

# A STUDY ON SCHOOL EDUCATION WITH SPECIAL REFERENCE TO TIRUPUR CITY.

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## **Abstract:**

Education is one of the significant factors instrumental to the development of a country. Although there have been challenges to school education in the past, the most recent calls for reform may provoke a fundamental change in school education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of school education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of school, college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. The emerging Indian society needs to make the system of their school education must innovative and futuristic to face the changing demands of the modern Indian Society.

Key Words: School education, institution building and excellence in the field.

## **Introduction**

India's education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of education and research. India educates approximately 11 percent of its youth in education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the Center and the state. Distance learning is also a feature of the Indian education system.

## Education in India: the context for change

The Indian education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change: by 2020, India will be the world's third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India's population is under 25 years old; by 2020 India will outpace China as the country with the largest tertiary-age population.

Despite significant progress over the last ten years, Indian education is faced with four broad challenges:

- ✓ **The supply-demand gap**
- ✓ **The low quality of teaching and learning**
- ✓ **Constraints on research capacity and innovation**
- ✓ **Uneven growth and access to opportunity**

## Research Methodology

Research methodology is a way to systematically solve the problem. It may be understood as a science of studying how research is done scientifically. Here the researcher studies various steps that are generally adopted in studying the research problem along with the logic behind them. The researcher may be defined as "careful critical enquiry or examination in seeking facts or principles in order to ascertain some of them".

The research design is descriptive which includes surveys and fact finding enquiries of different kind. **Descriptive research** studies are those which are concerned with describing the characteristics of a particular individual or of a group. Careful design of the descriptive studies was necessary to ensure the complete interpretation of the situation and to ensure minimum bias in the collection of data.

The area selected for the study is Tirupur, Tamil Nadu which is famously known as MINI JAPAN is a textile hub and this study mainly suitable and needed to Tirupur. A sample of **150 respondents** has been taken for the study from Tirupur City.

The data have been collected in two ways i.e. primary data and secondary data. **Primary data** have been collected through questionnaire and discussions with respective officials or persons concerned. **Secondary data** collection is made through various records, magazines, journals and books from library.

The tools that were used for this research are:

### 1. PERCENTAGE METHOD

The percentage method distinguishes between cross controlling area data, which you maintain in an overhead structures, and controlling area related data, success base cost elements, overhead rates and credit objects. In the calculations of percentage the figure is taken as base and is expressed by 100. The other figure is expressed as ratio of this base. It is calculated as follows.

$$\text{Percentage analysis} = \frac{\text{No. of respondents}}{\text{Total respondent}} \times 100$$

### 2. ANOVA (analysis of variance)

ANOVA is essentially a procedure for testing the difference among different groups of data for homogeneity. The essence of ANOVA is that the total amount of variation in asset of data is broken down into two types, that amount which can be attributed to specified causes. These may be different between the samples and within the sample items.

$$F = \frac{\text{MST}}{\text{MSE}}$$

Where, F = Anova coefficient, MST = Mean of the sum squares due to treatment, MSE = Mean sum of square due to error.

### 3. T-TEST

**T-test** is any statistical hypothesis test in which the test statistic follows a student's t distribution if the null hypothesis is supported. It can be used to determine if two sets of data are significantly different from each other, and it most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known.

$$t = \frac{X_1 - X_2}{\sqrt{S_1 + S_2}}$$

Where,

X1 =Mean of the set of value

X2=Mean of second set of values

S1=Standard deviation of first set of the values

S2= Standard deviation of second set of the value

n1 =Total number of value in first set

n2=Total number of values in second set

### DATA ANALYSIS AND INTERPRETATION

#### Age category of the respondents

**Table 1 .1. Age Category of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-20 Years	36	24.0	24.0	24.0
21-25 Years	51	34.0	34.0	58.0
26-30 Years	32	21.3	21.3	79.3
31-35 Years	11	7.3	7.3	86.7
36-40 Years	9	6.0	6.0	92.7
>40 Years	11	7.3	7.3	100.0
Total	150	100.0	100.0	

(Source: Primary Data)

#### Gender wise distribution of the respondents

**Table 1. 2 Gender of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	64	42.7	42.7	42.7
Female	86	57.3	57.3	100.0
Total	150	100.0	100.0	

(Source: Primary Data)

**Marital status wise distribution of the respondents**

**Table 1. 3 Marital Status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	49	32.7	32.7	32.7
Single	101	67.3	67.3	100.0
Total	150	100.0	100.0	

(Source: Primary Data)

**Educational Qualification wise distribution of the respondents**

**Table 1.4 Educational Qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High School	17	11.3	11.3	11.3
Graduate	80	53.3	53.3	64.7
Post Graduate	39	26.0	26.0	90.7
Others	14	9.3	9.3	100.0
Total	150	100.0	100.0	

(Source: Primary Data)

**Occupation wise distribution of the respondents**

**Table 1.5 Occupation of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Student	32	21.3	21.3	21.3
Private Sector	72	48.0	48.0	69.3
Govt. Sector	7	4.7	4.7	74.0
Self Employed	39	26.0	26.0	100.0
Total	150	100.0	100.0	

(Source: Primary Data)

**Monthly income wise distribution of the respondents**

**Table 1.6 Monthly Income Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <Rs. 10000	59	39.3	39.3	39.3
Rs. 10001 - Rs. 20000	63	42.0	42.0	81.3
Rs. 20001 - Rs. 30000	22	14.7	14.7	96.0
>Rs. 30000	6	4.0	4.0	100.0
Total	150	100.0	100.0	

(Source: Primary Data)

**Mean difference on the perception of consumers on School education based on education level of the consumers using ANOVA**

**Table 1.7**

		Sum of Squares	df	Mean Square	F	Sig.
It is important to know the impact of education .	Between Groups	10.942	3	3.647	4.249	.007*
	Within Groups	125.332	146	.858		
	Total	136.273	149			
I consider the potential impact of my actions when making many decisions on school.	Between Groups	10.614	3	3.538	5.570	.001*
	Within Groups	92.746	146	.635		
	Total	103.360	149			
I would describe myself as environment responsible.	Between Groups	12.124	3	4.041	4.560	.004*
	Within Groups	129.376	146	.886		
	Total	141.500	149			
I am concerned about wasting the resource of our planet.	Between Groups	4.223	3	1.408	1.354	.259
	Within Groups	151.777	146	1.040		
	Total	156.000	149			
I am willing to be inconvenienced in order to take actions that are more education friendly.	Between Groups	9.759	3	3.253	3.989	.009*
	Within Groups	119.074	146	.816		
	Total	128.833	149			
Education is inevitable .	Between Groups	9.262	3	3.087	1.220	.305
	Within Groups	369.412	146	2.530		
	Total	378.673	149			
Economical impact of education.	Between Groups	8.038	3	2.679	1.486	.221
	Within Groups	263.295	146	1.803		
	Total	271.333	149			
Education as a knowledge resource.	Between Groups	6.244	3	2.081	1.263	.289
	Within Groups	240.529	146	1.647		
	Total	246.773	149			
Easy attraction of online educational resources.	Between Groups	5.748	3	1.916	1.069	.364
	Within Groups	261.585	146	1.792		
	Total	267.333	149			
Usage of ECA activities in school education.	Between Groups	4.261	3	1.420	.648	.585
	Within Groups	320.033	146	2.192		
	Total	324.293	149			

(\* significant at 5 % significance level)

**Mean difference on the perception of respondents on school education based on consumers Gender level using T -TEST**

In order to study the mean difference in the perception of consumers on school education between Male and Female respondents, t-test was performed based on the following hypothesis and the result was furnished below.

H0 : There is no significant difference on perception on school education  
Between Male and Female consumer.

H1 : There is a significant difference on perception on school education  
between Male and Female consumer.

**Mean difference on the perception of respondents on school education based on consumers Gender level**

**Table 1.8**



	Levene's Test for Equality of Variances		t-test for Equality of Means						
			t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.						Lower	Upper
It is important to know the impact of education .	.861	.355	-.507	148	.613	-.080	.158	-.393	.232
I consider the potential impact of my actions when making many decisions on school.	.952	.331	-1.319	148	.189	-.181	.137	-.452	.090
I would describe myself as environment responsible.	.615	.434	-.439	148	.661	-.071	.161	-.390	.248
I am concerned about wasting the resource of our planet.	.112	.739	-.806	148	.422	-.136	.169	-.470	.198
I am willing to be inconvenienced in order to take actions that are more education friendly.	.105	.747	-.733	148	.465	-.113	.154	-.416	.191
Education is inevitable	.190	.664	-.105	148	.917	-.028	.264	-.549	.494
Economical impact of education.	.547	.461	.211	148	.833	.047	.223	-.394	.489
Education as a knowledge resource	.902	.344	-.633	148	.528	-.135	.213	-.555	.286
Easy attraction of online educational resources.	.350	.555	-.033	148	.974	-.007	.222	-.446	.431
Usage of ECA activities in school education.	.409	.524	.168	148	.867	.041	.244	-.442	.524

(\* significant at 5 % significance level)

### Suggestions for improving quality of education

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education.

1. **Towards a Learning Society-** As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

2. **Industry and Academia Connection-** Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).

3. **Incentives to Teachers and Researchers-** Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

4. **Innovative Practices-** The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation- growth linkage.

5. **To mobilize resources-** The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidised and fully subsidised education.

6. **Coming of Information Age-** The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-changing nature of occupations, and lifelong education. Knowledge, which is at the heart of

higher education, is a crucial resource in the development of political democracy, the struggle for social justice and progress towards individual enlightenment.

**7. Student-Centred Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

**8. Public Private Partnership-** PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy.

University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP. Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated equipment. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels. However, this needs to be intensified with appropriate attention to all the aspects related in order to prepare quality and sufficient number of educational staff. Such efforts need a very serious structuring for the research base institutions. We have to be optimistic that private-public partnership and the Industry interface will take place in the field of education at all levels, and particularly in the backward regions, which is the need of the hour. To achieve excellence, we thus need to create a real partnership between government, educators and industry—Partnerships that can provide our high-tech industries with skilled workers who meet the standards of their industry.

**9. To Provide Need Based Job-Oriented Courses-** All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its

application to specific national and local conditions and needs. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself; and based on this ambition only one can lead interesting life doing satisfying job to do remarkable achievements in some field in the world.

**10. International Cooperation-** Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

**11. Towards a New vision-** India realizes, like other nations of the world, that humanity stands today at the head of a new age of a large synthesis of knowledge, and that the East and the West have to collaborate in bringing about concerted action for universal upliftment, and lasting peace and unity. In this new age, great cultural achievements of the past have to be recovered and enriched in the context of the contemporary advancement so that humanity can successfully meet the evolutionary and revolutionary challenges and bring about a new type of humanity and society marked by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities.

**12. Cross Culture Programmes-** After education, tour to all the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

**13. Action Plan for Improving Quality-** Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfil the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.

**14. Individuality-** The life of one will not be interesting but rather boring, monotonous and frustrating. This is mainly due to parental interference in the education of the children. Parental

guidance is necessary but it should not interfere in the creativity or individuality of the students. Also, in spite of the obsolete type of education system, some are achieving wonderful things in Sports, Music, Dance, Painting, Science and Technology in the world. This is only due to the encouragement of the parents and some dedicated teachers in the educational institutions. Higher education is necessary for one to achieve excellence in the line one is best. But one should be selected for higher education on the basis of merit only. Further, fees for education in general should not be high; especially, the fees for higher studies should be within the reach of every class of people in the nation.

**15. Privatization of Higher Education-** In any nation education is the basic necessity for the socio-economic development of the individuals and the society. In reality only 20% of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the govt. authorities with sincere political will. Also, privatization of higher education is absolutely necessary in a vast country like India as government alone is helpless to do so.

**16. Quality development-** Quality depends on its all functions and activities: teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values and circumstances. The level of education and knowledge being imparted by many colleges...is not up to the mark. Instead of concentrating on quantity, these institutions should concentrate on quality. The approach of doctoral research in social sciences needs to be more analytical and comparative and be related to society, policy and economy. A study conducted on Social Science Research Capacity in South Asia (2002) showed that the share of the Indian universities in the special articles published in the Economic and Political Weekly was only about a 25 percent. This too was dominated by only three universities, namely- Jawaharlal Nehru University, University of Mumbai & University of Delhi.

**17. World Class Education-** Indian government is not giving priority to the development of Standard in education. India should aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign

students taking advantage of the globalization process. To achieve that goal it should adopt uniform international syllabus in its educational institutions.

**18. Personality Development-** Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.

**19. Status of Academic Research Studies-** If we see the number of researchers engaged in Research and Development activities as compared to other countries we find that we have merely 119 researchers, whereas Japan has 5287 and US has 4484 researchers per million of population. Even in absolute terms, number of researchers in India is much smaller compared to US, China, Japan, Russia, and Germany. Numbers of doctoral degrees awarded in all subjects are 16, 602 out of which 6774 are in Arts and 5408 in science and rest in others (professional subjects). India has a little over 6000 doctorates in Science and engineering, compared to 9000 in China and 25000 in US. It increased rapidly from a little over 1000 in 1990 to over 9000 in recent years in China. In comparison, there has been a modest increase in India. National Science Foundation (NSF) - Science and Engineering Indicators (2002) shows that in the US, about 4% of the science and engineering graduates finish their doctorates. This figure is about 7% for Europe. In India this is not even 0.4%. Data on doctorates particularly in science, engineering and medicine suggests that only a few institutions have real research focus. In engineering there were merely 650 doctorates awarded in 2001-02. Of these 80 percent were from just 20-top universities. In science, 65 percent of the doctorates awarded were from the top-30 universities.

**20. Stipends to Research Fellows-** The number of Ph.Ds from Indian Universities should increase with proper standards. This should be seen in the context of extremely low fraction of Ph.Ds in India in relation to M.Sc./B.Tech., as compared to what it is in USA, UK, Germany, Japan etc. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships Identifying talented, meritorious students and encouraging them through recognition is very important to attract students into research and teaching.

**21. Fair Quality Assurance System-** Colleges and Private institutes should set up Internal Quality Assurance Cell and must follow a minimum standard to give degrees. The quality

assurance system must be independent of political and institutional interaction and it must have a basis in the legislation. There should be operational, financial and academic autonomy coupled with accountability. There is a need of an independent accreditation agency with a conglomerate of government, industry, academia, society etc. means all stakeholders of the education to ensure that the stakeholders particularly the students are not taken for a ride. They should be able to know whether a particular institution delivers value or not, then things can be under control to some extent. It is also important that all institutes of higher learning must make public the acceptability of their courses and degrees. (i.e. the status, recognition and acceptability of their courses by other institutions).

**22. To increase Quantity of Universities-** We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrolment ratio increases to 15 percent. It has also called for establishing an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India.

**23. Examination Reforms-** Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented

**24. High-tech Libraries-** Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

### **Conclusion**

After independence, there has been tremendous increase in institutions of learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably

careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between education institutions and the world of work, as well as student mobility within and between countries. If the government welcomes more such initiatives, the future will be ours. We will be able to match and compete with other countries and the dream to be the world's greatest education won't be difficult to achieve.

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