

MOHAMMAD PARVEZ & MOHD SHAKIR

## HIGHER EDUCATION SYSTEM IN INDIA: ARE WE HEADING TOWARDS RIGHT DIRECTION?

**ABSTRACT:** Education is power. It is empowerment. The dictums such as Aristotle's "Education is the best provision for old age"; Francis Bacon's "Knowledge is power"; Edward Bulwer-Lytton's "Pen is mightier than sword"; and many others are well known. They unveil the fact that education is a tool by which we can change our life as well as the life of others. Better the education in the society, more developed the society will be. In fact, education of a country in general and higher education in particular is very important for the growth and development of the society. India is now considered to be one of the most promising economies of the world. It is evident by the fact that India's Higher Education system is third largest in the world after China and United States of America (USA). Only quantity is not enough, quality is also very important; there are some issues and impediments which need immediate attention, like shortage of teachers, poor access to higher education. This paper is an attempt to discuss the issues in the higher education system of India, and also suggest some ways to cope up with these issues. We concluded that higher education system in India is not heading towards right direction; rather, it is heading towards wrong direction. If it wants to head towards right direction, then, the problems and issues should be taken seriously and solved on priority basis and then only our India's higher education system can come on the right track and consequently can compete with the world's best higher education system.

**KEY WORDS:** Education, higher education, relevance, right direction, publication or multiplication, plagiarism, quality and quantity, and India's nation-state.

### INTRODUCTION

Education gives us comfortable and dignified life. In fact, it is the most potent tool for the holistic development of individual and the society. It has been universally accepted that the quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the dynamic education system. By observing the education of the people, one can easily forecast the prosperity of the people. As is the education so will be the society.

Education is such an important and powerful tool that it can change the life of people, whether the country is flourishing or perishing, it depends on the education. Indira Gandhi rightly said that "education is a liberating force and in our age, it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances" (cited in GoI, 1986). We must remember, according to J. Delors, that:

Education has a fundamental role to play in personal and social development. It is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained. It is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war (Delors, 1996).

If the education system in general and higher education system in particular is good, it is well and good for the people; and if the education system is not good then it is a serious issue. "Quality assurance has become a necessity in higher education in 21<sup>st</sup> century" (Parvez, 2012).

Meanwhile, higher education is the chief instrument to ensure the upward mobility of the people and the advancement of the country (UGC, 2010). Higher education is a powerful tool to build modern, value-based, knowledge-

Dr. Mohammad Parvez is an Associate Professor at the Department of Education AMU (Aligarh Muslim University), Aligarh 202002, UP (Uttar Pradesh), India; and Mohd Shakir is a Research Scholar at the Department of Education AMU, Aligarh, 202002, UP, India. The authors can be contacted via their e-mail at: mparvez9@yahoo.co.in and aligarhshakir@gmail.com

**Table 1:**  
Number, Nature, and Category of Institutions as on 31 August 2011

No	Type of Institution	Number of Institutions
1	Central Universities	43
2	State Universities	289
3	State Private Universities	94
4	Institutions established through State Legislation	5
5	Institutes of National Importance plus *Other Institutes	50
6	Institutions Deemed to be Universities	130 <sup>s</sup>
	Total	611
7	Total Colleges	31,324
	<b>Grand Total</b>	<b>31,395</b>

\*Other Institutes include Indian Institutes of Science Education and Research (IISERs) (5), National Institute of Fashion Technology (NIFT), Rajiv Gandhi Institute of Petroleum Technology (RGPT), and Jawaharlal Nehru Institute of Post-Graduate Medical Education and Research (JIPMER).

\$ Now 129, as Deemed to be University status of one university has been withdrawn.

Source: UGC (2012).

based, culture-based, peaceful society which can lead the country towards becoming superpower in the world. It is also considered one of the important and strong tools for the development of any country (Sehrawat, 2012). Again, M. Parvez extrapolates as follows:

No doubt, higher education of any country plays a very important role in the economic and social development, in both more or less affluent countries. The importance of quality and standards of higher education is now widely recognized throughout the world. It is the only source to develop the human resources. Looking at the importance of the quality, there is an urgent need in the country towards the development of knowledge and understanding of the practice of quality assurance in higher education (Parvez, 2012).

## GROWTH OF HIGHER EDUCATION IN INDIA

Even before the establishment of universities in Europe, there were established high seats of learning present in India and, consequently, it has a much long history of higher education in the whole world. There has been a tradition of enlightenment and scholarship in various fields since ancient times. At the time of independence, there were only 20 universities and 500 colleges in the country with 2.1 lakhs (provisional) students enrolled in the higher education. But, after

independence, there has been a phenomenal growth in all these numbers. Now, it is a recorded fact that there is an increase of 26 times in the number of Universities, 64 times increase in the number of Colleges, and the students enrolment has gone up to 81 times in the formal system of higher education as compared to the figures of Independence Year of India.

At the end of X Plan (31 March 2007), there were 363 Universities (20 Central, 229 State, 109 Deemed, and 5 Institutions established under Special State Legislature Acts) and 21,170 Colleges in the country. At the end of the fourth year of XI Plan (2010-2011), the number of Universities has gone up to 523 (43 Central, 130 Deemed, 345 State Universities, and 5 Institutions established under Special State Legislature Acts) and the number of Colleges to 33,023, thus registering an increase of 44% in the number of Universities and 56% in the case of Colleges in comparison to the figures at the end of X Plan. So far as the number of Universities in states is concerned, the state of Tamil Nadu tops the list with 54 Universities, followed by Uttar Pradesh (49), Andhra Pradesh (42), and Maharashtra (41).

**On the Students Enrolment.** During the academic year 2010-2011, there were 169.75 lakhs (provisional) students enrolled in various courses at all levels in universities/colleges

and other institutions of higher education as compared to 156.35 *lakhs* in the previous year, registering an increase of 8.6 per cent. Out of 169.75 *lakhs*, 70.49 *lakhs* are female students, constituting 41.5 percent of the total. The enrolment of students, in terms of absolute numbers, is the highest in the state of Uttar Pradesh (25.65 *lakhs*), followed by Maharashtra (19.55 *lakhs*), Andhra Pradesh (18.47 *lakhs*), Tamil Nadu (14.82 *lakhs*).

**On the Faculty Strength.** In the academic year 2010-2011, the total number of teachers in universities and colleges were 8.17 *lakhs* (provisional) as compared to 6.99 *lakhs* teachers in the previous year. Out of 8.17 *lakhs* teachers, 83.5% teachers were in Colleges and the remaining 16.5% in University Departments / University Colleges.

Although we have achieved the unprecedented growth in higher education, but quality wise we are lagging behind. According to the Academic Ranking of World Universities in the year 2008, about 8% of the universities of USA (United States of America) figured among the top 500 universities of the world. The corresponding figure were 26 for UK (United Kingdom), 6 for Japan, 8 for China, 35 for Australia, 4.5 for South Korea, 50 for Singapore, and lowest 0.5 for India. Out of the total of 388, only two Indian universities were included in the list of top 500 in the world that too at the lower ranks. These were IIS (Indian Institute of Sciences) Bangalore (301-400) and IIT (Indian Institute of Technology) Kharagpur (401-500). None of the Central Universities, which consume huge public funds, could find any place in the list, not even at the bottom (Chauhan, 2010a).

What are the issues which are proving as hindrances and major stumbling blocks in our way of achieving aims of quality higher education? Let us see some of the issues which are in a way creating problems in our journey towards excellence, these issues and concerns should be the focus of attention. Issues need immediate attention are: (1) Net of NET or National Eligibility Test; (2) Access and Equity; (3) Suitability, Relevance, and Quality; (4) Shortage of Teachers; (5) Quality of Raw Material of Higher Education; (6) Publication or Multiplication; (7) Inadequate

Infrastructure; (8) Snake of Plagiarism; (9) Education or Business; and (10) Teachers Under Stress.

**First, Net of NET (National Eligibility Test).** There is a confusion on the pattern of the national level examination i.e. NETL (National Eligibility Test for Lectureship) which is conducted by the University Grants Commission (UGC) of India. UGC of India is frequently changing the pattern of examination, earlier it was subjective type only, then negative marking was introduced from December 2009. Now, while changing it again, it was made fully objective, still students are not satisfied on the pattern of the examination. Accordingly, R. Krishnamoorthy said as follows:

This year the candidates blame UGC for coming out with a last minute specification that an aggregate of 65% in three papers was necessary for qualification for general category candidates. The qualifying minimum was fixed at 60 and 55 percent for the Other Backward Classes and Scheduled Castes / Scheduled Tribes / visually challenged / physically challenged categories, students across the country who have not passed the NET due to the last minute changes in the norms are planning to seek legal course (Krishnamoorthy, 2012).

When there is no stability in such a national level examination, it is a serious issue.

**Second, Access and Equity.** When we compare with other countries, India has the lowest enrolment ratio for higher education. Canada's percentage is 87%, Australia 80%, Finland 74%, New Zealand 63%, Norway 62%, Belgium 56%, UK (United Kingdom) 52%, France 51%, China 15% and in our country, it is just around 10%. India is also one of the lowest in terms of number of universities as per population. USA (United States of America)'s population is about 28 Crores and they have nearly 2,500 universities; Germany's population is 8 Crores and they have 350 universities; UK's population is 6 Crores and they have 125 universities; and in India whose population is 125 Crores has about 350 universities.

Several experts estimate that we must have at least 1,000 universities more and the higher education enrolment ratio should be

**Table 2:**  
Over Qualified and Underemployed

Seats	2007-2008	2011-2012
Engineering	8,25,791	19,05,802
B-school	1,14,803	3,13,920

Source: *Hindustan Times* (14/10/2012).

**Table 3:**  
Dissatisfied Workforce

	2004-05	2009-2010
Urban India	3% Men 3.8% Women	4.4% Men 5.2% Women
Rural India	3.1% Men & Women	8% Men 5% Women
Agriculture	4.3% Men 4.6% Women	12.8% Men 5.8% Women

Source: *Hindustan Times* (14/10/2012).

increased by 20 per cent in the coming years to meet the challenges of country's development (Anand, 2012; Kasturi, 2012; Singh, 2012; and Srivastava, 2012). No talented person should be denied access to higher education. There is huge expansion of higher education just to provide access, but we cannot provide access to those who are not deserving but desiring. Excellence and equity cannot go together, and we cannot sacrifice excellence for the sake of equity. So, equity through access to higher education and inclusion of hitherto neglected and disadvantaged sections of society is a challenge that needs to overcome.

**Third, Suitability, Relevance, and Quality.** Suitability of higher education is always in doubt because of the gap between demand and supply. Whatever stuff our higher education system produces, it is not absorbed in the job market. It is probably due to the reason that our graduates and post graduates are not employable. They do not possess those skills which are required by the job market. Recently, Minister of State for Human Resource Development, Mr. Shashi Tharoor, said that, "our university system simply is not producing well- educated graduates to meet the needs of Indian companies today" (cited in Nakrani, 2010).

Actually, every unemployed is having degree but not job, if job is available then he/she is under employed i.e. not being paid according to his/her degrees. This problem

is termed as problem of plenty. Even MBA and IIT degrees do not translate into well-paying jobs. Persons are over qualified but under employed; following tables will clear the scenario:

**Fourth, Shortage of Teachers.** In the higher education of our country, there is a shortage of teachers; there are large number of posts which are lying vacant due to the undeclared reasons only God knows better. In our own university, Aligarh Muslim University (AMU), there are various vacancies which are vacant for number of years. As we know that "good faculty is a must for any higher education institution aspiring for quality" (UGC, 2003). Teaching-learning is not possible without the availability of adequate number of teachers. Hence, M. Singh said that:

The lucrative salaries and glamour has acted as catalyst in attracting talent to such fast growing sectors. Higher education in India which has been passing through transition on account of privatization and withdrawal of financial support from the government has been finding it difficult to attract adequate number of young talent to teaching job (Singh, 2012).

N. Pradhan (2012) also said that "In almost all the institutions of higher education, there is a severe shortage of teaching staff"; and K.R. Naidu and S. Ahmad (2011) stated that "There is a shortage of well qualified and trained faculty in universities and colleges".

**Fifth, Quality of Raw Material of Higher**

**Education.** As is the raw material so will be the final product. Quality of students in higher education is not good. This is because of many reasons, first is poor quality of primary and secondary education; and other cause is that the stuff which is left for higher education is “left outs”. For example, generally, students go for research who could not get admission in other courses which are their first choice, in fact research is not their first choice. They are in this field because they could not go to other fields of their choice. Sometimes just because of scholarship they go for research, in our own university, these days when Ph.D. forms are submitted in the university, several students were continuously enquiring about the amount of scholarship of Maulana Azad National Fellowship for Minorities (MANF) and other scholarships or they are interested in other scholarships, when right from the very beginning question scholarship and fellowship is in their mind, if this is their attitude, what type of research they are going to do seems doubtful.

**Sixth, Publication or Multiplication.** These days, some scholars are just multiplying their publications. They are not interested in the quality of publication but in the numbers. Therefore, so called published research papers / research articles / articles are not suitable for publication and to use their implications further. When the research is not useful, it is worthless and just a waste of time and energy. These publications are just to increase the number of papers published in the curriculum vitae of the scholars. Anyone who pays the charge can publish his/her paper.

There are still some quality journals. Some scholars are interested in quantity not in quality. This is one problem and the irony of the situation is that we are also in shortage of researches as compared to other countries. Generally, “*the concept of read, write, and publish vanishes as soon as teachers occupy the desired position in the academic world, they do not view academic research is important*” (Anand, 2012).

In our country, there is a great dearth of research in different fields. Indian universities are still far behind than USA (United States of America) universities (Singh, 2012). This is very serious problem that on the one hand we

are in shortage of researches; and on the other hand the researches which are going on in our country are not of standard.

**Seventh, Inadequate Infrastructure.** In most of the institutions of higher education, there is a dearth of infrastructural facilities. The irony of the situation is that UGC (University Grants Commission) has also prescribed minimum infrastructure and physical facilities for all types of institutions in the country; even then there is a shortage of infrastructural and physical facilities. Barring government institutions, there is a paucity of physical facilities, adequate libraries, laboratory facilities, internet facilities, good journals, and physical space.

In some cases, N. Pradhan (2012) said that “*It is seen that colleges are run on houses, residential complexes*”; and A. Nakrani (2020) also stated that “*A large number of institutes of higher education share the same old story: cracked walls and floors, leaking roofs, uncomfortable furniture and unhygienic toilets, dingy and over crowded canteens and hostels, crumbling buildings with drab interiors and poor lightening to greet you wherever you go*”. When this is the scenario of higher education in India, how can we expect the quality students coming out from our system?

**Eighth, Snake of Plagiarism.** Plagiarism is copying another person’s work, or borrowing someone else’s original ideas, and treating them or claiming them as yours own work or your own original ideas. Plagiarism is defined in multiple ways, like plagiarism is using another person’s original work without giving reasonable and appropriate credit to or acknowledging the author or source. In other words, plagiarism is “the use of another’s work, words, or ideas without attribution” which includes “using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original source” (<http://oxforddictionaries.com/definition/english/plagiarism>, 15/5/2013). As a matter of fact, *Control C, Control V, the copy and paste culture* is a bane in the present era.

We should be ashamed of on the fact that, our country, India, ranks third – after China and the USA (United States of America)

**Table 4:**  
Top Three on Copycat

Country	Misconduct/Possible Misconduct	Plagiarism	Duplicate Publications
USA	383	35	51
China	60	23	59
India	30	20	26

As many as 2,047 retractions were reviewed.

Source: V. Srivastava (2012).

– with regard to the number of biomedical and life sciences articles retracted due to plagiarism, a just-released study in the Proceedings of the National Academy of Sciences (PNAS) journal has revealed:

*Ninth, Education or Business.* Education has become a commodity of business. It can be purchased or sell like any other commodity. Taking full advantage of the situation, the clever businessmen abandoned their traditional businesses and started to invest in the education sector by opening new colleges and universities, because they saw huge monetary returns for meagre investment (Chauhan, 2008 and 2010b).

In this context, A. Nakrani (2010) said that “*Privatization is no way a problem but the standard of some of the private colleges is below par. The sole motive is to earn rather than to educate*”. Private people are in education just to make money not for any other sake. They give preference to their motive of earning maximum profits. Lastly, B.S. Rajpurohit and G.S. Latwal (2011) also stated that “*Education is considered as commodity that customers can purchase from many sources on the open market*”.

*Tenth, Teachers Under Stress.* While emphasizing the importance of teachers, the Secondary Education Commission (1952-1953) report stated: “*We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community*” (GoI, 1953). Without teachers, it is impossible to imagine how cultural and intellectual knowledge could be passed on to the next generation (Gupta & Prasad, 2011).

Teachers are the real makers of a nation. The teacher’s work is not only to teach but also to guide the students, which would develop

farsightedness and vision. National Policy on Education (1986) further emphasised that “*the status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers*” (GoI, 1986). Teachers perform different types of responsibilities in serving the institution. Nowadays, stress is the main cause of numerous physical and mental health problems. Psychological and social stress adversely affects many systems of the body including the immune system (Ader & Cohen, 1984; and Cohen, Tyrrell & Smith, 1993). Teachers are also human being; if they are continuously working under stressful conditions, it is not good for their health. Stress may be due to the organisational climate or social setting. M. Parvez (2010) also added that “*Teachers are also under stress due to the dictatorial behaviour of head of the institution*”.

In our own university, teachers were asked by the administration to submit their property details as if they are politicians not teachers who declare their assets before election; this one incident is one of the causes of teachers’ stress. As reported by *The Hindu* of AMU (Aligarh Muslim University) that:

Addressing faculty members during an interactive session, the Vice Chancellor cautioned that if the teachers do not comply with the order, he would have no option but to forward their names to the Union Human Resource Development Ministry’s Vigilance Department. He said there had been serious allegations of favouritism and partiality in the appointments of guest faculties in the university and there were constant reports of allegations and counter-allegations within members of the teaching staff (*The Hindu*, 2012:7).

This incident is giving the impression that teachers are not teachers but criminals who would be handed over to police.

## CONCLUSION

After analysing the above issues, we conclude that our higher education system is not heading towards right direction; rather, it is heading towards wrong direction. If it wants to head towards right direction, then, the above problems and issues should be taken seriously and solved on priority basis and then only our India's higher education system can come on the right track and consequently can compete with the world's best higher education system. We should not worry but work hard and try to improve our system, because there is always a ray of hope. We would like to quote here the famous couplet of Sir Allama Mohammad Iqbal, "*Nahin Hai Na-Umeed Iqbal Apni Kisht e Veraan Say Zara Nam ho to Yeh Mitti Bari Zarkhez ha Saqi*".

Some suggestions based on the analysing above are as follows. *First*, there should not be any confusion on the pattern of the national level examination i.e. NET (National Eligibility Test for Lectureship) which is conducted by the University Grants Commission of India (UGC). UGC should not frequently change the pattern of examination, it should maintain the stability in the examination system, although if there is something which is essential to further improve it, then UGC is most welcome.

*Second*, while quantity is important, quality is paramount. Quantitative expansion of higher education should go hand in hand with quality. We should not provide access to those who do not deserve but desire. Access should not be denied to those who are talented. We cannot sacrifice excellence for the sake of equity. Hitherto neglected and disadvantaged sections of society should be paid attention when it comes to access to higher education. Various social, economic, and political reasons which are constraints to access and equity in higher education in India should be dealt properly. Regional and gender disparities must be kept in mind.

*Third*, problem of plenty should be given immediate attention; otherwise, we will not be in a position to control it. Degrees should be made job worthy. Those who are having the degrees should have jobs also. They should not be rejected on the basis of un-employability

tag. Therefore, they should be inculcated those skills which are necessary for the job market.

*Fourth*, there are a large number of vacancies which are lying vacant in various colleges and universities; vacancies should be filled immediately, without any further delay, as shortage of teachers is one of the main reasons for quality deterioration of higher education.

*Fifth*, in order to improve the quality of higher education, feeder quality i.e. the quality of primary and secondary education should be given attention and the stuff which comes to higher education should have higher education as their first choice. Necessary steps should be taken to attract bright students to the research.

*Sixth*, publications should be qualitative. Those research papers / research articles / articles are should be published which are really suitable for publication, so that their implications can be helpful in policy formulations.

*Seventh*, in the institutions of higher education, there should not be dearth of infrastructural facilities. Libraries should be fully equipped with the latest books, journals, and periodicals. Laboratories should be updated. As UGC (University Grants Commission of India) has already prescribed minimum infrastructure and physical facilities for all types of institutions in the country, it should be followed in principle and practice.

*Eighth*, the students should be sensitised for this that they should acknowledge whatever they quote in their research papers / research articles / articles. Academic honesty is as essential as the honesty of our character. The quality of research papers should be based on this fact also that how one is giving references. As the University Grants Commission (UGC) is planning to make it mandatory for all colleges and universities to install anti-plagiarism software. It should be seen as requirement to get doctorate degree.

*Ninth*, education should not be the commodity of business which can be purchased or sell like any other commodity. Business oriented mind should remain away from this sacred field. Higher education cannot be left to the market force only. Those who venture investment in this field should be

properly scrutinized. Those with commercial interests dominating over the interests and ethics of higher education should not be in this field at all. Government should frame such policies and guidelines which can cater to those who really want to serve the country and those should not easily enter in this field who think education as investment for profits.

*Tenth*, as we believe that teachers are the real makers of a nation. We should not let them feel that this is mere rhetoric and just a saying. It must be remembered that they are neither politicians nor businessmen; therefore, they should be treated as teachers and nothing else. Although we are not saying that a teacher is God; so he cannot do anything wrong, but all the teachers should not be taken and treated as same. Therefore, administrators should not harass them and should make them the part of decision making, especially when the decision is related to them.

## REFERENCES

- Ader, R. & N. Cohen. (1984). "Behaviour and the Immune System" in W.D. Gently [eds]. *Handbook of Behavioural Medicine*. New York: Guilford, pp.117-173.
- Anand, R. (2012). "Building Quality Institutions for Higher Education in India" in *University News*, 50(22). New Delhi: AIU, 28 May – 3 June, pp.4-5.
- Article entitled "AMU Teachers Told to Submit Property Details" in *The Hindu*. Aligarh, India, 2012, p.7.
- Chauhan, C.P.S. (2008). "Teacher Education and NCTE: Fencing Eats the Crops" in *University News*, 46(23). New Delhi: AIU, 19-15 June, pp.6-7.
- Chauhan, C.P.S. (2010a). "Are We Heading Towards World-Class Universities?" in *University News: Special Issue*, Vol.48(28). New Delhi: AIU, 23-24 July, pp.27-35.
- Chauhan, C.P.S. (2010b). *Modern India Education: Policies, Progress, and Education*. New Delhi: Kanishka Publishers.
- Cohen, S., D.A.J. Tyrrell & A.P. Smith. (1993). "Negative Life Events, Perceived Stress, Negative Affect, and Susceptibility to the Common Cold" in *Journal of Personality and Social Psychology*, 64, pp.131-140.
- Delors, J. (1996). *Learning, the Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-First Century*. France: UNESCO [United Nations for Educational, Scientific, and Cultural Organization].
- GoI [Government of India]. (1953). *Report of the Secondary Education Commission, 1952-1953*. New Delhi, India: Ministry of Education.
- GoI [Government of India]. (1986). *National Policy on Education, 1986*. New Delhi, India: Ministry of Human Resources Development.
- Gupta, A. & H. Prasad. (2011). "Teachers Burnout: Symptoms and Prevention" in *EDUSEARCH: Journal of Educational Research*, Vol.02, No.1 [April], pp.49-53.
- Hindustan Times* [news paper]. New Delhi: 14 October 2012. <http://oxforddictionaries.com/definition/english/plagiarism> [retrieved in Aligarh, India: 15 May 2013].
- Kasturi, C.S. (2012). "Our Youth: Overqualified and Underemployed" in *Hindustan Times*. New Delhi: 14 October, p.4.
- Krishnamoorthy, R. (2012). "New Qualifying Criteria Dash Hopes of Many NET Aspirants" in *The Hindu*. New Delhi: 25 September, p.7.
- Naidu, K.R. & S. Ahmad. (2011). "Quality Concerns in Higher Education" in *University News*, 49(50). New Delhi: AIU, 12-18 December, pp.25-28.
- Nakrani, A. (2010). "Higher Education in India: Issues and Challenges" in S. Kadam, B.T. Lawani & J. Jadhav [eds]. *Perspectives on Governance of Higher Education: Issues, Concerns, and Challenges*. Bharti Vidyapeeth, Pune: Deemed University and Centre for Social Research and Development, pp.27-42.
- Parvez, M. (2010). "Stress Management among Teachers: A Quranic Approach". Paper presented in an International Conference on Higher Education and Quality Assurance, Organized by MAZoon College in OMAN, on 12-13 June.
- Parvez, M. (2012). "Quality Assurance in Higher Education" in B.T. Lawani & J. Jadhav [eds]. *Quality Concern in Higher Education*. Pune, India: Centre for Social Research and Development, pp.74-77.
- Pradhan, N. (2012). "Quality of Indian Higher Education: Policy Perspectives" in *University News*, 50(31). New Delhi: AIU, 30 July – 5 August, pp.5-10.
- Rajpurohit, B.S. & G.S. Latwal. (2011). "Misunderstanding Education: Back to Basics" in *University News*, Vol.49(39). New Delhi: AIU, 26 September – 2 October, pp.25-29.
- Sehrawat, S.S. (2012). "Quality Assurance in Higher Education" in *University News*, 50(26). New Delhi: AIU, 24-30 September, pp.21-23.
- Singh, M. (2012). "Higher Education: Challenges in New Era" in *University News*, 50(39). New Delhi: AIU, 24-30 September, pp.21-23.
- Srivastava, V. (2012). "India Ranks Third on Copycat List" in *Hindustan Times*. New Delhi: 3 October. Available also at: <http://www.hindustantimes.com/India-news/NewDelhi/india-ranks-third-on-copycat-list/Article1-939442.aspx> [retrieved in Aligarh, India: 21 November 2012].
- UGC [University Grants Commission]. (2003). "Higher Education in India: Issues, Concerns, and New Directions". *Recommendations Paper of UGC Golden Jubilee Seminars in New Delhi, Held by Eleven Universities in India*.
- UGC [University Grants Commission]. (2010). *Annual Report, 2009-2010*. New Delhi: Government of India.
- UGC [University Grants Commission]. (2012). *Compilation Based on the Deliberations of the Working Group for Higher Education in the 12<sup>th</sup> Five-Year Plan (2012-2017)*. New Delhi: Government of India.