive-cum-analytical manner that is easy to read and interesting to follow and that is supplemented with personal views and judgements. The sources of information and data have been suitably cited and properly referenced.

5. The journey since independence – an analysis

The time period covering the years since independence till today has been subdivided into two major sections – one ranging from 1947 till 1986 and the other extending from 1986 till 2016. The reason for this categorization is that, 1986, as will be unfurled in the discussion that follows,

proves to be a watershed year for the higher education system of India.

5.1 The period from 1947 till 1986

The 1947 draft constitution of independent India legally delegated all powers regarding education to the provincial governments which laid more stress on the objective of increasing access than quality. As per the recommendation of the Sarkar Committee (1945) higher technical institutes were formed based on the Massachusetts Institute of Technology in the four regions of India. This resulted in the setting up of the five Indian Institutes of Technology at Kharagpur (1950), Bombay (1958), Kanpur (1959), Madras (1960) and Delhi (1961). The All India Council for Technical Education was set up in 1945, to oversee all technical education (diploma, degree and post-graduate) in the country. Under the able leadership of Pandit Jawaharlal Nehru, the Government of India set up the University Education Commission (UEC) under the chairmanship of Dr. S. Radhakrishnan in 1948. The UEC discussed all aspects of university education, and based on its recommendation, the University Grants Commission (UGC) was set up in 1953 for the coordination of development and maintenance of standards in higher education. UGC became a statutory organization by the act of parliament in 1956. Since then, UGC has been effectively contributing to the Indian higher education system, framing appropriate policies needed to reform and revamp the higher education system. The Nehruvian Period (1947-1964) was more focused on large-scale industrialization which thereby gave impetus to growth of higher technical institutions, but with Indira Gandhi taking over in 1964, the focus shifted to poverty and rural issues and the same tone is seen to be reflected in education as well. Set up in 1964, under the chairmanship of D.S. Kothari, the Education Commission (Kothari Commission) submitted its report in 1966 which set in motion the National Policy on Education (NPE) in 1968, still considered to be a landmark event in the history of India. The NPE became the basis of reforms that helped strengthen higher education system in India. Another important development that followed was the 42nd Amendment to the Constitution, (as a part of the Centralization Agenda of Indira Gandhi during internal Emergency) which made Education a concurrent subject in Indian Constitution, that is, now education became a joint responsibility of the central and the state governments, while earlier it was solely in the hands of the state governments. All this while, the Planning Commission (established in 1950 by Nehru) with the Prime Minister as the ex-officio chairman, has formulated its five-year plans and the chief recommendations (with respect to higher education) of the first six five-year plans are presented in the following table.

Table 2: Five-Year Plans covering the period 1951-1985

Five-Year Plan	Major strides in the area of higher education
First FYP (1951-1956)	<ul style="list-style-type: none"> ➤ UGC was set up in 1953 for proper funding, development and quality maintenance in higher education ➤ Five Indian Institutes of Technology (IITs) were started as major technical institutions.
Second FYP (1956-1961)	<ul style="list-style-type: none"> ➤ With an overall shift in focus from agriculture to manufacturing, more stress was laid on setting up of technical and professional institutes to produce skilled manpower ➤ The Tata Institute of Fundamental Research was established as a research institute ➤ Eleven Rural Institutes were established to educate the rural youth
Third FYP (1961-1966)	<ul style="list-style-type: none"> ➤ Rapid increase in the number of universities and colleges led to deterioration of quality. Thus UGC tried to introduce reforms in the institutions through improvement in the teacher-pupil ratio, introduction of post-graduate courses,

	improvements in libraries, laboratories and other infrastructures > Larger facilities were provided for diverting students to vocational and technological education
Fourth FYP (1969-1974)	> Main emphasis was on consolidation and improvement of higher education through the strengthening of staff and library and laborator facilities. > Affiliated colleges which provide education to more than 88 per cent of the university students were helped. > Assistance for fuller development given to a few colleges selected on the basis of their achievements, existing facilities and potentialities.
Fifth FYP (1974-1978)	> Fostering equity by providing additional facilities to weaker sections of society and the backward areas > Expansion of facilities through evening colleges and correspondence courses > Strengthening post-graduate and research by developing centres of advanced study > Introduction of programmes of faculty development, like summer institutes, seminars and orientation programmes.
Sixth FYP (1980-1985)	> Low emphasis on expansion > Greater priority to improvement of quality of higher education > Regulation of admission > Stress on equity by assisting the disadvantaged groups > Restructuring of courses for practical orientation and greater relevance

As may be noticed above, the shift in focus from agriculture to manufacturing in the Second Plan led to a parallel shift in emphasis from elementary education to higher and higher technical education. This trend continued for quite some time, till the mid-1980s when the bias against school education was

recognized. Thus came the watershed year 1986, when PM Rajiv Gandhi-led Government of India decided to launch long pending revision of the 1968 National Policy on Education in order to prepare India to face challenges of the 21ST century.

Table 3: Allocation of Plan Expenditure on Higher Education in 1st to 6th Five Year Plans (Rs Crore)

Five Year Plans	Higher Education	Technical Education	Higher + Technical Education	Total Expenditure on Education
First	14 (9)	20 (13)	34 (22.2)	153
Second	48 (18)	49 (18)	97 (35.5)	273
Third	87 (15)	125 (21)	212 (36)	589
Fourth	195 (25)	106 (13)	301 (36.6)	822
Fifth	205 (22)	107 (12)	312 (34.2)	912
Sixth	530 (18)	324 (11)	854 (29)	2943

Note: *Figure in parenthesis shows percentages

Source: Annual Financial Statistics of Education Sector, MHRD, various years

5.2 The period since 1986 till 2015

The National Policy on Higher Education (1986) translated the vision of Radhakrishnan Commission and Kothari Commission in five main goals for higher education, which include Greater Access, Equal Access (or Equity), Quality and Excellence, Relevance and Value Based Education (Kuppusamy, S, 2009). The NPE of 1986 revamped the higher education system by its recommendations of expansion of Higher Educational Institutions (HEIs), development of autonomous colleges, redesigning of courses, enhancing quality research, training of teachers, increasing coordination between national and state level bodies, fostering mobility between institutions. In 1992, the policy was revised by a committee under Janardhana Reddy, recommending planned development of higher education through different measures. The Action Plan of 1992 included schemes and programs which were directed towards expansion of intake capacity in general, and that of the disadvantaged groups such as the poor, SC, ST, minorities, girls, the physically challenged persons, and those in the educationally backward regions, in particular. The Schemes/Programmes were designed to improve the quality through strengthening academic and physical infrastructure, to promote excellence in those institutions which have exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth (Vrat, Prem, 2006). However, it must be pointed out that from 1986 onwards, the GOI emphasized more on elementary education than higher education, thus marking the beginning of a long period of two-and-a half decades of

neglect of higher education. Despite the weakening of public expenditure on higher education, growth continued through the emergence of private institutions. Almost from zero in the 1980s, private institutions numbered to 90 in 2011 to 261 privately managed universities in 2014-15. The neoliberal policies of the 1990s have accelerated it. Meanwhile, the sector of higher education in India continued toddling, sometimes nourished by and sometimes inflicted by several committees and commissions. The UGC Model Act, 2003 recommended for the mobilization of financial resources to become self-sufficient through different schemes like sponsored R&D projects by companies, consultancy services, etc. C. N. Rao Committee (2005) imposed tough norms on foreign universities trying to open institutions in India. It was at the beginning of the 11th Five Year Plan, that the realization of prolonged neglect of higher education dawned on the policy-makers. The Approach paper to the 11th FYP figures out that only 10% of the addressable global IT/ITES (Information Technology/ IT-enabled services) market has been realized. It has also recommended full exploitation of private sector initiatives in higher learning through public private partnership (PPP) (Sharma, 2006). The National Knowledge Commission (2006) recommends an expansion of higher education to at least 15% by 2015 and an increase in government assistance to at least 1.5% of GDP for higher education, along with proposing an establishment of an independent regulatory authority for higher education (IRAHE). Yet another Important committee was the Yashpal Committee (2009) which has recommended the formation of

National Commission for Higher Education and Research (NCHER) as a single autonomous body which will subsume all regulatory bodies in higher education in India. The journey

from 1986 through the FYPs is summarized in the following table:

Table 4: Five-Year Plans covering the period 1986-2014

Five-Year Plan	Major strides in the area of higher education
Seventh FYP (1985-90)	<ul style="list-style-type: none"> ➤ More stress on speedy implementation of various reforms already initiated ➤ Indira Gandhi National Open University (IGNOU) was established ➤ Emphasis on quality and equity
Eighth FYP (1992-97)	<ul style="list-style-type: none"> ➤ After a period (1989-91) of political instability, this plan highlighted several weaknesses such as substandard institutions, outdated curriculum, lack of research ➤ Focus on integrated and cost-efficient higher education without compromising excellence and equity ➤ An information and library network “INFLIBNET” was proposed.
Ninth FYP (1997-2002)	<ul style="list-style-type: none"> ➤ Focused on the deterioration of quality, the resource crunch and the problems of governance in higher education ➤ Stress on enhancing access and equity ➤ Target to grant autonomous status to 10% of eligible colleges
Tenth FYP (2002-2007)	<ul style="list-style-type: none"> ➤ Target to raise the enrolment in higher education of the 18-23 year age group from the present 6 per cent to 10 per cent by the end of the Plan period through strategies of increasing access, quality, adoption of state-specific strategies and the liberalization of the higher education system ➤ Emphasis on relevance of the curriculum, vocationalization, and networking on the use of information technology
Eleventh FYP (2007-2012)	<ul style="list-style-type: none"> ➤ As a wake-up call to prolonged neglect of higher education, the GOI set targets for massive expansion ➤ Also inclusion and rapid movement in quality by enhancing public spending, encouraging private initiatives and initiating the long overdue major institutional and policy reforms ➤ Improve quality by working on a detailed reforms agenda including: a) admission, curriculum and assessment; b) accreditation & ratings; c) teachers competence and motivation; and d) restructure affiliated colleges and research for policy formulation. ➤ Establish 30 new Central Universities, 16 in States where they do not exist and 14 as World Class Universities, 8 new IITs, 7 new IIMs, 10 new NITs, 3 IISERs (Indian Institutes of Science, Education and Research), 20 IIITs and 2 new SPAs (School of Planning and Architecture)
Twelfth FYP (2012-2014) Planning Commission has been abolished in 2014 to usher in the NITI AAYOG	<ul style="list-style-type: none"> ➤ Plans for inclusive expansion brought in under the RUSA (Rashtriya Uchcharat Shiksha Abhiyan) which would include up gradation of autonomous and A rated colleges into universities, increasing the intake capacity of existing higher education institutions, encouraging existing universities to start undergraduate programmes or integrated UG-PG programme; and creation of small, affiliating College Cluster Universities at the regional level ➤ Other step would be to promote equal access to quality

Table 5: Trends of Government Expenditure on Higher Education as Per cent of GDP

Year	Government Expenditure on Higher Education as Percentage of GDP
1980-81	0.31
1985-86	0.38
1990-91	0.43
1994-95	0.36
1999-00	0.47
2004-05	0.31
2009-10	0.41
2010-11	0.33
2011-12	0.30
2012-13	0.35

Source: 1. Analysis of Budgeted Expenditure on Education, MHRD, Various Issues.
 2. Handbook of Statistics, 2011-12 & 2012-13, Reserve Bank of India.
 3. ASHE 2015, Deloitte

5.3 Recent major initiatives in higher education

After the abolition of the Planning commission with the coming of the new Government in 2014, the Ministry of Human Resource and Development (MHRD) has taken some path-breaking initiatives in the field of higher education to make our young India competent enough with necessary skills. Understanding the drastic changes that the world and India have undergone, the GOI has felt the need for a New Education Policy in tune with the present challenges and demands. It has been democratic in its process to construct the NEP by a multi-level consultative process involving all stakeholders, recording their opinions on MyGov, a platform

for citizen engagement towards good governance in India. The GOI appointed a five-member committee under the chairmanship of T.S.R. Subramanian to evolve a draft NEP, and it submitted its report in May, 2016. The GOI is now engaged in studying it. The draft policy has not been free from criticism. The main areas of intervention of the draft policy are: (i) access and participation, (ii) quality of education, (iii) curriculum and examination reforms, (iv) teacher development and management and (v) skill development and employability. Doubts have already cropped up on the effectiveness of the draft policy, particularly in the higher education sector. Apart from this, the current GOI has

allocated a 13% increase in the funds for higher education in the budget. Also the government aims to establish new HEIs, including two IIMs (one in Jammu & Kashmir and another in Andhra Pradesh), two IITs (one in Karnataka and the other by upgrading the Indian School of Mines, Dhanbad in Jharkhand into an IIT) along with five new AIIMS. There is emphasis on reducing regional disparity with states such as Jammu & Kashmir, Bihar, Himachal Pradesh, Tamil Nadu and Assam getting AIIMS. Other than these institutes, there are also plans to set up new National Institutes of Pharmaceutical Education and Research, one Institute of Sciences and Educational Research, a Centre for Film Production, Animation and Gaming, and the like.

Global Initiative of Academic Network (GIAN) is a venture by the GOI to invite eminent academicians from all over the world to teach at Indian HEIs during summer and winter breaks. The MHRD has also initiated the Swayam Programme, a Massive Open Online Course (MOOC) platform to provide online education to the citizens of India. In order to coalesce 'Digital India' programme with higher education, the GOI has decided to set up a National e-Library, thus making it possible for the nation to access rich educational materials. Another beneficial step by the government has been the launch of Pradhan Mantri Vidyalakshmi Karyakram – a fully IT based financial aid authority to help administer and monitor all educational loans and scholarships, so that there is no hindrance to students applying for financial aid. Pandit Madan Mohan Malviya Mission for teacher training has been launched to enhance quality of teaching. The first inter-University centre for teacher education has already been established at Banaras Hindu University by the UGC as part of the mission. There is also plan to introduce choice based credit system in varsities. Also, Unnat Bharat Abhiyan, a mission to promote transfer of technologies from the laboratory to the land has been initiated to connect remote villages with HEIs.

6. Conclusion

As a concluding remark, it must be mentioned that the rich tradition of excellence in higher education that was initiated in the ancient era, has continued over time in India, and post-independence India has witnessed tremendous effort by the Government of India and also the State governments to sustain this richness in higher education in the country. The period since 1947 to 1986 was a period of massive improvement in higher education. 1986 onwards, for quite a long period there was a slump in the progress in higher education, though this period experienced massive privatization in the field of higher education in India. But before the pendulum could swing too far, higher education has again become one of the most important agenda for the Government of India, which is now actively involved in bringing about colossal transformation of the system through effective reforms, and the New Education Policy would hopefully be successful in this attempt.

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