



A CRITICAL REVIEW OF 11TH FIVE YEAR PLAN ON HIGHER EDUCATION IN INDIA

Partha Roy

M.A, NET in Education

Bachelor of Education

Ramakrishna Mission Shikshanamandira

Belur, India

Abstract:

Development of any nation solely depends on the quality of human resources and good human resource is produced through quality education. Education provides people with an opportunity to reflect on the social, cultural, moral, economic, and spiritual issues and contributes towards the development through propagation of specialized knowledge and skills. Higher education is a relative term expressing that in the progression of learning, where the utility of a skill cannot be achieved without the acquisition of previous skills, or previous knowledge, which was derived, and proven through theories, to become 'higher' knowledge. Here we discuss about some Past Five Year Plan and 11th FYP (2007-2012) on Higher Education in India. And also criticize of this plans and present problems. Lastly, I suggest some point of view to overcome these problems.

Keywords: Quality, Opportunity, Higher Education, Skill, FYP.

❖ Objectives of the Study:

1. To know about concept of Higher Education.
2. To understand the thrust areas of previous FYPs' and their problems on Higher Education.
3. To know some objectives of 11th Five Year Plan.
4. To discuss the recommended thrust areas of 11th FYP and their problems on Higher Education.
5. To discuss Qualitative Higher Education, Relevant H.E and suggested career opportunity point-out in 11th FYP on H.E.
6. And some suggestion to overcome the Higher Education Problems in India.

Introduction:

India, even after 71 years of its independence, is far away from the goal of universal literacy. The fact that India's higher education system is churning out millions of graduates who are unemployable speaks of the need to improve the quality of education in the country. However, on a positive note, India is engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21 Century. Indian professionals are considered among the best in the world and are in great demand. This signifies the inherent strength of the Indian educational system. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher 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 higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. 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.

Thrust Areas about Higher Education during 5th to 10th Five Year Plan:

Analysis of the past Five Year Plans indicates that, there have been continuous efforts to strengthen the base by developing infrastructure, improving the quality through several programs and schemes, introducing reforms in content and evaluation and encouraging generation of knowledge through research. The focus of **fifth** five-year plan was on infrastructure development, the **sixth** plan onwards the focus shifted to consolidation and quality improvement.

The **Seventh** Plan laid emphasis on research and academic developments. It was from this plan onward that the development centers of excellence and area study programs got special attention. From the **Eighth** Plan onward, the need for differential funding was recognized. Under this plan, it was envisaged that the developing departments would be provided necessary funds to bring up their facilities and activities to an optimum level for their teaching and general research programmes. The **Ninth** Plan aimed at gearing the system of higher education to meet the challenges arising out of the major social, economic and technological changes. The focus of **Tenth** Plan was aimed at quality and relevance of higher education, research and development, management in financing and the use of the new information and communication technologies.

Plans	Thrust Areas
Fifth	<ul style="list-style-type: none">• Construction of academic buildings, library, staff quarters, teachers' hostel, students' hostel, study homes, non-resident students' center;• Purchase of books, journals, equipment;• Appointment of additional teaching staff, technical supporting staff etc.
Sixth	<ul style="list-style-type: none">• Improvement of standards;• Regulation of admission;• Restructuring of courses for practical orientation and greater relevance;• Centralization of instrumentation and repair facilities;• Make extension as an integral part of education; (low priority was given to expansion of educational facilities by way of new universities, centers for postgraduate studies, new department and to construction/extension of buildings involving brick and mortar.)
Seventh	<ul style="list-style-type: none">• Creation of research and other centralized facilities at



selected centers for the benefit of a group of institutions in the region/country,

- Encouragement of academic mobility and cross-fertilization of ideas with a view to inculcating the feeling of national integration by providing special assistance for faculty housing/complex and hostels,
 - Restructuring courses at first degree level so that they become relevant to the local needs and environment and increase the area of employability of graduates;
 - Prioritization of programs intended to achieve the national objectives;
 - Development of Centers of Excellence;
 - Optimization of use of the existing facilities in the universities/colleges specially physical facilities.
- Eighth
- Strengthening of existing postgraduate departments in terms of laboratories, workshops and library services;
 - Opening of new specialized courses and departments, In case of developed , with an inter-disciplinary approach provided they could be sustained by existing facilities;
 - In case of developing universities, new departments and courses only if the need is justified;
 - Viability of courses, departments etc. so that those courses that have lost their relevance or are outdated could be dispensed with and teachers in such subjects could be retrained.

Ninth

Relevance and Quality of Education:

- Career development by encouraging the relevant courses with professional focus;
- Modification in traditional courses to make them application oriented;
- Encouragement to universities to develop basic theoretical understanding of discipline to ensure that the theory and practice are blended and integrated;
- Focus on hands on experience; and
- Addressing the public concerns about downslide in the quality of education by focusing on the quality of education rather than on quantitative expansion.

Access and Equity:

- Paying special attention to institutions of higher education in backward areas, hill areas and border areas in order to remove regional imbalances;
- Addressing the higher education needs of under-represented social groups including the SC/STs, women, handicapped and the minorities; and
- Focus not only on quantitative expansion but also on qualitative



development of institutions of higher education in the areas catering to the above groups.

University and Social Change:

- Encouragement to universities to develop a greater emphasis on non-degree programs in order to meet the expectations arising out of changes that are taking place in the society;
- These activities to be made the responsibility of every department; while the departments of adult and continuing education would be the focal point for social change function and
- Major thrust to be given to program development for women studies and centre for women studies shall be essentially interdisciplinary.

Management of Education:

- Support for streamlining the university management system;
- Assistance for academic, administrative and financial decentralization;
- Autonomy of the Departments;
- Autonomy of the affiliated colleges & institutions;
- Developing in-house training facilities for non-teaching staff, rationalization of posts; increasing use of information technology in management; and
- Establishment of College Development Council, workshops for college Principals, and improvement in backward and forward linkages.

Resource Mobilization:

- Focus on planning for internal and external resource mobilization;
- Differential fee structure;
- Enhancement in fees for foreign studies; and
- Generation of revenue through increased university-industry linkages.

Thrust Areas in the 10th Five Year Plan -

GENERAL: To achieve a profound transformation of higher education in order that it becomes an effective promoter of sustainable human development and at the same time, improves its relevance with closer links with the world of work and achieve quality in its teaching, research, business and community extension functions including lifelong learning.

SPECIFIC: To contribute to the transformation through improvement of the conceptions, methodology and practices related to:



- The relevance of higher education.
- Quality, evaluation and accreditation.
- Research and development.
- Outreach activities in business and community and lifelong learning.
- The knowledge and use of the new information and communication technology.
- Management and financing.
- Export of higher education, and reorientation of international cooperation.
- Strengthening of open and distance education system.
- Strengthening of research institutions.
- Mobilization of resources.

Problems:

- Current Curriculum and content system is not to be fulfil need our society.
- Lack of Fund.
- Problem of student admission.
- Problem of proper University and Environment.
- Interposition of universities freedom or autonomy.
- Lack of teacher's attendance in university.
- Lack of proper research for society.
- Lack of reading text book or library book.
- Problem of Formative Examination.
- Problems of 'Autonomy College'.

Objectives of 11th Five year Plan:

The initiatives and schemes described above, are all important and have their impacts on the higher education system. It is, however, being greatly realized that such sporadic schemes would not lead to quality movement in a country of our size and complexity. The country cannot go on creating islands of excellence in the ocean of mediocrity.

It must be realized that the youth of this country and parents thereof are not only seeking equitable access to higher education but also are in search of equitable access to quality higher education. The needs and expectations of masses can be met only by making concerted initiative to improve quality of higher education across all institutions of higher education in the country. The objective of the XI Five-Year Plan should, thus, be to bring about an across-the-board improvement in the quality of education provided by universities and colleges.

The above will require identification of -

- a. The critical factors and determinants of quality in higher education.
- b. To fill gaps in qualitative knowledge.
- c. The number of institutions i.e. the colleges and higher education that would require financial support for improving quality.



- d. The financial implications of the quality and excellence drive targeted at all institutions of higher education.

Recommended Areas about Higher Education of 11th of Five Year Plan:

A Working Group on Higher Education was set up by the Planning Commission under the Chairmanship of Secretary (HE), vide order no. M-12015/2/2005-Edn.

Broad Agenda for 11th Plan:

1. Expansion of Access -

- Expanding the overall access to provide higher education to all those eligible.
- To ensure equity through equitable access to the deprived socio-economic strata of the society.
- Enhancing the quality of teaching and learning experience through use of information pathway.
- Setting up of new universities and colleges to increase enrolment.
- To increase the enrolment of women students by building hostels for women in metropolitan cities, semi urban and rural areas.
- Setting up of new colleges, aided by the Government, in backward, rural, and tribal areas.
- Access to good institutions and facilities.

Problems:

- Classroom Size.
- Poverty.(Rate)
- Family Factors.
- Technology.
- Bullying.
- Student Attitudes and Behaviors.
- No Child Left Behind.(USA)
- Parent Involvement.(No counselling)

Research -

- Developing a creative framework for combining the strengths of scientific laboratories, private initiatives and universities to start advanced institutions for undergraduate and post graduate science education.
- Twinning with R&D institutions and industries for symbiotic program.
- Promoting cross flow of teachers/scientists through interchange between universities and diverse research laboratories at national/international level.
- Expanding links with international educational & research institutions for enriching the students and faculty.
- Upgrading scientific infrastructure in universities and Inter-University Centres and providing easy access to research funding.

Problems:



- Affordability and Rising Costs: The Effects on Student Academic Performance and Persistence.
- Campus Climate.
- International and Out-of-State Students: Their Integration and Academic Engagement.
- High volume of research information and lack of tools.
- Lack of institutional policies.
- Ethical or social-cultural challenges.
- Lack of funds.

3. Distance Education -

The distance education system needs to be suitable geared so as to enable the manpower, which is already engaged in the gainful employment, to improve their academic attainments, so that they can compete for better prospects, vertically.

- **Problems:**
- **Chances of distraction high.**
- **Hidden costs.**
- **Complicated technology.**
- **Quality of faculty compromised.**
- **Questionable credibility of degrees.**

Lose out on networking.

Quality

Education should have been given more importance in India. Academic ambience in our universities needs to be improved a great deal. Quality and excellence are the watchwords in today's liberalized environment. Making higher education globally competitive, therefore, cannot be postponed any further.

The focus should be on enhancing the quality of educational institutions in general. In order to facilitate the growth of excellence in institutions with potential, the following programs /processes need to be developed with due emphasis and arrangements for appropriate monitoring:

- Application of ICT in Quality Framework.
- Improvement of External Assessment Systems.
- Development of Internal Systems of Quality Assurance.
- Performance Based Quality Assessment Approach.

Problems:

- Teaching Quality. The first issue that higher education in India is facing is decreasing teaching quality.
- Financing.
- Privatization.



- Quota System.
- Political Factor.
- Moral Issues.
- Gap in Supply and Demand.
- Mushrooming of Low Quality Institutes.
- No Project Based Learning.
- No Strategy.
- Why Only Servicing Industry?

Problems Quality Teachers:

- 1) Passion for teaching.
- 2) Love of kids.
- 3) Love of their subject.
- 4) Understanding of the role of a school in a child's life.
- 5) A work ethic that doesn't quit.
- 6) A willingness to reflect.
- 7) Organization.
- 8) Understanding that being a “great teacher” is a constant struggle to always improve.

Quality Education - One of the most efficient ways of tackling the problem of poor educational quality is by sharing the resources between private and public schools. It is vital to remember that the quality of education is directly linked to the resources available and it is important for the government to improve the resource allocation to bring about qualitative changes in the field of education. To enable the higher education sector to take on the emerging competition from the Asian countries, there is a need to loosen the hold of the government over the higher educational institutions. (**For Solve** - Encouraging Individuality, Making the Curriculum Dynamic, Tech-Savvy Methods of Teaching, High-Tech Libraries-E-library and The Power of Alumni).

Faculty Development -

- There is a need for provision of fully staffed, equipped and functional Academic Staff Colleges in all the Central Universities.
- Professional development of teachers in higher education needs to be a continuous and an on-going process for maintaining quality.
- Vacancies in the sanctioned teaching posts must be urgently filled up all over the country.
- The refresher courses and orientation programs should be revised for, updating of the skills of the teachers in the respective fields, with coordination between the industries and the employers, where necessary.
- The faculty improvement program should be extended to computer faculty and such faculty members should be allowed to go to the industry to update their knowledge.
- Principals of colleges should be given training program in innovative leadership.
- Exchange of faculty members across the borders should be done for developing managerial skills.



- The facility of going on sabbatical leave for improving subject knowledge and skills should be extended to teachers of colleges as in the case of universities.
- Restructuring of service conditions and salary of teachers to maintain and retain the best talent in view of the lucrative offers available in the IT and management sectors.
- Financial support for faculty to present research papers abroad.
- Four to six months of sabbatical leave may be awarded for research work, projects, post-doctoral research, for completing doctoral thesis (for faculty who have not availed FIP) and for writing and publishing books and research articles.
- Colleges may be allowed to conduct the refresher courses.
- Three weeks of academic program conducted by institutions of repute should be recognized as refresher courses.
- To arrange for Technical training program for teaching and non-teaching staff to develop software skills.
- All affiliating universities may have academic staff colleges and labs are to be set up for them.
- There should be four faculty members for academic staff colleges.
- Academic staff colleges to be open throughout the year.
- Resource centre to be set up within the university. There should be a resource centre to cater to not more than thousand teachers.
- Academic staff colleges in State universities need to be strengthened.
- The universities and colleges to participate in promotion of Indian higher education abroad and to attract as many foreign students as possible to study in India.

Problems:

- Professional status of teaching.
- Financial compensation.
- Commercialisation of education.
- Lack of motivation and support.
- Professional development and teacher's needs.
- Personal image and society's expectations.
- Lack of teamwork, empathy, and support between students.
- Teachers working too many roles at the same time.
- No time to deal with bodily functions.
- Teachers being made accountable for more than they should.
- Not enough time to plan.
- Balancing the different learning needs of students. Every student who walks through my door is different.
- Respecting expectations from school admins.
- Helping parents and students meet long-term goals.



Curriculum Development–

“The aim of education is gaining knowledge, not of facts, but of values” –William S. Burroughs

- There is a need for starting of interdisciplinary and integrated courses at under graduate and post- graduate levels with flexibility in choice of
- Courses and a system of credits that enable horizontal and vertical mobility/transfers for teachers. These courses need to be started in both science and social science streams and must be offered by the
- Departments of the Central Universities. Colleges should also be involved in curriculum development.
- The curricula should be revamped to reflect the need for national development with international benchmark.
- Creativity of teachers, research fellows, students and external experts should be harnessed in order to develop multimedia teaching material.

Problems:

There is a dire need for revolutionary changes in the India's education system. Not just the syllabus and pedagogy, but also the attitude change towards the markssystem need to be changed. With the effective learning system, India cansuccessfully utilize its vast human resources.

Use of Technologies -

- ICT has tremendous potential to extend and augment quality in higher education. Its full potential has not been tapped.
- Under the Eleventh Plan, Central Universities can lead this process by providing campus based wireless Internet facilities, 24X7 computer labs.
- In collaboration with corporate houses, a laptop initiative can be put in place for post-graduate and research scholars. This will greatly enhance equitable access to knowledge base
- Satellite uploading equipment for each Central University should be established.
- The State universities have fallen behind in modernizing their administrative machinery and introducing e-governance.
- Funds should be provided to State universities for ICT faculty.

Problems of Implementing Technology:

- Avoiding Technology for Technology's Sake.
- Creating a Vision.
- Money.
- Professional Development.
- Get Everyone onboard.
- Scheduling for Success.
- Systems and Procedures.

Unlocking Student Motivation



ICTs, therefore, cannot by themselves resolve educational problems in the developing world, as such problems are rooted in well entrenched issues of poverty, social inequality and uneven development. What ICTs as educational tools can do, if they are used prudently, is enable developing countries to expand access.

Inclusive Education

The objective of inclusiveness will be achieved through the following:

- Reduction of regional imbalances;
- Support to institutions located in border, hilly, remote, small towns, and educationally backward areas;
- Support to institutions with larger student population of SCs, STs, OBCs, minorities, and physically challenged;
- Support to the SCs, STs, OBCs, minorities, physically challenged, and girl students with special scholarships/ fellowships, hostel facilities, remedial coaching, and other measures;
- Setting up of an 'Equal Opportunity Office' in all universities to bring all schemes relating to this group under one umbrella for effective implementation.

Problems:

- Lack of experience in an inclusion setting.
- Lack of experience dealing with severe and profound disabilities.
- Including all students in all activities.
- Educating students with less severe disabilities.
- Dealing with death.
- Shortage of teacher aides.
- Teaching compassion to students.

Status of Quality and Excellence:

Quality in Higher education has assumed great significance in recent times, particularly in the context of massification and increase in competition due to role of the market forces in higher education. Increasing cross-border education opportunities, technological development resulting in new modes of educational provisions and emergence of 'Knowledge society' are other challenging demands. In view of the rapid advancement of knowledge and rapid growth of complexity of technological endeavor, the future will need greater competencies and as a consequence, higher education must provide improved and speedy methods to meet today's needs and face tomorrow's challenges. While the expansion of the system of higher education has been impressive, the problem of access with equity, quality, and that of resource continue to burden the system as a whole, without finding suitable strategies to address them adequately. The principal postulate is that the quality assurance in higher education during the XIth plan period will be enabled primarily when human capital is creatively and imaginatively harnessed, developed and released compared to the 'linear' development strategies. Therefore it would be necessary to approach the matter in two dimensions.



Making Higher Education Relevant:

The fact that education should be meaningful for life cannot be contested. However, the term 'meaningful for life' can be interpreted in economic, social, and intellectual terms. The economic meaningfulness of education means that education should enable an individual to acquire certain skills that help him to get a decent income through self-employment or through working on some remunerative job. It might thus mean that education should improve one's own economic status, and in the process, the economic status of the country. Hence, education should equip an individual for some career that has significant economic advantages either in the short run, medium run or in the long run. This is what is meant by 'relevant education'. Vocationalization assumes a special significance under the career oriented program at the graduate and post graduate stages, as it is at these stages that the students need to enter into the world of work and into the income earning activities to support the family. It should also be emphasized that constant innovations are necessary to make education at all the levels meaningful and relevant, as there are continuous changes in the economy and the skills acquired through such specific programmes of vocationalization are likely to become obsolete within a short period.

Career Oriented Programmes at the level of Higher Education during the XI Plan – A Suggested Approach:

At the dawn of independence, universities in India were the focal points for both teaching and research. However, since the late 1960's there has been a massive erosion of research, particularly experimental research, in most universities. This task of quality research has been taken over by a large number of small, well-equipped and reasonably well-funded institutions. Over the years, the Universities have become more and more teaching institutions.

To enhance the quality of teaching, learning and research, the UGC should identify institution (colleges) offering postgraduate and research programmes and encourage them with liberal research grants and provide broadband and digital resources (infnlibnet etc.). Postgraduate and research departments should be encouraged to do more research and their workload (teaching) should be considerably reduced.

- Age limit for women teachers may be extended for award of research Grants.
- Priority should be given to achieve maximization of the level of access to research journals and development of e-journals.
- Besides providing research grants directly to the faculty, steps may be considered to make provision for Research Associates, Teaching Assistants and Post-doctoral Fellows for universities. The UGC can also extend matching grant for resources generated by a State university through consultancy work to build up corpus fund to promote further research.
- The Universities need to link their teaching and research initiatives with manpower training program and innovation and entrepreneurship.
- Research funds not only from the University Grants Commission but from other funding agencies also should be extended to the colleges. At least 200 undergraduate



colleges in science, technology and social sciences should be provided additional assistance to develop them into colleges of Excellence.

- There are a large number of sanctioned faculty positions in universities that have been lying vacant for a prolonged period. Inducting talented faculty with a view to strengthening the research base should expeditiously fill up these positions.
- 1000 positions of Research Scientists at various levels equivalent to that of Lecturer, Reader and Professor need to be created.
- There is a need to create 10 networking centres in Basic Sciences (two centres each in Physical Sciences, Chemical Sciences, Life Sciences, Material Sciences and Mathematical Sciences) in leading Departments of Universities in different parts of the country to promote collaborative research, access to advanced facilities and training in frontier areas.
- Formal linkage between the Universities and national level institutions including CSIR laboratories be promoted through joint research projects and training.
- The system of both winter and Summer Schools must be supported. Each subject area of Basic Sciences may offer upto ten programmes a year. There should be a provision for visiting Fellowships for faculty within the Country.
- The number of Ph.Ds from Indian Universities should increase five-fold within a span of ten years with proper standards.
- Every institutions of higher learning should earmark 5% of its non-plan budget for the furtherance of research in basic sciences. 10% of the capital grant allocated to each University should be provided as annual some add-on facilities and repairs etc. The overhead charges provided to the Universities should be made uniform at 15%.
- Special Assistance should be provided to ten selected Universities to establish them as world-class premier Universities in the country.
- Leading postgraduate teaching universities and IITs should be encouraged to impart undergraduate science education.
- Encouragement be given to interdisciplinary movement between Science & Technology streams and industrial R&D by establishing 20 Engineering Schools that admit students with a bachelor's degree in Sciences for a two-year B.Tech. Degree in selected areas requiring strong science technology interface.
- The competitive Grant System for Research and Development should be further strengthened.
- National Merit Scholarships should be provided for 1000 B.Sc and 500 M.Sc. students.
- Research fellowships for Ph.D students need to be enhanced.
- Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships.
- Post-doctoral research culture must be promoted for improvements in R&D.
- Refresher courses need to be strengthened for improvement in quality of existing faculty.
- Meritorious scientists should be recognized by creating positions of National Professors.



- Working conditions for women in Science and Technology need to be improved, all major institutions of higher learning and research should have on campus crèches.
- Every faculty member of the University must be provided with the minimum contingency grant every year.
- About 50% of the funding available in the competitive grant system of various Government agencies should be specifically marked for universities.
- Research grant should only be used only for consumables, minor-spares, data collection and analysis, field studies and publications.
- All new faculty members in experimental areas should be given a startup grant to set up their research laboratories or to acquire the tools necessary for their research.

Suggestions:

- ❖ Towards a Learning Society.
- ❖ Industry and Academia Connection.
- ❖ Incentives to Teachers and Researchers.
- ❖ Innovative Practices.
- ❖ To mobilize resources.
- ❖ Coming of Information Age.
- ❖ Student-Centred Education and Dynamic Methods.
- ❖ Public Private Partnership.
- ❖ To Provide Need Based Job-Oriented Courses.
- ❖ International Cooperation.
- ❖ Towards a New vision.
- ❖ Cross Culture Programmes.
- ❖ Action Plan for Improving Quality.
- ❖ Personality Development.

Conclusion:

Today, India is a long heritage of quality higher education system but sometime it failed to solve the problems of Access, Equity, Quality, etc. The deteriorating administration, unproductive practice, corruption and fund availability leads to break down of indigenous educational system. But, recently with the introduction of LPG i.e. liberalization, privatization and globalization an avenue to revive the system has evolved. On the one hand globalization may help to improve the quality of education it can also affect the indigenous development of educational sector. So, today the government should provide some avenues to enable them to mitigate their Educational problems, Social problems, financial problems, etc.

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