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***ATTITUDE OF PRIMARY SCHOOL TEACHERS OF ANAND
DISTRICT TOWARDS PRAGNA APPROACH***

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Introduction:

The process of receiving or giving systematic instruction, especially at a school a course is education. Giving education in primary school is an enlightenment experience. By education we mean the natural, harmonious and progressive development of mans innate power by drawing out the best in his body, mind and spirit so as to produce an individual who is culturally reined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually enlightened, vocationally self sufficient and internationally liberal. This should be the end product of the education. Any programme of education which puts exclusive emphasis on one of these aspects of the human personality will be considered as lop sided and narrow. Broadly speaking, this functional and operational definition and meaning should guide us in planning and implementing our educational programme.

The child is given the bunch of various experiences through the medium of the curriculum, which humankind has achieved after the process of thousands of years, to prepare the responsible and intelligent human beings for shaping the healthy society as well as the nation. The teacher, the student and the curriculum are three most important pillars of the whole education process.

The root of education is bitter but the fruit is sweet.

- Aristotle

The whole purpose of education is to turn mirror into windows.

- Sydney J Harris

Above quotations reflects the true element of the ideal education system, where the scenario of our current education system is too differ It is anonymous that the act or

process of educating; the result of educating, as determined by the knowledge skill, or discipline of character, acquired; also, the act or process of training by a prescribed or customary course of study or discipline; as, an education for the bar or the pulpit; he has finished his education.

To feel the gap between the ideal and practical education system, as an option of our traditional education system the Government of Gujarat implemented Pragna- an activity based learning approach. Pragna means Intellect, Understanding and Wisdom. The children are given more than 350 creative activities for learning. The child selects the activity and learns gradually as per his-her potential. It gives children an opportunity to learn at their own pace and level. It helps child learning how to learn. It offers a chance to learn from teacher and peers. It also provides children a platform to learn through experience. This project is now running on the piloting bases in the lower primary; standard 01 to 04 in some districts of Gujarat. If Pragna project will be successful on the piloting bases, it will be implemented in the whole Gujarat State. The State Government has lots expectations from this innovative education system. So the researcher has studied the attitudes of the primary school teachers of the Gujarati medium teachers of Anand district.

Significance of the Study:

Mahatma Gandhiji wanted to bring about a silent social revolution in India through the basic system of education. In his words, The Basic School should be the spearhead of a none violent social revolution. Unfortunately the dream of the Mahatma Gandhi is not still converted into the reality in our country, after passing more than 70 years of independence. Despite spending crores of rupees on education in last seven decades, the literacy rate is still too poor in our county! Our current, text book and exam oriented education system looks too rigid, which totally fails to prove its productivity. It has no relation with our day to day life!

Objectives:

- To study the effectiveness of the Pragna education system in comparison to the traditional education system.
- To study and compare attitude of Male and Female primary school teachers towards Pragna education system.
- To study and compare attitude of Rural and Urban primary school teachers towards

Pragna education system.

- To study and compare attitude of rural Male and Female primary school teachers towards Pragna education system.
- To study and compare attitude of urban Male and Female primary school teachers towards Pragna education system.

Hypotheses:

- There will be no significant difference in attitude of Male and Female primary school teachers towards the Pragna education system.
- There will be no significant difference in attitude of Rural and Urban primary school teachers towards the Pragna education system.
- There will be no significant difference in attitude of rural Male and Female primary school teachers towards the Pragna education system.
- There will be no significant difference in attitude of urban Male and Female primary school teachers towards the Pragna education system.

Limitation of the Study:

The study will be delimited to the primary school teachers serving in the Gujarati Medium, Government Primary Schools of Anand Taluka only.

Sample of the Study:

The population of this study was the primary school teachers serving in the Gujarati Medium, Government Primary Schools of Anand Taluka.

The researcher had selected 10 (Ten) Gujarati Medium, Government Primary Schools of Anand taluka Urban and rural area. Five Schools are from rural and same was from urban.

82 (Eighty two) primary teachers including 54 (Fifty four) female and 28 (Twenty eight) male teachers were included in present research. There were 37 (Thirty seven) Urban (13male and 24 female) and 45 (Forty five) Rural (15 male and 30 female) the part of present research.

Methodology of the research:

Present research was carried out with survey method. Attitude Scale including 30 statements were prepared. Scale was verified by experts. Each statement consisted three point opinion (Agree, Neutral and disagree) as an answer. Each teacher can obtained maximum 90 and minimum 30 scores in scale.

Data collection and interpretation:

Prepared Attitude Scale was administered to the teachers of Rural and Urban area of Anand district. Collected data was formed in tables. SPSS-21 programme was applied for the analysis of data. Formulated Hypotheses were checked through statistical 't' test. Obtained results are considered according to hypotheses.

Hypothesis: 1

There will be no significant difference in attitude of Male and Female primary school teachers towards the Pragna education system.

There were 82 primary school teachers (28 male and 54 Female) were selected from Anand district to measure significant difference between Attitude of Male and Female primary School Teachers is given below in table: 1.

Table: 1
Significant difference in attitude of Male and Female primary school teachers towards the Pragna education system

| Pragna Approach - Attitude | Numbers | Mean | Standard Deviation | t value | t table | Significant |
|--------------------------------|---------|-------|-----------------------------------------------|---------|--------------------------|--------------------|
| Male primary school teachers | 28 | 42.45 | 9.43 | 3.72 | 1.96(0.05) 2.58(0.01) | Significant (0.01) |
| Female primary school teachers | 54 | 50.34 | 8.43 | | | |
| TOTAL | 82 | | | | | |
| | M1-M2 | 7.89 | Hypothesis 1 is rejected at DF= 80 | | | |
| | t value | 3.72 | | | | |

As mentioned in the table - 1 t calculated is 3.72. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96. Here, Calculated value 3.72 is higher than 2.58. There is seen significant difference between the mean score Attitude of Male and Female Primary School Teachers towards the Pragna education system. Therefore the null hypotheses there is seen significant difference between the mean score of Attitude of Male and Female primary school teachers towards the Pragna education system is rejected.

Attitude of Female Primary School teachers (50.34) is higher than Male (42.45) Primary School Teachers towards the Pragna education system.

Hypothesis: 2

There will be no significant difference in attitude of Rural and Urban primary school teachers towards the Pragna education system.

There were 82 primary school teachers (45 Rural and 37 Urban) were selected from Anand district to measure significant difference between Attitude of Male and Female primary School Teachers is given below in table: 2.

Table: 2

Significant difference in attitude of Rural and Urban primary school teachers towards the Pragna education system

| Pragna Approach - Attitude | Numbers | Mean | Standard Deviation | t value | t table | Significant |
|-------------------------------|----------------|-------------|-----------------------------------------------|---------|--------------------------|-----------------|
| Rural primary school teachers | 45 | 46.67 | 9.44 | 1.2 | 1.96(0.05) 2.58(0.01) | Not Significant |
| Urban primary school teachers | 37 | 49.32 | 10.34 | | | |
| TOTAL | 82 | | | | | |
| | M1-M2 | 2.65 | Hypothesis 2 is accepted at DF= 80 | | | |
| | t value | 1.20 | | | | |

As mentioned in the table - 2 t calculated is 1.20. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96. Here, Calculated value 1.20 is not higher than 1.96.

There is not seen significant difference between the mean score of Attitude of Rural and Urban Primary School Teachers towards the Pragna education system .Therefore the null hypotheses there will be no significant difference between the mean score of Attitude of Rural and Urban primary school teachers towards the Pragna education system is accepted.

Attitude of Rural and Urban Primary School Teachers towards the Pragna education system is same.

Hypothesis: 3

There will be no significant difference in attitude of rural Male and Female primary school teachers towards the Pragna education system.

There were 45 Rural primary school teachers (15 Male and 30 Female) were selected from Anand district to measure significant difference between Attitude of Rural Male and Female primary School Teachers is given below in table: 3.

Table: 3
Significant difference in attitude of rural Male and Female primary school teachers towards the Pragna education system

| Pragna Approach - Attitude | Numbers | Mean | Standard Deviation | t value | t table | Significant |
|--------------------------------------|----------------|-------------|---------------------------------|---------|--------------------------|-----------------|
| Rural male primary school teachers | 15 | 41.55 | 11.33 | 1.88 | 1.96(0.05) 2.58(0.01) | Not Significant |
| Rural female primary school teachers | 30 | 48.12 | 10.54 | | | |
| TOTAL | 45 | | | | | |
| | M1-M2 | 6.57 | Hypothesis 3 is accepted | | | |
| | t value | 1.88 | at DF= 43 | | | |

As mentioned in the table- 3 t calculated is 1.88. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96 .Here, Calculated value 1.88 is not higher than 1.96. There is seen significant difference between the mean score of Attitude of Rural Male and Female Primary School Teachers towards the Pragna education system .Therefore the null hypotheses there is seen significant difference between the mean score of Attitude of

Rural Male and Female primary school teachers towards the Pragna education system is accepted.

Attitude of Rural Male and Female Primary School Teachers towards the Pragna education system are same.

Hypothesis: 4

There will be no significant difference in attitude of urban Male and Female primary school teachers towards the Pragna education system.

There were 82 primary school teachers (28 male and 54 Female) were selected from Anand district to measure significant difference between Attitude of Male and Female primary School Teachers is given below in table: 3.

Table: 4
Significant difference in attitude of urban Male and Female primary school teachers towards the Pragna education system

| Pragna Approach - Attitude | Numbers | Mean | Standard Deviation | t value | t table | Significant |
|--------------------------------------|---------|-------|--------------------------------------------------|---------|--------------------------|--------------------|
| Urban male primary school teachers | 13 | 44.54 | 8.97 | 2.28 | 1.96(0.05) 2.58(0.01) | Significant (0.05) |
| Urban female primary school teachers | 24 | 51.33 | 7.99 | | | |
| TOTAL | 37 | | | | | |
| | M1-M2 | 6.79 | Hypothesis 4 is rejected at 0.05 level DF= 35 | | | |
| | t value | 2.28 | | | | |

As mentioned in the table- 4 t calculated is 2.28. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96 .Here, Calculated value 2.28 is higher than 1.96. There is seen significant difference at 0.05 level between the mean score of Attitude of Urban Male and Female Primary School Teachers towards the Pragna education system .Therefore the null hypotheses there is seen significant difference between the mean score

of Attitude of Urban Male and Female primary school teachers towards the Pragna education system is rejected. Attitude of Urban Female (51.33) Primary School Teachers is higher than Male (44.54) Primary School Teachers towards the Pragna education system.

Analysis of Data:

- Average mean of attitude of primary teachers towards Pragna approach in education is seen 45.11 which indicate positive approach towards Pragna approach.
- Highest mean of attitude of primary teachers towards Pragna is in favor of urban female primary teachers and it is seen 51.34.
- Lowest mean of attitude of primary teachers towards Pragna is in favor of rural male primary teachers and it is seen 41.55.
- Attitude of Female Primary School teachers (50.34) is higher than Male (42.45) Primary School Teachers towards the Pragna education system.
- Attitude of Rural and Urban Primary School Teachers towards the Pragna education system is same.
- Attitude of Rural Male and Female Primary School Teachers towards the Pragna education system are same.
- Attitude of Urban Female (51.33) Primary School Teachers is higher than Male (44.54) Primary School Teachers towards the Pragna education system.

Conclusion:

The Government of Gujarat should implement the 'Pragna Education System' in the whole Gujarat State.

The Government should prepare the training modules for parents too and train them too, for getting more productive out comes from this education system.

The Government may prepare the e – journal, modules and web site of 3D Models or TLMs providing supportive role to the principles of the Pragna which may become the effective source of information for various part of the society so each one can be benefited.

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***THE ISSUE OF ENGLISH LANGUAGE DAUNTING STUDENTS AT
HIGHER EDUCATION***

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"I would have English as an associate, additional language, which can be used not because of facilities, but because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them. So I would have it as an alternative language as long as people of India require it"

Pt. Jawaharlal Nehru

INTRODUCTION

Higher education plays a vital role in the economic and social development of a nation. The World Bank report (1994) highlights the worth of higher education which benefits state and society in several ways: by empowering individuals with advance knowledge and skills to discharge responsibilities in government, business and profession and by producing new knowledge through research and serving as a conduit for the transfer, adaptation and dissemination of knowledge generated elsewhere in the world. Thus transforming humans into human resources which is the most important function of education. This human resource can play their part in the economic development only when they are well equipped with the knowledge and necessary skills. In the 21st century proficiency in English language as a skill cannot be ignored when English is considered as a lingua franca. English proficiency becomes even more important when it becomes a passport to the world of knowledge and also as it is a primary language of higher education. Incompetency in English however can bring a great damage to this productive manpower which results in dropout rate at higher education thus making higher education inaccessible to majority of school leavers. In 2005, the UNESCO reported India as having 11.3 percent gross enrollment ratio (GER) in higher education, as against 23.2 percent world average. Under the Eleventh Plan, the strategy is to raise 'gross enrolment ratio' (GER) in higher education to 15 percent. To accomplish this we cannot ignore English

language incompetency in students as one of the major factors of low enrollment in higher education. Major steps needs to be taken to overcome this challenge.

IMPORTANCE ATTACHED WITH ENGLISH LANGUAGE

English got introduced to India with the arrival of the East India Company but in the due course of time got entrenched in society and education. It plays an important role in the domains of education, administration, business and political relations, judiciary, industry, etc. and is therefore is considered as a passport to social mobility, higher education, and better job opportunities. Today it is considered as a means of opening the doors of opportunity. The fact that English language facilitates access to the advancements in the field of science and technology, information and communication etc cannot be denied. If we want to keep pace with the global development we cannot think of keeping away from the language of globe. As education is a tool to make these developments happen, English medium education becomes quintessential.

Education enhances the professional skills of an individual. An important skill which needs mention is the language skill, which helps an individual to access to the world of knowledge and work. Language is a tool for communication and access to information which has a vital role in the development of an individual. However, how well one is able to use the language to communicate depends on ones proficiency in that language. It cannot be denied that individuals who have good working knowledge of English language are likely to yield higher wages. It has been reported by Nagarajan (2014) through a leading daily that those who speak English fluently earn up to 34% more than those who don't speak the language. He also stress on the fact that, of the five million odd graduates that India produces annually, only a little over half are employable in any sector of the knowledge economy. Inadequate English skills are one of the key factors holding back students and adding up to unemployable graduates. Acquaintance with English language not only helps to connect to our countrymen but also to the world. It facilitates school leavers with an access to higher education and job opportunities.

ENGLISH IN INDIAN EDUCATION SYSTEM

It has been opined by The Education Commission (1964-66) that “English language can be rightly regarded as the key to the store-house of knowledge.” It further has identified

English as a 'library language' and has added that Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contributions to it. Therefore, the Commission, in its Three Languages Formula advocated English being one of the three languages to be part of the school curriculum.

Also the National Knowledge Commission Report (2007) of the government of India has recommended that, "In the current scenario, an understanding and command over English language is the most determinant of access to higher education, employment possibility and a social opportunity; the time has come for us to teach our people-ordinary people English language." However, the fact that English language is today the language of instruction in almost all of the country's prestigious universities cannot be denied.

ENGLISH LANGUAGE, POSING A CHALLENGE

The language issue in our education system is not new. Since independence there have been debates on whether to continue with the colonial language or Hindi or regional languages in education sector. Be it due to multilingualism or lack of unambiguous linguistic policies, it has only paved way for the prominence of English in our education system and today it has become indispensable. However, the issue of language still persists and the students are the one who actually suffer due to this. Following are the challenges which students face in absence of sound knowledge of English language.

- Working knowledge of English language is important at higher education. Various professional courses in subjects like science, engineering, technology, medicine, law etc. have English as medium of instruction. The students who do not have required proficiency in English language find it difficult to cope up with the instructional activities in English at higher education. They are not able to follow even elementary explanations. When understanding is difficult, expression becomes even more difficult. The students are not able to comprehend other subject also due to it. Visiting library becomes a futile endeavor as the sources there are predominantly in English. This frustration becomes one of the major factors contributing to drop outs at under graduate level and poses as an obstacle in access to higher education.

- Even if students from vernacular medium somehow manage to complete the under graduate courses from the colleges which allow the regional medium of instruction, the prerequisite of English language in post graduate courses and further studies creates impediment to such student's aspiration. Thus even the brightest of the students remain away from further studies only because of language barrier.
- The terminology used in the field of science and technology are available only in English and incompetency in the language hampers better understanding of the subject. Thus students from vernacular medium generally deter to make an attempt for the professional courses where English becomes obligatory. The fact had also been opined by the Official Language Commission (1955) that the lack of terminology in various subjects was the chief obstacle in the way of employment of Indian languages in different fields.
- As students complete the school education they have to face various competition exams and entrance tests for various courses of higher education. These exams have a major section for testing working knowledge of English and command over the language. Thus students lacking language competency find it difficult to crack them and language incompetency becomes a drawback for them.
- English, in today's global world has become the official language of trade and commerce, communication, science and technology, information sharing etc. Hence, working knowledge of English has become a requirement in majority of occupations and professions. At times, the recruitment procedure also requires both verbal and written English tests. Moreover, the mobile youth with required skills aspires to work globally and English proficiency helps them to grab those opportunities. Inadequate language base poses hindrance in access to the world of work.

THE PREVALENT SITUATION

While talking about the medium of instruction at higher education, Dhanavel (2008) emphasized that a major reason for the low quality of higher education in India is absence of adequate attention to the medium of instruction. He has further unveiled that the desired results were not obtained by replacing English with the regional languages in universities. English medium education refers to using English as the primary medium of instruction, particularly where English is not the mother tongue of the students. At present English is largely used as medium of instruction in majority of universities all over India.

The students who enter the colleges and universities from vernacular medium find it extremely difficult to switch over from vernacular to English medium. Many colleges provide the students with a choice to write the examination in Hindi or the regional language for the first year and many a times during the whole under graduate course even though the medium of instruction is English. This is done hoping that the students will gradually be able to develop the required proficiency in English in due course of time. But the students, in the absence of any crash courses or specific classes for the improvement in English find it difficult to be at par with the students from English medium schools. Thus even though they are able to manage at the undergraduate level, they find it difficult to enter into post graduate level where English becomes compulsory. To overcome the impediment of language at the higher education level following suggestions can be given a consideration.

SUGGESTIVE MEASURES TO SURMOUNT THE LINGUISTIC ISSUE

Various commissions and committees such as Woods Despatch (1854), Kunzru Committee (1955), The Education Commission (1964-66), University Grants Commission etc have advocated English language as a medium of instruction at university level. Listed below are the various Remedial steps which can help to bridge the gap between the language learnt (Regional language) and the language of instruction at higher education (English). The University Grant Commission (UGC) has put forward steps to deal with the language issue by introducing the scheme of - Remedial Coaching at UG & PG level for the students belonging to weaker sections of society, w.e.f. the financial year 2004-05. The scheme emphasizes on improving the linguistic proficiency of the students and raising the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work. This is a significant step taken by UGC but the linguistic problem faced by the students from vernacular, entering the higher education has been overlooked. Following suggestions can be taken into consideration to deal with the situation.

- As proposed by NKC (National Knowledge Commission) English should be treated at par with other languages being taught in vernacular medium schools. English should be introduced to students as early as possible so that they get a good command on it. Even if it is introduced late to the students, stress should be on developing the language skills in students rather than teaching it as a subject.

- Once the students have a sound foundation of English language in schools, they will not find the medium of instruction at university level as a hindrance. Therefore at secondary and higher secondary level in school English language teaching should emphasize on skill development (LSRW). This is even more important when the students get a late exposure to the language.
- If the above suggestions are taken care of, students reaching the higher education will not find English difficult. However, this will take around twelve years for the first batch of students to enter the world of higher education, well equipped with the language. Till then, breach courses for skill development in English language can be introduced in all higher education institutions.
- There should be training programmes for the faculty members of under graduate courses regarding the introduction of such breach courses emphasizing on English language skills development.
- The breach courses should focus on lot of practice in LSRW skills. The courses should be activity based wherein the activities should encourage more of the everyday usage of English language.
- Adequate resource support in the form of teaching materials emphasizing on LSRW skills in English language should be introduced in all undergraduate courses.
- Use of ICT in language learning should be promoted in such courses, as it will help in developing Listening and Speaking skills among the students.

CONCLUSION

Teaching learning of a language is an important component of curriculum. Learning of a language becomes even more important when it is medium of instruction as it enables in effective learning. The debate over English as a medium of instruction is not new in our education system. Growing importance of English globally has made this debate even more heated. English medium instruction has always been seen as a threat to national integrity and regional languages prevalent in India. Even then prevalence of English as a language of administration not only at the Center but in many States and in various important sectors cannot be overlooked. English language is considered to open job prospects and helps an individual to connect globally. Be it higher education or desire for professional excellence, proficiency in English becomes obligatory.

Thus a positive attitude towards English language needs to be developed. The steps which can help students to overcome the language hurdle at higher education needs to be promptly addressed to. Communicative English should be introduced at all undergraduate courses so as to help students to switchover from vernacular medium to English medium without much difficulty.

If we perceive that the instructions at higher education be in English, then steps should be taken to ensure that the teachers and students are well equipped to make use of the opportunities English offers. Only then will there be advancement of quality higher education in the country.

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