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MOTIVATIONAL LEADERSHIP PERSPECTIVE FOR COPING WITH THE CHANGING NEEDS OF TECHNICAL EDUCATION SYSTEM.

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ABSTRACT

Today due to wide and vibrant knowledge workers available all over in the corporate sectors and otherwise the management of their knowledge and to bring into synergetic performance, is the major challenge. And this is what the great management professor Lester Thurow is advocating above. We all fully agree with this. This requires a good dynamic and charismatic leader who is conversant with technical education in particular apart from other traits. Quality, though it is much talked about is a missing link presently in Indian technical education scenario. More so, many indiscriminate technical institutions have cropped up today, during 15-20 years time. But there is a huge shortage of good teaching faculty to cope up with this enhanced infrastructure. This situation has been made more worst because of lack of quality and talented students obtaining in these institutions. Thus, we observe that quality is the fundamental factor to be addressed, than quantity. Quantity going up and quality going down is an alarming situation. It will also be observed that accreditation process now a days is more static than dynamic. It is generally seen that any institution after getting accreditation became complacent and slack. During the very first surveillance audit, even after a gap of months, the things are not found in that order; which they should be. The teachers must consider the students as impressionable minds and always human resource for attracting the talented students we must apply a push-pull technique of teaching. Teachers must apply pull technique more and create a conducive learning environment for students. The teacher who is also a good leader is required today. A word about leadership: Leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievements. Leadership has become more challenging today due to availability of mere knowledge workers. Effective manager is a leader. Leadership is based on three programmes like Selection, Challenge and Mentoring. A good and dynamic teacher must possess the leadership qualities for due motivation of students as well as igniting their minds. Balanced Scorecard regarding teaching-cum-leadership has been suitably discussed. The experiential learning and wisdom are the valuable assets of a leader who should fully apply to his organization for success. Though management can be taught but leadership cannot be taught. It is something like enlightenment and has to be learned through experience. In the present paper the authors have tried to discuss the criticality of the present Indian education system, and how to make it more conducive and creative for young students. Good and innovative teaching techniques

have been brought out briefly. A transformational and balanced scorecard leadership is required for the younger students, which is suitably included in this paper.

Keywords: charismatic leader, Geomorphologic education, Renaissance leaders, experiential learning. Balanced score card, leadership score card, push-pull technique of teaching.

INTRODUCTION

“Technical education is the single most dominant factor for unleashing brainpower of the people of an organization”-Lester Thurow.

Modern era is witnessing world as flat due to knowledge workers & fast IT-enabled services all over. Moreover social networking, Google and management Web2.0 has made world more of a smaller village. In this scenario, education system, all over the world has to be harnessed for coping with the present day technical needs. Management of technical education effectively as tailor-made system can only train the youths to handle the futuristic business environments. In India, the economic and business scenario has been changed substantially after the LPG (Liberalisation, Privatisation, & Globalisation) reforms brought in during 1991.

With the availability of knowledgeable society (especially the students), today it is much more important how to harness the talents of the students into a synergetic fashion for making them talent – plus person- an accountable & responsible citizen of tomorrow. And, this can only be done through a meticulous selection/ availability of good teaching faculty, who are aware of their responsibility. The quality – related issues in higher technical education in India is becoming more complex due to exponential growth of schools, college and technical institutions during the last 15-20 years. The non-availability of good teachers as well as correct cross-sections of students, both make the situations complex and more worse. A quality to quantitative relationship of education has been depicted in Fig.2 in the succeeding pages (refer page 9).

In this paper, the good teaching-learning training development requirement has been addressed and more on teaching faculty innovative techniques for teaching – learning process has been emphasized. The essential modifications to the education system, necessary changes in the curriculum, evaluation and ensuring that academia is shaped and tuned in conformity with the industry partner’s requirement, is the clarion call of today. It is a continuum process and the entire teaching and industry partners and all others have to join hand for evolving and rather revolutionary the whole mechanism into a dynamic and synergetic model. In this regards the accreditation process has to be dynamic (not static of today’s), so that the education standards and quality of institution, teachers, students and infrastructure should be maintained properly. Experienced teachers may be described herein as under:

- An average teacher tells,
- Good teacher teaches,
- Excellent teachers demonstrates,
- Experienced teachers motivates,
- An outstanding teacher knows his subject in depth and must be a good listener as well.

Also, the four C's of a good teacher is: Competence, Creativity, Collaborative and Caring.

In the present paper the Balanced Scorecard (BSC) and the teacher-cum-leadership score card has been briefly discussed for making the teaching community aware of the certain essential parameters about teaching-learning – process. Even the teaching – learning process should be measurable through ROI (Return on Investment) or ROCE (Return on Capital Employed) for knowing the effectiveness of the teaching. The three A's i.e. Availability, Accessibility & Approachability of the teacher is a must for students. Ronald et.al (2005), Hesselbein (1996), Kaplan & Norton (1996) and Phillip et.al (2009, reprinted) describes the above leadership scorecard in vivid details. Finally, the transformational type of passionate leadership is required for motivating the impressionable minds of students for shouldering the future responsibility of the Nation.

BALANCED SCORE CARD (BSC)

During 1996, Kaplan & Norton, motivated for “Measuring Performance of the Futuristic Organisations”, and coined a word ‘Balanced Scorecard (BSC). The “Balanced Score Card’, Translates an organisation’s mission and strategy into a set of performance measures that provide a framework for a strategic measurement system”. The balanced Scorecard measures organizational performance across four perspectives: financial, Customers, internal business processes and learning and growth.

In the last ten years or so, professionals, have applied BSC in almost over 50% of organization in North America & Western Europe (Creelman, 2001). Today, we talk of HR Scorecard, Project Scorecard, etc. On the same analogy Phillips et.al (Reprint 2009) has coined the new word as ‘leadership scorecard’ for measuring the effective performance of a ‘leader in the organization’. The balanced scorecard as applicable to the modern education system will be discussed subsequently in other paragraph.

INDIAN TECHNICAL EDUCATION SCENARIO

Management education deals with the art and science of directing and controlling any organization. The Indian business organization is forced to change their operational and business strategies due to Liberalization, Privatization & Globalization policies initiated by government of India. Globalization aims at aligning economies of various countries with Global Economy. Today the academics and industry captions are transforming various sectors of the economy due to globalization strategies including the fast developing sector of higher education.

Management education is based upon the premise that events occur as a result of preceding events or processes. A manager must know why a certain thing has happened so that a repetition thereof can be avoided if it had adverse effects on organizational performance. Management consists of deciding what is desirable and then managing those elements that can achieve the desired results. Research findings and concepts derived from the experiments in social sciences substitute and stimulate the knowledge based in management study. Professionalism assumes high standards of ethics and values. Without Professionalism no institute can create sustainability and therefore competitiveness. Academic leadership is very significant for any such institute.

Technological advances are such that it has to be innovated all the time to keep it survived in the changing environment. Speed is the critical hall mark today. Indian

mind has to look out of the box. Renaissance leaders have to be produced winning leaders continuously demonstrate great vision and purpose. It is the great purpose that keeps the leaders alive and vibrant. Today due to wide and vibrant knowledge workers available all over in the corporate sectors and otherwise the management of their knowledge and to bring into synergetic performance, is the major challenge. Quality, though it is much talked about is a missing link presently in Indian technical education scenario.

Education in India has traveled right through monastic orders of 'guru'system, caste system, learning centres of Nalanda & Taxila to modern day education system of school and colleges based on British Raj & now on CBSE,CISCE,Cambridge based examinations system etc. After Independence our first Education minister Maulana Azad brought in education reforms throughout the country and later NPE (National Policy on Education) in 1986 and also re-enforcement of the Programme of Action (POA) in 1986 was launched.

Later the Government opened Navodaya Vidyalaya, Madarasas, autonomous schools including some international; schools etc. Further the District Primary Education Programme (DPEP) was launched during 1994, Integrated Education for Disabled Children (IEDC), Kendriya Vidyalaya Project (started from 1965) tertiary education, education for females SC/ST, OBC etc. Also, the Apex bodies NCERT (National Council of Educational Research & Training), AICTE (All India Council for Technical Education), formed in 1987, through an act by Parliament, brought in Technical part of Education. The main governing body at the tertiary level is the UGC (University Grant Commission), which enforces its standards, advises Govt, and helps coordination between central & state policies (Basu, 2006). The education has traveled from Urban to rural areas ushering in literacy, among the primarily younger generations .Under AICTE,IITs, IIMs,REC,NIIT and other technical institutes wise set up since 1961 onwards. Various open universities also function for educating masses of working classes. Management education especially started since 1960's. Today many colleges have opened up mushrooming all over the country.

Later on literacy has been reckoned – right from highest literacy of 90.07% from Kerala to lower than 50% literacy in BIMARU states (i.e. BIHAR, Madhya Pradesh, Andhra Pradesh, Rajasthan,Orissa & Uttar Pradesh)(Nilekani,2008).

Today, due to many technical institutions popping up every now and then, the quality of technical education is much at the stake. The alarming situation in the present day is the maintenance of quality of education first, and foremost in the wake of quantitative increasing growth of indiscriminate institutions. Herein, we are more worried about good availability of talented teachers, with also lack of talented students' availabilities. Thus, we observe that in the educational system quality is the fundamental factor to be addressed than the quantity.

The situation can be improved also by political and socio-cultural environment. To maintain the quality of education and good teachers, teaching – learning – skills the present prevailing system of accreditation process requires marked improvement. And, especially so, after accreditation, the surveillance and sustainability of the same standards are a question mark today. The implementations of Academic excellence model through National Quality Award Model have to be correctly benchmarked & strictly adhered to. (Website education in India)

In rural villages or even in remote corner (rather hub-of-Mumbai) even Dharavi, the poor quality of schools, teachers, their low pay, non-payments etc. and in BIMARU states poses a very difficult situation.

Liberalization, Privatization & Globalization policies initiated by Government of India has forced the Indian business organizations to change their operational & business strategies. Globalization aimed at aligning economies of various countries with Global Economy. Foreign Universities have entered the Indian Market and as a result Education has become an important part of service sector. A large part of the economic growth of advanced industrialized society can be attributed to their capability to choose, acquire, generate and apply technologies to different economic activities

In the era of globalization all the universities are trying to update their curricula to cater the need of the industry. Still these efforts have limitations.

Students should be given freedom to choose any of the courses of his interest, at the same time industry may also select students as per their need and train accordingly. This will help the students for getting better opportunity. University shall give this freedom to the individual institute to offer wide variety of courses and to frame the content of the course. University may not object for this because this course is to be offered after their regular graduation.

In addition to the above a scheme to exchange the staff may be implemented between industry and institute. Both parties will be benefited by doing so.

Implementation of this scheme has the following advantages:

- I. Industry-Institute Interaction activity will be enhanced.
- II. Industry will get the skilled personnel and thus industry can save lot of time and labour which otherwise they were suppose to put in for training these candidates.
- III. Faculties of educational institute will be benefited by the industry.
- IV. Institute will get a different identification
- V. It will help to built up the confidence of the students.
- VI. Both, industries and institutes have equal opportunity to upgrade their knowledge and hence gain the new technology.

Due to technological changes every now and then, the teaching-learning technique by teachers also requires a frequent change to suit the changing requirements. Balanced Scorecard and leadership scorecard suitably solve this problem which has been briefly described in the succeeding paragraph.

BALANCED SCORECARD AND LEADERSHIP CHALLENGES OF TEACHERS IN THE EDUCATIONAL SCENARIO

A “score” is defined as the record of points or stroke made by competitors in a game or match: the act of making or earning a point or points, or a tally, as per Webster’s Unabridged Dictionary, 1998. The same source defined “scorecard” as a card for keeping record of score of a sports contest.” The spectators on the sports ground rely on the scorecard, that who is winning or loosing in the game.

On the same analogy, a balanced scorecard on leadership context in teaching can be coined as '*teaching-leadership scorecard*', for measuring how well the teaching development functions and what improvements etc it does require.

In this regards, we define 'Teaching-learning-leadership scorecard' as: "Teaching leadership scorecard is a tool that ensures that the leadership development function is focused on accompanying objectives that are linked to teaching business strategy."(Phillips et.al.2009). Teaching – learning scorecard imparts the following benefits:

- It enhances students as well as teacher's capabilities.
- It develops leadership traits.
- It enriches career development programme as well.
- It imparts teachers training as well.
- It helps teachers – students to unleash their brain-power.
- It truly enhances motivational leadership perspective.
- It enhances teaching-learning as a more focused programme.

The Scorecard also develops intangible assets of both the teachers and students:

- Increases job satisfaction
- Increases organizational commitment.
- Improves teamwork.
- Reduces conflicts and complaints.

Thus, it can be observed that 'teacher-leadership scorecard' provides a much needed linkage to needs, objectives and evaluates the whole educational programme systematically.

TEACHING LEADERSHIP CHALLENGES IN EDUCATION

Based on teaching – learning –leadership-scorecard, there are seven smart principles (Ronald, et.al.2005) as under:

- Generative Knowledge.
- Learnable intelligence.
- It focuses on understanding.
- Teaching for mastery & transference of knowledge.
- Learning-centred assessment.
- Embracing complexity.
- The school/college becomes as learning organizations.

How, the teaching-learning-leadership scorecard can help the educational leaders has been shown in the following Fig.1

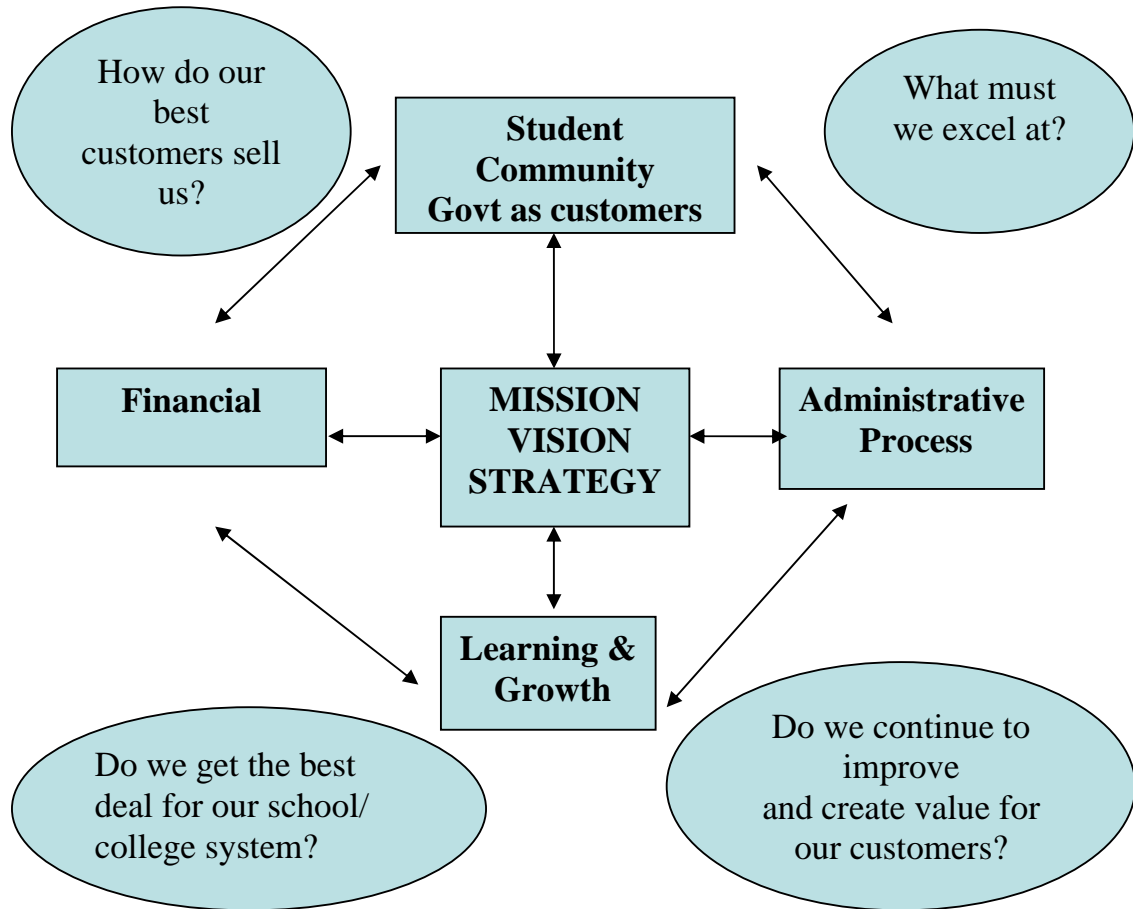


Fig.1: Scorecard Strategic Perspectives.

The various keys to professional for change projects & implementing teaching – learning leadership scorecard implementations are given in the following four salient points:

(a) **Equation:** The success of the programme is measured on:

Success= (Measurement) X (Technique) X (Control) X (Focused Perspective) X (Consensus).

(b) **Measurement: Measurement is the initial part because:**

- What gets measured gets managed.
- What gets effectively managed enables educational leaders to make better administrative decisions.

(c) **Techniques:**

i) **Large scale or Major Techniques**

- Restructuring / reengineering processes of curriculum
- Student performance on Govt mandated standard tests.
- Change of strategy.

- Changes of teacher's competence.
- Changes of administrators' competence or so.

ii) Small scale or Minor Techniques

- Motivational lecture problem-solving teams.
- Interacting technology with class rooms.

(c) Control:

- Level 1 Action: Control of action / effects inside school.
- Level 2 Action: Controls of Actions – but effects are outside school.
- Level 3 Action: Not in control of Action – but it affects the school driver(s).
- Level 4 Action: Not in control of action – but does not affect your driver.

As education leader – one has to control level 1&2. Gain control or compensate level 3 Action. And if they do not have sufficient control over the actions necessary to achieve their goals – then expectations must be lowered and than either set a lower target or abandon on the target altogether.

QUALITY THROUGH PUSH-PULL TECHNIQUE

Student engagement with the lecture is the critical success factor. The planning and design of the lecture and the selection of resources is important. Of more importance, however, is the lecturer's flexibility at milestone points to react immediately to student need and not to stick to a pre determined script. A quality to quantity relationship of education has been depicted in Fig.2

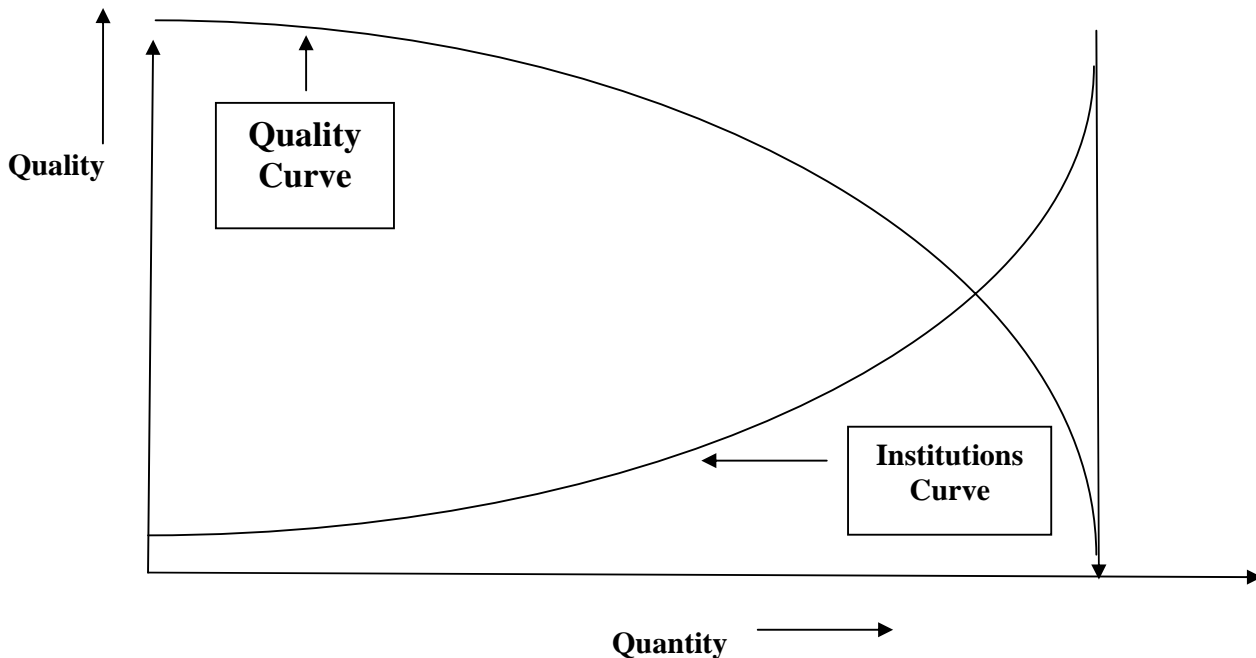


Fig.2: Quality and Quantity

Today the teaching of complex subjects to the students is becoming tougher and at the same time it is easier also due to the available audio-visual aids. However, a teacher has to be comfortable in teaching & he should be a centre of attraction to the students rather than pushing his way through the class. He must remember that he is dealing with human resource and really impressionable minds rather than non human resource. Also sometimes the intelligent students ask some tougher questions and push the teacher into a corner which is not desirable. The teacher must have a fulsome knowledge of his own topic and he must be confident about what he is teaching. At all the cross section of time he should be in fully in contact with the students and should take the whole grip of class. Today many good academic institutions give emphasis on Push-Pull technique of teaching which has become more essential in today's scenario as the students are really more knowledgeable than yester- years or the past.

To manage students, knowledge and the techniques of teaching should be given more weight age than anything else. It is a trite saying that a poor teacher tells, a good teacher teaches, an excellent teacher demonstrates and an outstanding teacher motivates. **Some qualities of a good teacher are given below:**

- a) who cultivates positive relationship with the students
- b) his biggest reflection is to take care of the students
- c) he must instill that students are very important to him
- d) he should to adjust be creatively flexible to adjust with the students
- e) a teacher should be first a student – he must burn his own candle consistently
- f) he should be taking adequate risk
- g) a teacher should be honest to himself he shouldn't create a false / fake base or fake exercises
- h) Attitude should be positive and be fully confident of what he is doing.
- i) He should do participative teaching – two way traffic not one way
- j) A teacher should vibrate the students and put into thinking mode.

A good teacher should have four qualities- **4 Cs** i.e. Competence, Creativity, Collaboration & Caring. Most important of all is that he must possess **3 A's** i.e. Available, Accessible & Approachable.

A teacher has to be brief and possess clarity in mind. He shouldn't keep the student in **3 D's** – Doldrums, Dilemma & Dichotomy. A good teacher must teach students how to think and encourage depth and breadth of thoughts. He should be going into details of the topic logically – the first principle will instill trust between teachers and taught.

Push and Pull technique of teaching is very important as the students are very young and possesses a very impressionable mind. They can be molded either way and it's the duty of the dynamic teachers to shape them into young and energetic citizens of tomorrow.

Pull environment comprises of:

- a) Making a conducive environment between teachers & taught, to know the students their behavior and the cross-section they come from.

- b) Unleash their brainpower by giving them challenging task / case studies – and put them into ‘ignited mind’ phase.
- c) expose them in choosing their career path
- d) Excite the students as well as make them comfortable with you.
- e) use latest audio-visual aids
- f) Integrate teaching, training, coaching, counseling, etc – ask their feedback.
- g) Give examples of great people, mentors, leaders, etc.
- h) remove there barrier of communication “I know all”
- i) teach them soft skills right from the beginning
- j) create unsacheated desire/ craving for learning lifelong
- k) inculcate sportsman spirit & music

PUSH ENVIRONMENT

These are opposite to what has been discussed above like distrust, inflexibility, unwillingness to take responsibility, cheap popularity, dishonesty and other inhibiting factors. Technical education has evolved in response to social, educational, industrial and economic changes, and now provides subjects which are both demanding and relevant. Technical education provides a range of activities and opportunities which develop students' awareness of the importance of technology in society. Students learn a range of important skills which equip them for living in contemporary society. The educational institutes need to establish closer links with industry. It is necessary to ensure that an adequate level of computing resources is available, and encourage standardization in the use of computers in each department. Education authorities should work together to ensure that the combination of different courses offered nationally is designed to equip teachers to deliver the full range of technical education courses. They should set out clear departmental aims and identify priorities which ensure that all courses and teaching methods meet the needs of students at all stages, promote purposeful links with higher technical education and industry; develop systematic and rigorous methods of monitoring, evaluating and reviewing all aspects of the work of the department within the framework of the development plan; and within the development plan, set out clear targets for improving the quality of learning, teaching and attainment.

ROLE OF EDUCATIONAL ADMINISTRATOR (EA)

The administrator should provide the following:

- (1) Distributed leadership also helps in teaching. Distributed leadership elaborates as follows,” An increasing awareness of the importance of social relations in the leadership contract, and a realization that no one individual is the ideal leader in all circumstances has given rise to a new school of leadership thought, referred to as ‘informal’, ‘emergent’, ‘dispersed’ ,or ‘distributed’ leadership”. This help in delegated leadership, shared & participative teaching.
- (2) Our country is going through an enormous growth of technical education in order to meet the global demand of new technologist and engineers. Leaders have to create and maintain the internal environment in which people can become fully involved in achieving organization's objectives. Therefore, there are immense challenges in front of Educational Administrator of any technical institute. EA plays

the role of distributed leadership which helps in participative teaching

(3) Educational administrator (EA) is required to play a role of middle resource person amongst all stake-holders that includes upper management, faculty, students, parents, and of course industry.

(4) EA has to develop the people for their optimal performance and has to implement all positive changes to the system for its betterment. Promoting team work, recognition and reward for achievement of others, setting clear performance standards, holding people accountable for results etc. are some of the activities that causes creating achievement environment.

DEVELOPMENT OF TECHNICAL INSTITUTE

Innovation and continuous learning has its important role to play for development of any technical institute. Promoting quality improvement as a value and a process and finding new ways to use the technology more effectively (e.g. improved teaching-learning process etc.) has got a -requirement to stand in the market of institutions. Learning from personal and organizational experiences and shares them to the rest of the people for betterment of all is again important. System thinking concept is one, required for organizational change and it's all round development.

Social institutes without any profit motive have been shouldered the responsibility of education delivery. With increase in number of students and rapid change in development of various faculty and disciplines they fall short to provide education service to all of them. This gave birth to Distance Education Delivery. The delivery contains course contents, method of delivery, availability of resources for learning and evaluation etc. Major parts of delivery is

- I. Contents
- II. Resources
- III. Teaching and Learning Process
- IV. Evaluation
- V. Placement.

Technological advances are such that it has to be innovated at all the time to keep it survived. Speed is the critical hall mark today. Indian mind has to look out of the box. Renaissance leaders have to be produced winning leaders continuously demonstrate great vision and purpose. It is the great purpose and commitment that keeps the true leaders vibrant and alive to the cause all the time.

CRITICALITY OF MODERN DAY EDUCATION SYSTEM

The only thing permanent in our long human journey is CHANGE. We are today constantly being bombarded by management web2.0, Google, Social net-working, IT revolution and knowledge workers. Some social values are changing every moment which has an immense impact on education system.

Any country's technological development is primarily dependent upon education system and young professionals, scientists, technocrat, as well as managers. Some of the critical issues regarding reform or change in education system are:

- Education should develop a full-fledged personality development of the individuals.
- It should impart understanding of the subject in breadth, depth and, width.
- Application of the knowledge should be in most prudent fashion.
- Education should impart logical thinking.
- Teachers should be excellent and should be talent plus person and the same should be reflected in students.
- Quality of education should be maintained.
- Education should be far from commercialization.
- Social-political-economical environment should be stable and progressive.
- The teaching-learning technique should touch upon the main tenets.
 - Thinking
 - Learning
 - Training
 - Development
 - Communicating.
- The teacher should keep himself abreast to the front end technological locus of the knowledge of his subject.
- There should be freedom for students for course selection and adequate employability should be embarked by the Government.

CONCLUSION

This 21st millennium, wide and vibrant knowledge workers proliferate the corporate sectors. The management of their knowledge and channelising it into synergetic performance is the fundamental challenge. Learned management Guru Professor Thurow is an ardent advocate of this theory. We all agree with this premise. To overcome and implement this challenge, we require a dynamic and charismatic leader who is conversant with technical education in particular, apart from other infallible techniques and traits.

Quality of teaching education, although much talked about, is currently the missing link in Indian technical education system. It will be observed that in the past 15-20years, many indiscriminate technical institutions have cropped up. There is a huge shortage of good teaching faculty to cope with this enhanced infrastructure. Good quality of students also is not taking admissions, as well. Therefore, we observe that quality is the fundamental factor to be addressed in the light of this expanded sub-par education system that continues to expand exponentially. Quantity of institutions going up and quality of education going down, is an alarming situation.

The good teachers must consider students to an impressionable minds and a vibrant human resource. For attracting talented student we should apply good teaching techniques like push-pull techniques, case-studies, good workshops – seminars etc. apart from employing good and dynamic teaching faculties. A very attractive and conducive learning environment for students should be invariably created. This also

requires a dynamic accreditation system and a good surveillance process so that the qualities and infrastructure is maintained and good standard is sustained although.

The outstanding and experienced teachers must motivate and show a correct direction to the students. The teachers should be competent, creative and caring. Further they should also be available accessible, and approachable. A dedicated bunch of motivated teachers steer the students and institutions towards correct direction of imparting education.

In this paper, an attempt has been made to bring out fallacy of education system, presently in vogue, and to alleviate those pitfalls and synergise the whole. Teaching-learning process by a technique of balanced scorecard and teaching – learning leadership score card. It is eventually hoped that the erudite readers will further creatively think over the chronic problem and may endeavor in futuristic research work in this context.

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