

# **QUALITY ISSUE OF RURAL INSTITUTIONS IN HIGHER EDUCATION**

**(Paper 2)**

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**Balasaheb Ladgaonkar**

## Structured Abstract

The present paper attempts to study Issue of Quality in Higher Education of Rural Institutions. The paper takes into account ‘Quality’ in terms of a well-known *American Scholar T.S. Eliot* who strongly believes in *Tradition* which is changing, growing and becoming different from what it is. It further discusses ‘Quality’ and its meaning, material object, measurement of material thing, quality propositions. It also argues about the aims and objectives of Higher Educational Institutions. Within this juncture of allusion, the investigator’s effort is to pivot on issue of quality that across in rural higher educational institutions.

The paper seeks to analyze the present scenario of Higher Educational Institutions in rural areas (India) and back provenance of it. It throws light on various causes that muddle the ‘quality’ environs of Higher Education in rural and hilly based colleges. These affairs clearly try to show institutions present educational quality. In this connection, Higher Educational convictions’ regarding core values is discussed in detail.

The paper is laid on primary and secondary sources. Analytical and interpretative methods are used for the proposed paper.

The paper ends by exposing how issue of quality arises in higher education of rural institutions that throws light on personal, administrative and cultural view. It divulges also issue of quality not only in rural institutions but everywhere in the world.

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## **Keywords**

- ◆ Higher Education Policy & Quality
- ◆ Core values of HE
- ◆ Quality Assessing Agencies
- ◆ T S Eliot's View: Tradition & its Meaning
- ◆ Rural Institutions and its educational conditions
- ◆ Quality Issue
- ◆ Issue & its causes
- ◆ Suggestions for Issues
- ◆ Role of manager
- ◆ Focus on Personal, administrative & cultural view in administration

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Warananagar

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## ***ISSUE OF QUALITY IN HIGHER EDUCATION OF RURAL INSTITUTIONS***

### **EXORDIUM:**

Most of the people in rural environs are deprived of Higher Education and Progress because of poverty and lack of educational facilities. Taking into that sight of family and educational milieu as well locality favours quality fixing of forthcoming generations and underpins learner's emotional durability, mental flourishing, and overall personality. It also affects deeply at making them confident, self-reliant and enlightening t. For those metamorphosed youth, the objectives of Higher Education Policy are tempered with. Besides, it orients at the intellectual growth, development of capabilities and adaptability of change in youth that may change them into fulfillment and people of good society.

Institution building relates to process of internal development and to promote its impact on society. It, imparts with transforming the organization as an integrated and organic part in projecting new values and the societal change. Institution's effectiveness reflects in – achievement of goals, development of people, expansion, self renewal and impact on community. Hence the focus of management has to create a pride of own. It should orient at societal tasks, autonomy and to provide opportunities for learners. The management effectiveness

indicates in its personnel feel in their jobs, and sense of satisfaction and growth. So that management is expected to function properly by delegating, organizing, directive, operative and evaluative functions. Consequently, it reveals the effective buildings of Higher Education Institute (**HEI**). For this requires as it has been already pointed out in management discourses: (a) structural and process mechanism for institution functioning including its background, tradition and history in mind, management, design to promote uni-function and uni-role arrangement, design planning of policy and its execution, design to strengthen the basic units of institution. (b) Developing and managing the faculty, goals, people, structure, and culture, leadership, self regulating and faculty evaluation (c) Managing Institutional Resources and Support System to that. (d) Institutional Self-renewal (involves continuous analysis of problem, alternative solutions, various approaches to solve problems, reviewing action and learning from experiences. In brief, organization development is a planned way of developing its competencies. It is a systematic way. In regard of institutional development the emphasis by UNESCO (Quoted, Divya Sharma P.22) **1** is fruitful to take into account.

- ◆ OCTAPACE (openness, confronting, trust, authenticity, proactively, autonomy, collaboration and experimentation) values



- ◆ Organizations as a complete system and self contained unit of a school of studies, a section, a department etc
- ◆ Collaborative and participative approach with participation at all levels.
- ◆ Use of process skills- skills of analyzing the problems, and how the things get done.
- ◆ Developing the teams as main strategy to promote the growth of other units.
- ◆ Developing interventions through systematic diagnosis and solution approach.

As a total consequence of what stated results into that institute's 'Quality'.

The current trends in the management of institutions of higher education are indicative of changes in many ways. It includes implementation of democratic principles for better participatory culture, delegating power to the lower level executive bodies, faculty members etc. It helps also to identify objects and to plan for both short and long term prospect and concern for institutional economics operations. But is that happens truly? Yes, it may have happened in some cases and not happened in most of the institutions especially in rural areas.

The term **Rural** refers to having to do with the countryside rather than the town. (Oxford Dictionary).<sup>2</sup> On the other hand, Webster's II

New College Dictionary defines it as of or relating it to people who live in country.<sup>3</sup> What is an institute? **Institute** means, as given in *Webster's Dictionary*, to establish in an office or position; or an organization established to promote a caus. In this paper, institute refers to college in rural areas that are affiliated to university recognized by Statutory, Professional, Regulatory Councils, etc. It views to promote excellence and monitoring quality education in HEIs. In this relevance, the definition of institute highlighted by Divya Sharma is considerable. According to Sharma it, 'as **a responsive, adoptive organism which is the natural product of social needs and pressures.**'<sup>4</sup> An organization, on the other hand, is a system of consciously coordinated activities that are engineered to do a job. It attempts to maximize the attainment of objective and management for the culture of the society. Broadly speaking it comprises the principles of managing an institution, institutional planning with reference to infrastructure, personnel and finance, key components of human resources and its management strategies and the management of material resources.

#### **i] IDEOLOGICAL PERSPECTIVE:**

Education network must follow 'Objective' standards in the conformation with contemporary need of society. In this context, it is pertinent to discuss the view of well-known an *American critic* named **T.S. Eliot** who trusts strongly in **Tradition**. To him, Tradition is not anything fixed and static, it is changing, growing and becoming different

from what it is. Education develops from the past and conforms to its tradition. In this process, the past theories direct and guide the present so the present alters and modifies the past. **5** Tradition reacts against mechanisms that aim to ensure simply satisfactory levels of quality in HELs. In brief, the relationship of past-present in education is reciprocal. The present world of educational phenomenon is resulted out of the **‘Tradition’**. And such qualitative education strengthens the society.

**What is a Quality?** The term quality is firstly coined by Cicero, a Greek Philosopher in translating the Greek *Poiotes* and employed then as a technical term by Aristotle.**6** In **Encyclopedia** stated that Quality covers anything that ascribed to an **Object** in context (merit / value). However ‘quality’ understands when a contrast is stated / implied there in. The quality is a subject expression and designate to. For this certain ‘qualifications’ requires. The proper execution in management out lets ‘real’ with particular force in the different cases and context implied. A material object is pertinent in quality. It is distinguish and has shape, dimensions and rests in its space to be solid which later indicates qualitative taste and smell. ‘Sight’ (quality) is the most important to sense. Hence material object is be colored to visible and to sense the sight. The measurement of material thing relation with metrical scale shows ‘quality’ distinctions. This is quite true about higher educational quality. Quality indicates quality of the substance. It is necessary to see qualities in here or belong to substances. So there need a single ‘stuff’ of

all qualities. The quality propositions (Universal, Particular and Singular) are classified as either affirmative or negative. <sup>7</sup> Within this point of reference, the paper attempts to view on issue in higher education institutes in rural areas.

## **ii] HIGHER EDUCATION AND ITS ISSUE:**

HEIs play very significant task in fulfilling social, economic, educational and scientific values in the society. HEIs are considered as ‘an agent of change’. They should not only meet the needs of learners but also expectations of whole community. In today’s challenging era HEIs are facing many strategic problems that affect the institutional performance including quality especially in rural setup. These challenges consist non-availability of qualified staff, accountability of governance, adjustment for operational costs, retention of qualified workforce, expansion or decrease and irregularity in student strength, introduction of new programs, applicable laws, regulations and standards of practices, view of management, evaluation and sharing of ever increasing knowledge, planned execution, political monopoly, operational performance improvement, lack of healthy teachers-students relationship, lack of proper educational infrastructure and environment, narrow cattiest, communalist, linguistic, regionalist and religion outlooks, students indiscipline and unrests. These factors pose serious

threat to higher education institutions' quality. To meet these challenges, HEIs are expected to expand programmer and facilities to achieve the standards of global level. Institute has to create a sense of pride and satisfaction among teaching-non teaching, students and over all in society. The thrust of institutions should be towards "pursuit of professional excellence informed by social purpose" so far as concerned the changing time.

Due to divergence of institute, university, state, society, judiciary and education there is institutional inertia. Naturally the question arises in this context of quality, Who is accountable? the institute? the university? the state? the judiciary? the education ? or All of them? (Goel & Goel, P.15) **8.** Early the Society was governing the society. However that picture doesn't remain. Now the economy is overarching, both the state and society. The private and corporate sector has more of commercial motive. And education in rural area is presently attempting largely in that direction. It is a general picture that investment is being estimated in terms of material profit than all round development. Consequently, there arise problems of quality and its perception, scaling and differentiation in and its execution of educational institute that releases its output. Many illustrations can be put up here that denotes the wide gaps between expected and actual quality. This gap may widen unless quality required ingredients are covered. This appears at higher educational level i.e. Under Graduate, Postgraduate, or

Research Level. So there has to be adequate focus on the systemic parameters-input, process and output. And to prove quality requires self and external quality evaluation, enhance and sustenance of new system in HEI. Here the following, which are pointed out by Kulkarni, are indicative:

- ◆ Arrange for periodic assessment and accreditation of institutions of higher education or units therefore, or specific academic programmer or projects;
- ◆ Stimulate the academic environmental for promotion of quality of teaching-learning and research in higher education institutions;
- ◆ Encourage self-evaluation, accountability, autonomy and innovations in higher education's;
- ◆ Undertake quality-related research studies, consultancy and training programmers, and
- ◆ Collaborate with other scholarly of higher education for quality evaluation, promotion and sustenance. ( Kulkarni) 9

Besides this brief reflecting on, it is quite fruitful to see the term 'Quality'. An apex body of Quality Assessment in India **NAAC** which has stated an **Excellence** of HEI and its quality has clarified in its **A Profile**, "*Excellence of institutions of Higher education is a function of many aspects: self-evaluation and self-improvement are important. If a mechanism is set up which will encourage self assessment in institutions and assessment and accreditation by a council? .....The quality process,*

*participation, achievements etc., will be constantly monitored and improved*”(NAAC P.1) **10.**

In this germane, as stated in Indian ‘**NAAC Profile**’ **11** there are various agencies at national and international level to assess and accredit the higher educational institutes for the aim of affirmative ‘Quality’. Like **national**-NAAC-NCTE, NAAC-DCT in India, there are other outstanding **international** agencies such as COL, Canada; HETL,USA; Higher Education Quality Committee (HEQC), South Africa; Australian Universities Quality Agency (AUQA); Higher Education Funding Council for England (HEFCE); Quality Assurance Agency(QAA), UK; United Nations Educational, Scientific and Cultural Organization (UNESCO); International Network for Quality Assurance Agencies in Higher Education INQAAHE); Asia Pacific Quality Network (APQN). They are determining, scaling, including exchanging and exploring spaces in HE and its quality. And for engineering the Quality those agencies are organizing Conferences, Seminars, and Symposiums etc. on different subjects, and themes, in order to enhance excellence and exchange at par to strengthen HE. And to strengthen HE means to make better human world. Though, there countless efforts are being made on *Improvement of Quality as well Searching Spaces in and for that.* **12** Still certain problems are there. Among them attempt is to focus on Managerial Process that emits what we call educational ‘Quality’.

The present policies of HEIs are with the guidelines. Institutions are empowered to frame regulations in that regard. And in such concern there is a shift from mega planning to micro planning, autocratic to democratic decision-making, and manual governance to commandant in aiming at producing **Quality**. Of course, it requires co-ordination and maintenance of standards in teaching-learning and research. So the educational administrators are to be cautious incessantly of identifying problems, examining data, and how to apply, solve, do assessment, etc?. Many institutes attempt to do so. However, certain lacunae (as managerial process, tech-pedagogies, etc.) in creates issue in out letting quality. This is an expressive picture especially in Indian rural HEIs. The researcher's attempt is to aim at the issues in rural institutions.

The novices are from rural-hilly zone among who most are with of categorical potential. The institute, hence, is required to provide them, besides available alacrities, the advanced and academic required facilities to develop competency in epithet of 'Excellence'. The able counseling and efforts are to take to reach institute at global level i.e. from view of **Core Values**. All over the world, HEIs are being functioned at their ability in educational environment. However the HEIs in the rural are facing many challenges. To win over it, the need is to expand the avail systems of HEIs taking into perspective of technology in educational quality delivery, the impact of globalization (including cross-border and trans-border educational initiatives) and



signaled changes that are required in the higher education scenario. In keeping view of those changes and the ‘shift’ in values are to cognizance by various HEIs system in pushing towards the compliance of the core values (NAAC, India) **13** stated below:

- ◆ Contributing to National Development: Human resource development and capacity building of individuals, to cater the needs of the economy, society and the country as a whole, thereby contributing to the development of the Nation.
- ◆ Fostering Global Competencies among Students: To develop skills of students at global level and their counterparts in liberalization and globalization of economic activities HEIs have to do positive role. Consequently, it requires accepting standards in higher education are essential. Therefore, the role of HEIs must in preparing the students in that orientation HEIs are to be innovative, creative and entrepreneurial in their approach. HEIs need to establish collaborations with industries, agencies, bodies and foster relationship between the “world of skilled work” and the “world of competent learning”.
- ◆ Inculcating a Value System among Students: To inculcate the desirable value systems amongst the students, Developing nations, like India which is of cultural and other pluralities and diversities, are essential to imbibe on students the appropriate values that commensurate with social, cultural, economic and environmental

realities, at the local, national and universal levels. The seeds of values sown in the early stages of education have to be re-treated and re-emphasized by the HEIs apt learning, experiences and opportunities..

- ◆ Promoting the Use of Technology: It is desired the corresponding changes in the use of technologies for teaching-learning and the governance in HEIs. To make academic development and administration, technological advancement and innovations are to be implemented for educational transactions. Traditional (not in Eliot's term) methods have become less motivating to the large number of students. Hence it is to require the use of the ICT optimally in documentation, data management, etc.
- ◆ Quest for Excellence: Additionally institutions should drive to develop themselves into centers of excellence. Excellence is that what imbibed into and contribute for better development either of individual or institutional the system. Consequently, rural institutions are to introspect in that adaptation and reconsider the governance and to use the avail natural and human resources for academic purpose. However, it doesn't find.

After this brief view on education, quality, HEIs expectations, requirements, the researcher tries to invite on the actual issues of quality. For the 'Quality' in general for however and with noteworthy citations to rural institutes are to centralize upon:

## ***I GENESIS OF POWER MANDATE:***

Ability of administrator is important that doesn't find yet at appropriate level in rural institutes. Situational intelligence is coerced. Managers' potential requires to able out organizational map. Merit and governance go hand in hand where there is scope for pedagogical attentions. This requires acceptable supremacy and germ for organization. Enlighten mastermind must be resourceful and untrammelled from jingoism and colored. However it, doesn't come much into view **14**

## ***II RETALIATORY TO CREATIVE REGULATOR:***

Lack of professionalism in the regulation of institution is another issue. It needs the director skills and mind set to precedent institution ahead. The educational governor should have a vision of forth coming time. In most of the rural institutions do not reveal that. There is a transmogrification of the rural-hilly people in the sensation: furnished permission for workforce to carry out innovative things, to utilize new, creative and original; people to manage for tackling and solving issues. However that much is not up to expectation in many cases in rural HEIs. In fact, institutively, the manager is to project the strategies, goals, actions, plans and to monitor and evaluate system for accomplishing the vision of institution and its further progression.

### ***III DISTINCTIONS OF TRENDS SETTER:***

Manager is obliged to - give answers, listen-oriented, empowering people to make decisions, trail the institution towards wraith than for result, listen to intuition than analyzing, create commitment than motivation, and open-minded, self-responsibility that teaches the subordinate as model than self protect mode, know relaxing, gives results, focus on constituting strengths than fixing problems, learn from errors and not to fire those fail. However, in general, it doesn't see in rural HEIs.

### ***IV VERDICT-COMPOSING THROUGH EGALITARIAN AND PARTAKING ADVENT:***

Framing policy and decision-making in education is contextual. The concerns are to consider even the minorities' views in decision-making. There require much debate and discussions but doesn't descry that much in rural educational territory. They are in position just to give order and not following what is expected being the chairperson of HEIs

### ***V NETWORK VERSION COGITATION:***

Managers, in order to produce 'quality', are supposed to encounter with network plan, deliberations- What method to follow-centralize/decentralize system? Whether to build / buy system; to start with prototypes/ functional systems? Whether to buy readymade system than building self system? However, managers are unable to win over such dilemmas. Many HEIs runners don't have even such attitude. Hence system functioning remains figment of artistry.

## ***VI PROGRESSION CONJECTURE TO COURSES SURMISE:***

It is desired that the focus must on output of quality than rigidity of organization. But in rural HEIs it doesn't behold as there is multivariate setting, such as political, socio-cultural, geographical, and economical. Hence the systematic approach sometimes failure at and in times system into the parameters called Input, Process and Output. The educational managers are here to be above systems where the institution meets with complex problems. He is to address the problems through his creative and critical thinking. When acts, ordinances, rules of education are silent, the manager is to be in working order. In such framework, he is to go through self-improved rules without error. But it doesn't materialize so. Sometimes they are incapable to do so.

## VII *MANIPULATION THROUGH DOSSIER NETWORK CYCLE:*

Only manual educational management is now gone off. Reformative management is required to introduce. However, it is not a general picture. In reformative management, managers are to provide and use net and savvy chain. It is accepted by many scholars, such as:

*Self-regulating in admission and work, Computer located pay roll set up, Tangling of institution and libraries; Electronic process ,Tutoring through computer ;Computer stationed supervision – personal-time and space, Computer set-up learning prelaunch governance system ;Computer constructed laboratory regulation, Computer secured question banks and papers, Computer posted correspondence conferencing. 14*

If managers are efficient in managerial system, it is fruitful in producing quality, in many folds of institution. But in most of the rural institutes the principals are illiterate/incapable either in language (English) or computer knowledge and moreover not much comprehensive of its pertinence in management. And if so, how they can operate organization in time and with relevant information, manage it and establish communication with the academic environment and be a

model/ideal to his staff, students and faculty. It is elephantine question in most of the rural HEIs.

### ***VIII DO/SAY RERUN IN ORGANISATION:***

Growth in adage is there due to accessibility of administration statically in planning, staffing, directing, budgeting etc. Commandants are to gyrate it for sharing the governing consignments. And therefore in institutions, the design potently to be re-designed, new consortium is to be established; new course is to institutionalize, new curriculum framework is to create or revise; new philosophy is to integrate, organization is to strengthen; new staff is to recruit, to be refreshed and oriented; direction is to be perfected, co-ordination must; reporting is to be true, timely and systematic; budget is allocated and relocated? The Head has to particular about it and to use modern manipulation theories to govern the view of autonomy, accountability and output. He has to avoid discriminating the administrators, managers and co-workers in the work culture. He, then, has to prompt to revise that system, if required, from academic view and time to time the placement and promotion in all administrative sense.

### ***IX IMPARTIALITY AND CONGRUENCE:***

The concept of boss and sub-ordinates should not exist in education. But mostly in rural situation it doesn't see so. A particular

‘mentality’ is there that *I am the boss* – Chairman, Secretary, Chief, Principal, Director, higher authority and so on in many HEIs. Consequently, it hampers over all work and its quality that required from academic view. Whenever the available human resources, educational management and academic theories are required to implement into education, unfortunately, it doesn’t occur mostly in village HEIs.

### ***X COMPREHENSIVE TO EXCELLENCE MANIPULATION:***

Due focus of supervision parameter in rural HEIs doesn’t show up generally. Each element is for realization of sum distinction. To worth, it requires in use of balance among input, process, output and the academic educational environment. If happens so, then only the quality of ‘Institute’ levitates. If the escalation of management considers work, cost reduction, grade amelioration; reformation of structure and the expectations of the society then only HEI shall come up at level in the perspective of **Eliot**. The productivity of institute then only calibrates in appellation of proficiency, input, methodology and settlement.

### ***XI INHABITANT TO INTERNATIONAL STANDPOINT:***

Nowadays all-encompassing Higher Educational Teaching and Learning comprehends through Science and ICT. Hence institute requires worldwide slant and array. Without this institute cannot crop up at the excellence. Attempts require catering all-inclusive needs, culture



and values to sustain own/institutional identity in public sector, private sector, NGO's, inside and outside agencies and in brief at Global Level.

**15** Rural institutes require shifting view in curricula, management, educational and cultural exchange programmers from local to international view and vice -versa. As a result, there shall be mutual exchange between in that orientation which consists the ultimate fulfillment of humanity.

## **CONCLUSION:**

In brief, it is a root matter that the educational governance is expected to promote from academic point of view in terms of the physical, logical, spatial, economic, social mobility and do in all aspiring expanse in institutes. **16.** Education means human good (Different waves of thinking Human Good). Therefore, educational institutes and its managers especially in rural-hilly based HEIs are to apprehend the objectives of compatible education for society. But a bold question arises how to develop that academic educational quality and view among from managers' who are with socio-cultural, economic, political print? How to amend their reserved and individual attitude that affects overall quality of HEIs in the rural areas? It is the genuine burden in rural

institutes of all over the world. There are trainings, workshops, conferences, etc. in that regard but not yet got the fruitful result.

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