
EFFECTIVE EDUCATIONAL MANAGEMENT: A YARDSTICK FOR IMPARTING QUALITY EDUCATION

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ABSTRACT

Educational sector had flourished after World Trade Organization (WTO) came into existence in 1995. The liberalized trade policies and practices adopted by the member countries of WTO have brought in enormous transformations in various sectors of the world economy including educational sector i.e. from conventional to technical ones. Such changed global scenario has urged for imparting quality education in different disciplines to bridge the gap between traditional management and professional management of invaluable resources. This became a forcing factor for the rapid growth of educational sector across the globe imparting quality education in a variety of disciplines. Therefore, the effective educational management plays vital role in imparting quality education by educational institutions to remain competitive in today's dynamic environment. However, effective educational management for imparting quality education remains a key concern for many stakeholders. Hence, the responsibility of imparting quality education in various disciplines now rests upon those authorities running and managing educational institutions. This paper discusses importance of effective educational management and competencies and skills of educational managers and attempts to brief the possible problems associated with imparting quality education. Some suggestions are also offered for imparting quality education.

Key Words: Effective Educational Management, Quality Education, Educational Manager, Competencies and Personal Skills.

1. Introduction

Education is treated as the sixth sense since it is not only a liberating force in one's life but it also lays down strong bedrock for excelling in his/her career as well. The policy makers are bound to ensure that the sufficient monetary assistance is made available for effective implementation of educational policies. Education is inevitable for everybody these times because an illiterate one is just like a king cobra but without venom. Hence, educational managers need to concentrate on imparting quality education to all but at an affordable cost since the cost of imparting quality education is inflated year-on-year basis. Everyone is to be educated for the literates can come forward and contribute a lot to the development of a nation. Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive citizens of a nation.

Mrs. Indira Gandhi, the late and former and the first woman prime ministry of India described that "Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances". Thus, education is all in one. In other words, education excels if an educational institution imparts quality education at affordable cost to a common man and it is effectively and properly managed by an educational manager.

Hence, in the present scenario, the effective educational management assumes a great significance in achieving the institutional goals. The term 'Educational Management' may refer to a process of applying the principles and thoughts of management to effectively manage an institution by an educational manager for imparting quality education in various disciplines and making the learners incredible resource of an organization they work for. It is evident that the educationally qualified and trained man power can effectively manage education by deploying various resources. Therefore, an educational manager is expected to have competencies such as designing educational program, teaching and training, research knowledge, effective communication, etc. In addition, he is also expected to possess some personal skills namely patience, determination, consistency and empathy.

2. Objectives of the study

Educational managers are expected to accomplish their tasks by making effective and proper utilization of various underlying resources in order to impart quality education at affordable costs. The following objectives have been set for the present study.

- i. To understand the objectives and functions of effective educational management;
- ii. To discuss the importance of effective educational management;
- iii. To assess the competencies and personal skills of educational managers;
- iv. To address the problems associated with effective educational management and
- v. To offer some suggestions for effective educational management.

3. Need for the study

Education plays a pious role in the economic development by disseminating a good amount of information on various aspects to unreachable sections of the society. It not only leads to literacy but also teaches everyone about how to live happy and long with what he owns. Quality matters a lot as far as education is concerned. Many developing countries launched several educational schemes like Sarva Shikshan Abhiyan by the Government of India the mission of which is to educate every Indian. For this mission, the government

spends billions of rupees in every financial year. However, the progress made so far is not as much as expected by the policy makers since the agencies implementing such schemes are inadequately equipped. Hence, it is believed that the quality education can override what has been ignored or neglected so far. It can bring forth tremendous knowledge about modern world where a change changes a change.

4. Flock of educational managers

Effective educational management is “the process of planning, organizing, directing and controlling the activities of an educational institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research”. The goal of effective educational management is to adopt holistic management approaches, policies, principles and practices in educational institutions so that they can then succeed in their vision and mission to impart the quality education. Educational Entrepreneurs, Directors, Principals, Deans, Heads of Departments, Office Superintendents and other senior Administrators are all examples of educational managers. In this context, it is necessary to note that they are collectively called as managers and all sort of educational institutions as institutions henceforth in this study. In their own way, they (each) supervise certain elements of institutions. This may include preparing reports, creating policies, reviewing course curricula, setting and working towards specific goals, allocating resources, setting or monitoring academic standards, staffing the institutions, addressing the various needs of both staff and students and collaborating with all outside stakeholders such as parents, regulators, governments, general public, etc.

Managers must have a thorough understanding of educational policies and practices as well as the ability to juggle the interests of several groups while working towards fulfilling the mission of an institution. This requires the managers to have a background in education for example a degree in educational management in addition to good people management skills. They are also expected to accomplish their tasks by making effective and maximum utilization of various underlying resources for providing quality education at affordable prices.

5. Objectives of effective educational management

The following are the different objectives of effective educational management.

- i. To achieve the institutions’ predetermined goals;
- ii. To improve the functions of effective educational management;
- iii. To execute the decisions for institutions’ activities and processes involved;
- iv. To create, maintain and enhance a good public image of the institutions;
- v. To ensure judicious utilization of underlying resources;
- vi. To enhance the efficiency and effectiveness of infrastructural facilities;
- vii. To enhance job satisfaction on par with the requirements of the economy;
- viii. To create and maintain a congenial institution’s atmosphere;
- ix. To manage interpersonal conflicts, manage stress and use time effectively and
- x. To improve interpersonal communication.

In the wake of the above mentioned objectives of effective educational management, it is thought to look into the various functions of the same for more clarity of the concept.

6. Functions of effective educational management

The general functions of effective educational management can be listed as follows.

- i. It assures that sound policies, goals and objectives are formulated in a given institution and that methods are determined for their achievement;
- ii. It procures the resources necessary for the achievement of the goals;
- iii. It organizes and co-ordinates the activities of the institutions with the prime function of achieving the objectives of the institution with maximum efficiency and effectiveness;
- iv. It influences and stimulates the human resources available;
- v. It integrates the institution and its activities into the set-up of society and
- vi. It evaluates the institutions' activities in accordance with the plans rolled out.

7. Importance of effective educational management

Effective educational management seeks professionalism for making the show more successful. Managers need to ensure that their institutions impart quality education on par with the requirements of various sectors of the economy. The stakeholders are also satisfied with the manner in which the various disciplines are delivered. The mission is also accomplished away in the key sources of education. Thus, the effective educational management plays a vital role in making any plan successful to dominate competitive and dynamic environment. Hence, the process of effective educational management involves the following important aspects that every manager needs to consider them while running and managing institutions for imparting quality education in different disciplines at his institutions.

i. Self-assessment of knowledge: It refers to the evaluations learners make about their current knowledge levels or increase in their knowledge levels in a particular domain. Similar to self-assessing job performance, when learners evaluate their knowledge, they begin with a cognitive representation of the domain and then judge their current knowledge levels against their representation of that domain. Self-assessments of knowledge are typically measured at the end of a course or program by asking learners to rate their perceived levels of comprehension, competence or increase in these constructs.

ii. Self-discipline: Everyone is born with natural principle of observing self discipline in his/her life and occupation for earning livelihood. Engaged in pious occupation of imparting quality education, the managers need to be self-disciplined and become a model for others as an ever shining leader.

iii. Self code of conduct: It is apparent that every professional observes some code of conduct of the occupation he is engaged in because the cliental rapport plays a very significant role in securing more opportunities and increases cliental base for better prospects. Hence, educationists are not exceptional to this phenomenon to keep their doors open for offering contemporary disciplines which can cater to the needs of increasing market demand for specialists. Thus, the managers ought to be more cliental friendly by observing self code of conduct of their profession on par with international standards.

iv. Adherence to ethics: Running successfully any institutions without some ethics is as good as riding a motor cycle without spikes in the competition and losing sheen thereof. The ethics guide and direct towards the achievement of the desired goals in the shortest possible period of time and bring a good name and fame to the institutions through how the best quality education is imparted.

v. Quality education: The quality education can be ensured only when the required inputs are in place but not on the cards as the education liberates everyone from the slavery of illiteracy

and directs towards how to earn livelihood and to achieve some milestones in his career/lifetime. Therefore, the quality education evolves making available all essential infrastructures so that a course can effectively be delivered as committed. Thus, the educationists need to impart quality education at affordable price with optimal use of resources at their disposal.

vi. Utilization of resources: The educationists need to care of underlying resources of their institutions and to be more specific, these resources are procured out of the borrowed funds at the higher rate of interest. The return on assets (resources) is to be taken care of since any wasteful resources can be good sources of deterioration in quality education. The aspirants of quality education prefer paying more price to worrying thereof. Proper and effective utilization of underlying resources contributes to the delivery of quality education at an affordable price and attracts brilliant and extraordinary aspirants.

vii. Use of Information Technology (IT): The quality education in the new era of ever changing scenario urges for the use of IT which reduces complex work and saves not only money but invaluable time as well. IT is considered to be the most accurate and fastest means of ensuring correct information and its dissemination in the shortest possible time. The institutions which offer technical courses ought to use IT for the effective teaching and learning of such courses with ease of distinguished achievements and placements. In simple terms, IT integrates the whole world globe into a small village.

viii. Compliance with regulators: It is mandatory for managers to comply with official regulators of their institutions from time to time. These regulators govern and control functioning of such institutions that need to follow some rules and guidelines issued for ensuring transparency in administration, admission, course delivery, etc during an academic year.

ix. Policy implementation: Managers who frame policies for their institutes ought to properly implement all such policies for effective delivery of the courses offered. Policies shall be flexible enough so that any new change can be incorporated as and when a need arises in line with amended guidelines issued by the regulators.

x. Innovative teaching methods: Quality education much depends on how a course is delivered with innovative teaching methods. The teachers accustomed with innovative teaching methods can impart quality education and produce skilled manpower. Therefore, managers shall arrange for innovative teaching methods giving opportunities to trained and experienced teachers at their institutions.

xi. Management of pedagogy: The prescribed syllabi is to be delivered considering the ability of the pupils to grasp, understand better and inculcate the habit of being attached thereto till the course comes to an end and successfully complete the course with excellence. In the meantime, the managers are to manage the syllabi properly and ensure its effective delivery to achieve the desired goals.

xii. Proper management of evaluations: Managers shall put efforts to minimize mistakes and/or wrongdoings at the time of evaluations since many a time, evaluations are done by the dummy and under qualified evaluators who do not know what evaluation means and scams have also hit educational sector as well. Therefore, the managers need to properly manage the entire evaluation process and ensure that they deliver justice to the examinees. In this context, the effective management of evaluations assumes a great significance

xiii. Feedback and Learning seriousness: The learners can judge their teachers for the subjects being taught by them and on whether the delivery of such subjects was effective and worth enough or on whether there is a need for further improvement from the teachers end. Hence, the feedback method through which teachers are assessed by their pupils can help the managers to be committed to quality education on par with the prescribed standards. On the other hand, the learners are to be careful of what is being taught and what is to be taught and they demand for the satisfactory delivery of each subject being taught. Thus, the feedback and learning seriousness be ensured by the managers for the effective educational management from their end.

xiv. Rating of teaching effectiveness: It is another step ahead of feedback and learning seriousness, the pupils are to be asked to rate teaching effectiveness and make suggestions for further augmentation of quality teaching. The rating may provide vital insights to the managers into what is left untouched of quality teaching and its effectiveness. Thus, the managers shall practise of rating the teaching effectiveness for ensuring quality education from time to time.

Further, it is necessary for the managers to possess some competencies and skills which play a very significant role as far as effective educational management is concerned. Hence, it is thought to discuss a few of the competencies and skills of managers as follows.

8. Competencies of an educational manager

Management positions can be difficult to describe. The job description may change based on the industry or field of a specific position. For instance, a manager at undergraduate institution will fill a different role than a manager at graduate and postgraduate institution. However, there are specific competencies and skills that good managers, regardless of the specific position, must possess. A manager is often in charge of designing educational program and collaborating with other staff members to implement the program. Therefore, the important competencies of managers are briefed as follows.

i. Research: Managers should have a basic level of proficiency with regard to research. This includes keeping up to date on information related to their field in which they work. Managers should be aware of any changes to the field as well as the best practice with regard to education within that field. The ability to research similar programs and successful techniques for the benefit of his own program is a useful competency for a manager to have.

ii. Design and Creativity: A manager is often principally responsible for developing the entire educational program at the facility in which he works. This includes building upon an initial idea until it is full enough to be considered as a functional program. Writing up the preliminary curriculum for the program as well as incorporating standards and learning objectives when appropriate are necessary. Organization is a necessary skill for the building of a program; however, perhaps equally as important is creativity and vision. It is important for managers to be able to see the potential of an idea and the logistics involved.

iii. Communication: Managers must have or develop strong communication skills. Because their job is essentially to build a program that others must work with and within. It is necessary for managers to discuss possibilities and ideas with team and staff members and communicate the vision of the finished product. Managers are often in charge of hiring personnel to teach within the program. For this reason, clear and concise communication is beneficial during selection and recruitments.

iv. Teaching/Training: Although managers do not need to be certified teachers, it is helpful for them to have some familiarity with teaching. Teaching the program to new teachers and training new staff members to work with the program both require a mild degree of teaching ability.

Apart from possessing the foregone competencies, the managers are essentially required to possess the following personal skills for effective educational management.

9. Personal skills of educational managers

To obtain positive educational outcome, the faculty's ability to manage and organize student behavior is of utmost importance. Even though good behavior management may not assure effective instructional output, it still manages to establish a good environment that facilitates learning. In the classroom, certain skills are required for managing the behavior of students. Hence, a manager is confined to possess the following personal skills in order to impart quality education.

i. Patience: When managing a classroom full of students, patience is a necessity. For some managers, patience comes off easily, but in most cases, one has to develop it himself to maintain a good relationship with those he interacts/teaches. If he gets offended easily and snaps at a student, it will be hard for him to manage the class and maintain its decorum.

ii. Determination: Students tend to resist classroom authority and it takes a lot of determination to get them to accept an authority. He must follow and apply all the rules and regulations consistently regardless of the situation. If he gets flexible in a situation that demands strong measures, students start taking for granted.

iii. Consistency: According to Dr. Fred Jones's "Tools for Teaching" on Education World, teachers who deal with students in a consistent manner don't have to deal much with students' behavioral lapse. Make sure that the teachers apply rules and regulations equally on every student. Don't treat students on an unequal grid or they will not be able to maintain the properness.

iv. Empathy: Expecting the students to exceptionally perform well will backfire in most cases. Understand and realize the students' capacity for learning. Make them feel at home by acting calm and relaxed. Share a joke with the class every now and then and answer students' questions with a smile on.

The preceding discussion threw light on objectives, functions and importance of effective educational management and competencies and skills of educational managers. Nevertheless, there are several problems associated with effective educational management and they have adverse impact on imparting quality education at affordability. Therefore, an attempt is made to summarize some of grave problems as under.

10. Problems associated with effective educational management

The developing countries like India face a lot of problems while imparting quality education at affordability since the majority of institutions are managed and controlled by many politicians, who use such institutions as a platform for their political gains rather than rendering holistic service of imparting quality education to the needy ones. They not only collect capitation and higher fees but also fail to provide a quality education. Hence, such issues are to be addressed strongly and efforts be made to hammer out them and make education more quality oriented in the years to come. It is therefore, very necessary to have a

glimpse of the problems associated with the effective educational management in the developing world.

i. Unsolicited political interference: It is evident that the politicians have been playing a crucial role in establishing institutions offering education in different disciplines but not at unaffordable price to a common man living from hand to mouth. In other words, the politicians focus only on profiteering and the institutions have become the scapegoat of politics and failed to achieve the desired goals. Rather, the politicians malign the education offered in their institutions through unsolicited interference in day-to-day academic activities carried out. Thus, the quality education receives a setback at the hands of ugly politics aimed only at unscrupulous profiteering and thus the desired goals remain on a piece of paper.

ii. Lack of coordination: It is evident from many incidents happening around us that there exists a lack of coordination among the people in institutions where the noncooperation prevails due to one or the other reasons among the administrators, managers, teaching and non teaching fraternity. This noncooperation brings not only bad results but also bad name and fame and thus, causes the irreparable damage to the reputation of the institutions. Hence, the managers must take necessary measures to ensure coordination among all the individuals associated with the working of the institutions and need to initiate (if necessary) the stringent action including legal ones so that the better coordination can be guaranteed to a some extent.

iii. Language barriers: The countries like India where multiple languages being spoken and different religions being the integral part of the day-to-day social life encounter this pandemonium. On the other hand, education in India for instance is formally offered in more than sixteen languages apart from English. Thus, teaching and learning are exposed to language barriers in the country. Further, more and more literature is available in English in this world. The lovers of regional languages strongly urge that the education in their respective states, need to be offered only in their respective regional languages. Hence, skills of writing and reading English language are absent in the students having education in their regional languages and may suffer a lot and that leads to deterioration in quality education. Such students face off a stiff competition from students having orientation of both regional and English languages. Therefore, language barriers are exposed in the Indian scenario and the quality education becomes a nightmare for millions in pthe country.

iv. Regional disparity: This is another important problem associated with imparting quality education since the political will and wish impose many restrictions on regional developmental activities. The tendency of coalition governments has polarized the bias and partiality in resources allocation over the decades. The regional imparity leads to poor quality education and to wastage of valuable resources.

v. Faulty policies: Framing of policies directed towards imparting quality education has taken a back seat. On the other hand, the policy makers are also under the influence of their political parties which are often indulged in bringing those educational policies which benefit only their institutions but the quality education remains unwarranted for them.

vi. Dictatorial rule: Political leaders who run many institutions are dictators and do not mind what is right and wrong. But, they dictate their own terms and conditions for running their institutions at the cost of quality education. The laws governing and controlling institutions remain ineffective under such circumstances. They get the things done by hook or crook for their personal and political gains and let quality education be maligned with unscrupulous practices.

vii. Rural backwardness: In developing countries like India, the very basic amenities such as drinking water, electricity, education, etc are still nightmare for many people. In other words, the private players have grip over the institutions and they prefer financial gains to quality education. They charge exaggerated fees but pay no heed to quality teaching and pay less teaching fraternity and thus do not impart quality education.

viii. Societal resistance: In the developing world, people being orthodox in nature deter to encouraging their wards from pursuing technical and quality education which is believed to be more expensive and exposure to western culture. In such cases, the extraordinary and knowledgeable wards are deprived of pursuing the higher technical and quality education in some disciplines like Engineering, Management, Pharmacy, Medical, Hotel Management, etc.

The forgone discussion on objectives, functions and importance of effective educational management, competencies and skills of educational managers and problems associated with effective educational management reveals that educational institutions shall employ well-educated, trained and experienced educational managers to effectively manage their institutions' resources on their way to impart quality education at affordability. In this backdrop, the present paper makes an attempt to offer some suggestions for effective educational management as a benchmark for imparting quality education as under.

11. Suggestions

The following suggestions are offered with regard to effective educational management for imparting quality education in the days to come.

i. Appointing highly qualified, well trained and experienced educational managers: The most sought after essentiality of imparting quality education is appointing highly qualified, well trained and experienced educational managers who can set the goals and make heroic efforts to achieve them. The managers must have a clear-cut vision and mission along with foresightedness as well for the purpose of effective educational management for imparting quality education at affordability.

ii. Curbing political interference: The need of the hour is that the political interference must be totally curbed in day-to-day functioning of institutions to the possible extent that a manager gets a freehand and carries out the assigned task perfectly. He is expected to set an example of becoming a perfect professional manager for ensuring better education without compromising on quality.

iii. Assuring coordination among stakeholders: Another vital task before a manager is to maintain cordial relationship and coordination among employees, students, their parents, government agencies, general public, etc. This ensures a solid base for imparting quality education from Kindergarten (KG) to Post Graduate (PG) and so on.

iv. Removing language barriers: In developing countries like India, there are multiple religions and languages spoken which cause embarrassment to the educationists and pose depleting threat to imparting quality education. The regional fundamentals insist on teaching in their own languages i.e. medium of teaching be only in their mother tongue in respective regions. But, the vast literature of various disciplines in the modern era is not easily available in every regional language. The inclination towards education in English is of paramount importance across the globe where the English is desired and preferred language to get

employed abroad. Hence, the manager must swear to remove language barriers in his institution to enable for imparting quality education.

v. Regional balancing: When a trust or a society has established institutions across the country or abroad, a manager has to work in coordination with the regional manpower and to be familiar with a particular region where he is to balance between his institutional goals and that region's goals for ensuing quality education. He should understand the requirements of a particular region. Accordingly, he must have flexibility in his policies and should implement them to achieve his mission of offering quality education.

v. Framing fruitful policies: Educational policies must provide for imparting quality education at affordable price to outreach even deprived sections of the society. Such policies should be directed towards effective delivery of the respective disciplines keeping in mind the requirements on par with the industry.

vi. Ensuring democratic rule: Manager shall ensure that there is a democratic functioning in his institution and ensure that the dictatorial rule does not find any place. He shall frame policies that pave way for democratic rule for imparting quality education in his institution.

vii. Planning rural development: In the developing countries like India, the rural development is most important for the survival of institutions in the long run. Therefore, manager shall establish institution in rural areas so that the rural development is smoothly progressed along with the effective educational management. Thus, the quality education may be imparted at affordable cost to all sections of the society and contribute to the nation building efforts.

12. Conclusion

Educational sector has received a big boost in the last two decades after the World Trade Organization (WTO) came into existence in 1995. The member-developing countries of WTO including India have become educational hubs by keeping their doors open for imparting quality education. In the last two decades, many Government and Private Educational Institutions have been set up but unfortunately failed to impart quality education at affordability. Quality education can be guaranteed provided the institutions are properly managed by the educational managers namely Directors, Principals, Deans, Heads of Departments, Office Superintendents and other senior Administrators who discharge various managerial functions like planning, organizing, directing and controlling the activities of an institution. Hence, the process of effective educational management involves self-assessment of knowledge and self-discipline, upholding ethics and code of conduct, utilization of resources, use of information technology, complying with regulators, policy implementation and innovative teaching methods, management of pedagogy and evaluations, feedback and learning seriousness and rating of teaching effectiveness.

Educational management positions can be difficult to describe as the managers need to possess some competencies such as research, design and creativity, communication and teaching/training. In the mean time, they are also expected to possess personal skills like patience, determination, consistency and empathy. However, effective educational management, especially in developing countries including India is obstructed owing to problems associated with. Unsolicited political interference, lack of coordination, language barriers, regional disparity, faulty policies, dictatorial rule, rural backwardness, societal resistance, etc are the hassles of effective educational management. Therefore, it is worth to note that appointing highly qualified, well trained and experienced educational managers,

curbing political interference, assuring coordination among stakeholders, removing language barriers, regional balancing, framing fruitful policies, democratic rule and rural development can ensure effective educational management. On the other hand, the developing countries like India should go a long way to ensure quality in education through effective educational management

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