

Dynamism in Academic Leadership



REPORT OF THE ONE DAY NATIONAL SEMINAR

ON

DYNAMISM IN ACADEMIC LEADERSHIP

6TH FEBRUARY, 2018



ORGANISED BY THE

DEPARTMENT OF EDUCATION, UNIVERSITY OF MUMBAI

IN ASSOCIATION WITH

SEVASADAN'S COLLEGE OF EDUCATION, ULHASNAGAR

Dynamism in Academic Leadership



REPORT OF THE ONE DAY NATIONAL SEMINAR



ON

DYNAMISM IN ACADEMIC LEADERSHIP



COMPILED BY

DR.SUNITA MAGRE

HEAD,

DEPARTMENT OF EDUCATION

UNIVERSITY OF MUMBAI

MUMBAI

DR.(MRS) BEENA KHEMCHANDANI

PRINCIPAL,

SEVASADAN'S COLLEGE OF

EDUCATION, ULHASNAGAR

MUMBAI

ACKNOWLEDGEMENTS:

The Convenors and the Organising Committee of the Seminar take pride and honour to thank the Shri.Vinodji Tawde, Honourable Education Minister for his gracious presence and addressing the gathering. Sir focussed on change as an impetus to growth and development and the importance of quality enhancement in all facets of Education and also mentioned on the Maharashtra Government's new initiative of an International Board of Education. Shri.Vinodji Tawde shared his vision of a better tomorrow and the need for collective and collaborative efforts. Shri.Vinodji Tawde in his closing remarks applauded the efforts of Dr.Sunita V.Magre Head, Department of Education, University of Mumbai, Dr.(Mrs) Beena Khemchandani Principal, SevaSadan's College of Education and the entire team for a commendable conduct of the National Seminar on **"DYNAMISM IN ACADEMIC LEADERSHIP"**

It was a proud privilege to welcome Dr. Devanand Shinde -I/C Vice Chancellor of University of Mumbai and Vice Chancellor, Shivaji University, Kolhapur Dr. Devanand Shinde congratulated the Convenors and the Team for a successful National Seminar.

The Convenors and the Organising Committee wishes to thank the teaching and non-teaching faculty, all the well-wishers, participants for their undaunted support and co-operation

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INTRODUCTION

Leadership is an art of engaging the hearts and minds of ordinary people to achieve extraordinary results. Leadership spans all humans' collective activities relating to different professions where the leader has the responsibility to realize the objective of the organisation. The power of the leader precedes the power of the rest including the organization. Leadership in education is different. The goals are different. Government of India brings lots of efforts and reforms to improve the quality of higher education. The quality of higher education definitely depends on the quality of teachers. The dynamics of higher education today are driving the demand for a new set of skills and capabilities for tomorrow's leaders. In academics everyone has to rise to his level of competence and collectively contribute to the excellence of the institution. So the leader of an educational institution has to be aware of the shared gains, shared work, shared responsibility and shared enthusiasm for intellectual development and be cautious in the spirit of ego of others. In an academic institution the focus should be on the student achievement, Faculty excellence and Organisational effectiveness. In this contributing environment the work and the resulted naturally goes with the stakeholders by the stakeholders and of the stakeholders towards improving the learning and instruction leading to the development of the institution. A key aspect of the leadership role in education is to empower staff members both the teaching and non-teaching and also to improve the learning outcome of the students. In this dynamic world we need visionary collaborative and culturally appropriate leader in the academic arena. To transform diversity and turn challenge into opportunity the leader should have a clear vision and ability to communicate the team about the vision. As leadership expert Warren Bennis once stated, "Leadership is the capacity to translate vision into reality." Great leaders possess dazzling social intelligence, a zest for change, and above all, a vision that allows them to set their sights on the things that truly merit attention.

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The essence of leadership consists in superior qualities and powers not in authority. These powers enable leaders to influence people not govern them. Authority is finite it has limits imposed by organisational status and jurisdiction whereas its influence is infinite. Great leaders including great teachers exert positive influence on people's lives across time and space. The proof of leadership is in followership. Only followers give legitimacy to leadership. Leadership is about vision, trustworthiness, and optimism. Good leaders make people hopeful and transform the vision in action.

Sub-themes:

- **Opportunities and challenges in academic leadership:** Higher Education is an increasingly fast moving sector where change is pervasive but not necessarily always welcomed. So-called 'resistance' to change can be as much about previous experiences as well as valid concerns about the wisdom of the change and the negative impact on present practice. This 'resistance to change' can also come from experiences of imposed change as well as the norms and values of the academic culture in which work (whether research, teaching or administration) tends to be contributed through an individual lens and the reward for these efforts is often individualised. In such an academic culture with a strong sense of autonomy and a healthy scepticism towards the rationale for change there is the potential for disconnect and a lack of engagement, whereby initiatives are left for others to respond to. The process of change therefore requires an understanding of the underpinning factors that impact on the change, as well as an awareness of what successful (and unsuccessful) change looks like. Change also requires an awareness of your own skills and your own personality at work and how best to engage with, responds to, and also articulates the case for change.

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- **Autonomy and Accountability in Academic Leadership:** These are closely linked and would also appear to be an additional relationship between these and other related concepts, such as economic and social development, academic freedom and the specific political role of the university, both within its own confines and in relation to the world outside. From the standpoint of the concept of development, it would seem that as a country achieves a higher level of development, interest in the autonomy of the university diminishes and interest in its accountability grows.
- **Strategies for Skill Development in Academic Leadership:** The academic scenario in India has undergone a sea change in the last few years, with the opening up of new private colleges and universities, international tie ups and collaborations, which have consequently given rise to an array of different demands from students, parents and the job market. These changes have resulted in the view that today academic institutions do not merely impart knowledge, which has been viewed traditionally as a service to the society, but also ensure a passage to vibrant and successful careers. In these changed circumstances, academic leaders are required to demonstrate good communication, motivational and interpersonal skills, strategic planning, expertise in subject area, caring empathetic attitude to students, good administrative skills and academic authority while providing vision to academic institutions. All this to ensure that academic programs continue to be delivered and managed well, socially relevant and market oriented new programs are designed and value addition is provided to students.
- **Networking in Academic Leadership:** Practicing academic leadership by defining an academic vision and balancing educational paradoxes are notable examples of the exercise of vocation. Networking from across the globe enables exchange of ideas and experiences. Educators are provided an opportunity to learn best practices for incorporating internal auditing

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education in the classroom. It widens the horizon of thoughts and opportunities thereby envisioning higher goals and objectives.

In addition the seminar also provided opportunities for a national network among the experts, policy makers, researchers and educators to ensure sustainable knowledge sharing and emancipation.

INAUGURAL SESSION



Prof. Netranand Pradhan

Prof. Netranand Pradhan, Head of the Department, Psychology and Administration, MS University, Vadodara, Gujarat gave the Keynote Address. The session focussed on the Dynamism of a Leader. An Academic progress of the Institution depends on

1. Develop a shared vision
2. Translate vision into reality
3. Use power effectively and in responsible manner
4. Ability to understand that human beings have different motivational forces
5. Ability to inspire
6. Ability to develop conducive atmosphere
7. Decentralise power and responsibilities
8. Enhance accountability
9. People ready to work devotedly.

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The session also gave valuable examples such as:

- A rescue worker who rushes in to help others during a disaster
- A negotiator who sticks to the process and resolves a tense conflict
- A soldier who willingly goes into harm's way.
- A teacher who refuses to give up on a student until they grasp a new concept.
- An entrepreneur who keeps trying until the business succeeds.

RESUME OF THE DISCUSSIONS

The presentations and discussions during the Seminar focused on the concept of academic leadership and dynamism in academic leadership. The deliberation at the seminar were aimed at developing a perspective on Opportunities and challenges in academic leadership, Autonomy and Accountability in Academic Leadership, Strategies for Skill Development in Academic Leadership and Networking in Academic Leadership.

OPPORTUNITIES AND CHALLENGES IN ACADEMIC LEADERSHIP

Academic leadership is broad capability and function across a higher education institution reflected in leadership in governance both corporate and academic and in operations. Being an academic leader one has to perform many roles of visionary, team player and academician and so on and so forth. If we can cast a bird's view over the present scenario in higher education the situation speaks about more number of male community representing the position. The under-representation of women in senior positions is also very often grounded in women's own ideas about leadership roles. Many career paths are slowed down because women shy away from leading roles for reasons such as status fulfilment in the role or simply because of existing models linked to admired leadership features. There are various reasons at the personal, institutional and societal levels preventing women from ascending to management position in universities. Women have a different voice and therefore a different mode of leadership this

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difference can bring new and positive values and become incorporated and accepted in social and cultural systems.

The demands on academics and academicians are much more complex. The government academic institutions to produce more and better research outputs; the industry demands better employable graduates, parent expect all round development. It is not difficult to imagine the burden of expectations on academic institutions in such a situation. While meeting all these expectations requires many stakeholders of the institution to work together, it most certainly needs a leader who can provide the leadership necessary to visualise, articulate, coordinate and implement strategies to achieve the goals and satisfy all stakeholders. In such a setting the role of a leader in academia becomes highly essential who will lead within and beyond the classroom, identify with and contribute the community of teachers, students and staff towards improved educational practice and pursuit.

The higher education in India particularly in the last two decades has remarkably transformed and developed in a notable manner to emerge as one of the largest system of its kind. We need to make our curriculum and pedagogy relevant to the needs of our society and economy and nurture qualities of problem solving and creative thinking, learning by doing, greater engagement with the live context and confident self-expression from a young age. Leadership poses a host of challenges. They come in three categories: external, internal and stemming from the circumstance of being a leader. They often arise in periods of instability or change such when a period of work is beginning or ending or when a group or organisation is in transition. Some are concrete and limited- dealing with a particular situation for instance but many more abstract and on-going, such as keeping your group focused on its vision over the long term.

Challenges of an Academic leader focussed on Human challenges such as working with people communication for collaborative efforts and provide

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information for making informed decisions. Strategies for development of competencies like emotional intelligences which includes trustworthiness by keeping a promise and not going the other way; negotiations but understanding the limits of your power and not exceeding them to risk the reputation as a leader. It involves compromise and mutual agreement to be successful; Motivation which includes looking for ways and means to make them happy and enhance their ability to achieve their objectives. Inspiring others is the challenge by motivating others to ensure they are satisfied with their jobs and working smart; developing managerial effectiveness, creating ecological environment, strategic action planning, preparing reports, institutional research and networking. The financial challenges included budget management, money and management strategies. Trends in higher education, responsibilities continue to grow, commanding trust and respect, identifying new opportunities, key policies and guidelines. In this way academic leader can become successful; handling all the above challenges with proper action plan and planned strategies.

The challenging nature of the society perceives more and more problems which are chronically important. An able leader is the one who takes the staff into confidence to do things. Academic leadership is the one to concentrate on the basics of educational system. The leader has to maintain the calibre command and moreover willing to listen to all suggestions but to take final call. It is not difficult to imagine the burden of expectations on academic institution. Without the appropriate leadership the institution will be like a ship without rudder. Leadership activities and team games can definitely help introduce leadership traits in children. Activities help the children identify their hidden traits. Academic leaders perform a variety of functions of post-secondary institutions including but not limited making recommendations regarding bring decisions, evaluating faulty providing faculty with necessary resources they need to be successful and manage financial resources.

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Leading is a social process that involves learning and exchange. The way leaders think about others learn from their experiences and translate that into effective action makes the difference. Universities and colleges face a growing crisis of relevance in the 21st century and academic departments are not immune to it. Academic leadership is a noble enterprise. It is too difficult and important for the faint of heart or light of mind. We may never fully escape error imperfection but we can do better. The quality of education and the success of an academia depend largely on the co-operation and interaction between these relationships at the helm. The ability to establish trusting and collaborative relationships has been identified as one of the predominant characteristic of academic leaders and that indeed becomes the primary means of exerting influence to govern the academia.

AUTONOMY AND ACCOUNTABILITY IN ACADEMIC LEADERSHIP

Leader of academic institutions face a much more complex set of challenges now than they did 40 years ago. Yet strangely they seem to be chosen and trained for these positions differently that they were before. Are good leaders born or taught? Are these characteristics inherent part of their personality or acquire through formal training? The answer is bot. a good academic leader needs to be a good planner, an administrator, a good decision able and an effective implementer of actions. Such skill in an academic leader would make him accountable.

Various authors have proposed identifying much different leadership which are exhibited by leaders in the political business or other fields. The leader's intellectual capacity helps in conceptualised solutions and to acquire knowledge to do their job, the research paper focussed on the leadership style followed by the primary school leaders and it was found that they follow the leadership styles such as authoritarian, democratic, laissez -faire policy as per situation.

In another research paper it focussed on the leadership qualities of school principals as perceived by the secondary school teachers of greater Mumbai. It

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studied the components of leadership qualities of school principals such as intellectual, psychological, and the personality traits of the educational managers. The researcher also studied the teacher morale of secondary school teachers. It highlighted the relationship between the perceived leadership qualities of school principals on the teacher morale of secondary school teachers.

STRATEGIES FOR SKILL DEVELOPMENT IN ACADEMIC LEADERSHIP

Effective leaders in various departments should use different leadership styles. Hersey and Blanchard proposed four leadership styles that include telling, selling, participating and delegating appropriate to the ability and willingness of followers to perform the assigned tasks. As effective leaders require leadership competencies to perform the necessary leadership roles in the universities especially when operating in global context. They also require having essential traits or show leadership effectiveness.

Teachers who are committed to their profession have similar qualities to leaders in other areas. They are not just thinking about themselves but how their efforts will produce success for all those who are a part of their profession. Great teachers are great leaders.

Competencies include skill, behaviours, attitude, and abilities. Some of them can be developed by training and some can be learned by practice and vision. The effective leadership and management of universities is a crucial issue for policy makers, leaders themselves and for the university staff. Efficient leaders can make efficient followers and can march towards the progress.

Charismatic leaders create visions that seem to improve one's present circumstance by finding the missing link between what one is getting and what one desires. This type of leader is persistent and even willing to make personal sacrifices to attain the vision which has been set. Leaders of academic face a much more complex set of challenges now than they did 40 years ago. Yet

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strangely they seem to be chosen and trained for these positions no differently than they were before.

Developing faculty in to academic leaders is both a privilege and responsibility of university administrators and institution of higher education. The privilege is advancing while the responsibility rests in developing our most valued resource people. Trough campus leadership programs, institutions benefit from building academic leadership teams, creating connections of leadership across campus, tapping hidden talent, maximising individual's potentials, retaining campus talent. Leaders need to project ideas and aims to greater heights this requires broad visions which will facilitate student learning and add to body of knowledge creation. As an academic leader one has to be grounded with the changing world scenario and take the position of being an achiever in the long run.

Academic leadership must be reconceptualised in the present context. A change of understanding of the leadership perspectives lead to widening the understanding of academic leadership. ; Leader cannot lead from the front from within, knowing their own self as well as others. The prime responsibility of leader today must be to create more leaders. Academic leader must therefore understand that they accountability to society will be measures according to the leaders they have created. Decision making in situations must be multi-tiered and democratic in nature will bring in more participation and commitment.

The research was conducted to examine the leadership practices in schools it focussed on the work culture, goal setting and the standard operating procedure. It drew the conclusion that the principal of the secondary school followed work culture, goal setting and standard operating procedure and teacher support in functioning of the school.

Transformational curriculum and evaluating teachers and teaching whereas traditionally focuses vision and inspiration. So it can be said that the two forms of leadership are not mutually exclusive. A combination of strategies can be most beneficial in ensuring school success and most leadership effects operate

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indirectly to promote student outcomes by supporting and enhancing conditions for teaching and learning through direct impacts on teachers and their work.

NETWORKING IN ACADEMIC LEADERSHIP

Building an academic leadership network is less a matter of skill than of will. When first efforts do not bring quick rewards. But networking is not a talent; nor does it require a gregarious, extroverted personality. Making a successful leadership transition requires a shift from the confines of a clearly defined operational network. Academic leaders must find new ways of defining themselves and develop new relationships to anchor and feed their emerging personas. They must also accept that networking is one of the most important requirements of their new leadership roles and continue to allocate enough time and effort to see it pay off.

Paper Presentation by Participants



CONCLUSIONS

The National seminar discussed and debated on various issues related to Academic leadership, opportunities and challenges and the strategies towards it. A wide range of topics were discussed at the seminar. The topics covered were: the Opportunities and challenges in academic leadership, Autonomy and Accountability in Academic Leadership, Strategies for Skill Development in Academic Leadership, Networking in Academic Leadership

Since a significantly share of participants comprised of teachers, leaders a structural change is required for adapting to this changing scenario. There was a consensus that campuses of higher education institutions are becoming more socially diverse than ever before and that this diversity is reflected in the aggregate leadership quality in the country. There is a need to evolve new strategies and programmes to address the need for academic leadership in higher education. The strengthening of the academic sector and establishing good positive relation. In a nutshell, the seminar succeeded in bringing together diverse stakeholders of higher education and in initiating an important discussion on dynamism of academic leadership.

The conceptual approach and empirical evidences on academic leadership were discussed. It was pointed out that empirical evidences range from the archival data field-based studies. It was agreed among various delegates at the seminar that academic leadership needs attention from policy makers in higher education, and that institutions have to play a major role in transforming campuses into seats of higher learning that value accountability and autonomy. It was concluded that concerted efforts need to be made to change the attitudes and approaches of stakeholders towards institutional achievement to help achieve a socially inclusive campus and fully conducive learning environments for dynamic leadership development.

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1. APPENDIX 1: BROCHURE

UNIVERSITY OF MUMBAI



Re-accredited with 'A' Grade by NAAC

ONE DAY NATIONAL CONFERENCE

On

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06 FEBRUARY, 2018

Organized By

DEPARTMENT OF EDUCATION, UNIVERSITY OF MUMBAI, MUMBAI

In Association with

SEVA SADAN'S COLLEGE OF EDUCATION, ULHASNAGAR, DIST-THANE



Convener

Dr. Sunita Magre
Head
Department of Education
University of Mumbai
Mumbai

Dr (Mrs) Beena S Khemchandani,
Principal
Seva Sadan's College of Education,
Ulhasnagar ,Thane
Mumbai

ABOUT THE ORGANIZERS

University of Mumbai

University of Mumbai is one of the oldest and premier universities in India. It was established on 18th July 1857. It is one amongst the first three universities in India, including Kolkata (Calcutta) and Chennai (Madras). It has been Re-Accredited with A" grade by NAAC and possesses the status of University with Potential for Excellence.

Department of Education

Department of Education was established in 1974. It offers M.Ed., M.A. (Education), M.Phil, Ph.D, PG Diploma in Management of Education, PG Certificate Course in Research Methodology, Certificate Course in Instructional Design and Certificate Course in Teacher Education for International Schools. It organizes Conferences, Seminars, Workshops, Symposiums and Refresher Courses on a regular basis. Its faculty is involved in conducting UGC major and minor research projects and projects under the scheme of University with Potential for Excellence Scheme of UGC.

Seva Sadan's College of Education

The Seva Sadan's College of Education is the premier and the pioneer institution founded by Late Seth Parasram Parumal Dabrai in the Year 1966 to meet the needs of the suburban people of Mumbai. It is the only Government Aided College of Education in Thane district of Maharashtra with 200 student's intake capacity in bilingual medium.

The College has been Re-Accredited (3rd Cycle) by NAAC with 'A' in the year 2017. It is very noteworthy to mention that the College has been awarded **Best College** in urban category by **University of Mumbai** for the session 2011-12.

The College conducts courses right from certificate course in Nursery teaching, B.Ed, M.Ed, and Ph.D. (Education) affiliated to University of Mumbai. The college also conducts D.El.Ed.

About the Conference

The essence of leadership consists in superior qualities and powers not in authority. These powers enable leaders to influence people not govern them. Authority is finite, it has limits imposed by organizational status and jurisdiction where as its influence is infinite. Great leaders, including great teachers exert positive influence on peoples' lives across time and space. The proof of leadership is in followership. Only followers give legitimacy to leadership .if you ask the subordinates what they want in a leader and they probably lists three things namely direction or vision, trustworthiness and optimism. Good leaders make people hopeful and transform the vision in action and this is a lead role of the Academic Heads.

Sub-themes:

- Opportunities and Challenges in Academic Leadership
- Autonomy and Accountability in Academic Leadership
- Strategies for Skill development in Academic Leadership
- Networking in Academic Leadership

WHO SHOULD PARTICIPATE

Researchers, Academics, Policy makers, Scientists, Ph.D. students, NGO workers, Government Functionaries, Corporate Managers/Executives etc

Dynamism in Academic Leadership

CALL FOR PAPERS:

The filled in **Registration Form** along with **Demand Draft** should reach to the Principal, Seva Sadan's College of Education, Ulhasnagar-03 **on or before January 31, 2018**

Submit your papers and abstracts to: sevaseminar@gmail.com

Authors wishing to publish the full paper in the proceedings should submit their full paper along with registration fee. Without registration fee papers will not be included in the pre conference proceedings. Selected papers will be peer reviewed by the committee and published in book form with ISBN.

GUIDELINES FOR PAPER SUBMISSION

Abstract: Maximum 250 words with 5 keywords

Full Paper: 2500words

Font type & size: Times New Roman, & 12,

Line Spacing :1.5

Reference style : APA sixth edition

Languages: English, Marathi & Hindi (Font- krutidev 010)

REGISTRATION FEE

Rs. 1000/- Registration fee will be accepted in the form of **DD drawn in favour of Principal Seva Sadan's College of Education**. This fee covers the cost of stationery, working lunch, and tea.

CONFERENCE VENUE

**Convocation Hall,
University of Mumbai,
Fort,
Mumbai – 400 032.**

Organizing Committee :

Dr. Sanjay Nimbalkar – 09322015087

Dr. Sheetal Shirol – 07666012300

Dr. Rajashree Joshi – 9870017054

Dr. Mary Varghese – 9892275819

Shri. Arul Pragasam P. - 9969537575

Website: - www.mu.ac.in

Dynamism in Academic Leadership

One Day National Conference
On
DYNAMISM IN ACADEMIC LEADERSHIP

06 FEBRUARY, 2018

Registration Form

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.....

Name of the co-author (if any).....

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Date.....

Name &Signature

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APPENDIX : 2- PROGRAMME SCHEDULE

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06 February, 2018

PROGRAMME SCHEDULE	
9.00 am- 10.00 am	Registration
	Inaugural Session
10.00am- 11.00	Keynote Address, Shri Vinodji Tawde, Education Minister Government of Maharashtra.
11.00am-11.30	Presidential Remark, Guest of Honor Dr Devanand Shinde, Ag. Vice-Chancellor, University of Mumbai & Vice-Chancellor, Shivaji University, Kolhapur.
11.30am-1.00pm.	Paper Presentation
1.00 - 2.00 pm.	LUNCH
2.00 – 3.15 pm.	Paper Presentation-
3.15pm -3.45	Tea Break
4..00pm- 4.30	Valedictory Session
4.30-5.00pm.	Certificate Distribution

APPENDIX 3: LIST OF PAPER PRESENTERS

1. **Representation of Women in Academic Leadership: Barriers and Opportunities.**

Dr.Sunita V.Magre and Dr.(Mrs) HeenaWadhawani

2. **Challenges in Higher Education for Academic Leadership.**

Dr.Archana.S.Chikhalikar

3. **The Challenges in Academic Leadership**

Nitisha Jha

4. **Accountability of an Academic Leader in an Educational setup**

Dr.RukhminiJamdar

5. **Challenges of an academic leader in the 21st century**

Ms.SandhyaAbhayMahajan

6. **Transformational Leadership: Paradigm shift from learning to empowerment**

Ms.Sandhya Sarwade

7. **Challenges in Academic Leadership**

Mrs.Srividhya Ganapathiraj

8. **Dynamic Leadership and Challenges**

Dr. Sujana Florence

9. **Challenges for Academic Leadership in globalization of Higher Education in India**

Dr.(Mrs) Aruna Singh

10. Gateway to Effective school leadership through academic leadership models.

Dr. Beena S. Khemchandani and Dr. Bhakti Jaisinghani

11. A study of leadership practices adopted by Secondary School Principals

Dr. Sanjay. Nimablkar

12. Reconceptualization of academic Leadership in the present context.

Dr. Vini Sebastian

13. Academic Leadership as stewards of Global competence

Dr. Reni Francis

14. A study of Leadership styles of Principals of primary schools

Dr. Beena Khemchandani and Dr. Shetal Shirol

15. Strategies for Skill development in Academic leadership

Ms. Shirpa. Biswas

16. A study of the relational between teacher morale of Secondary school teachers and their perception about the leadership qualities of school principals.

Dr. Frances Ketan Vaidya

17. Strategies for skill development in academic Leadership

Ms. Minoo. Raichurka

18.Models of Competencies for Academic Leadership development

Dr.Rajashree Joshi

19.Academic Leadership - a pathway to success

Dr. Rajkumari Punjabi

20.Competencies, Traits and Effective Leadership styles in higher Eductaion

Dr.Sneha Samant

21.Teachers as Academic Leaders

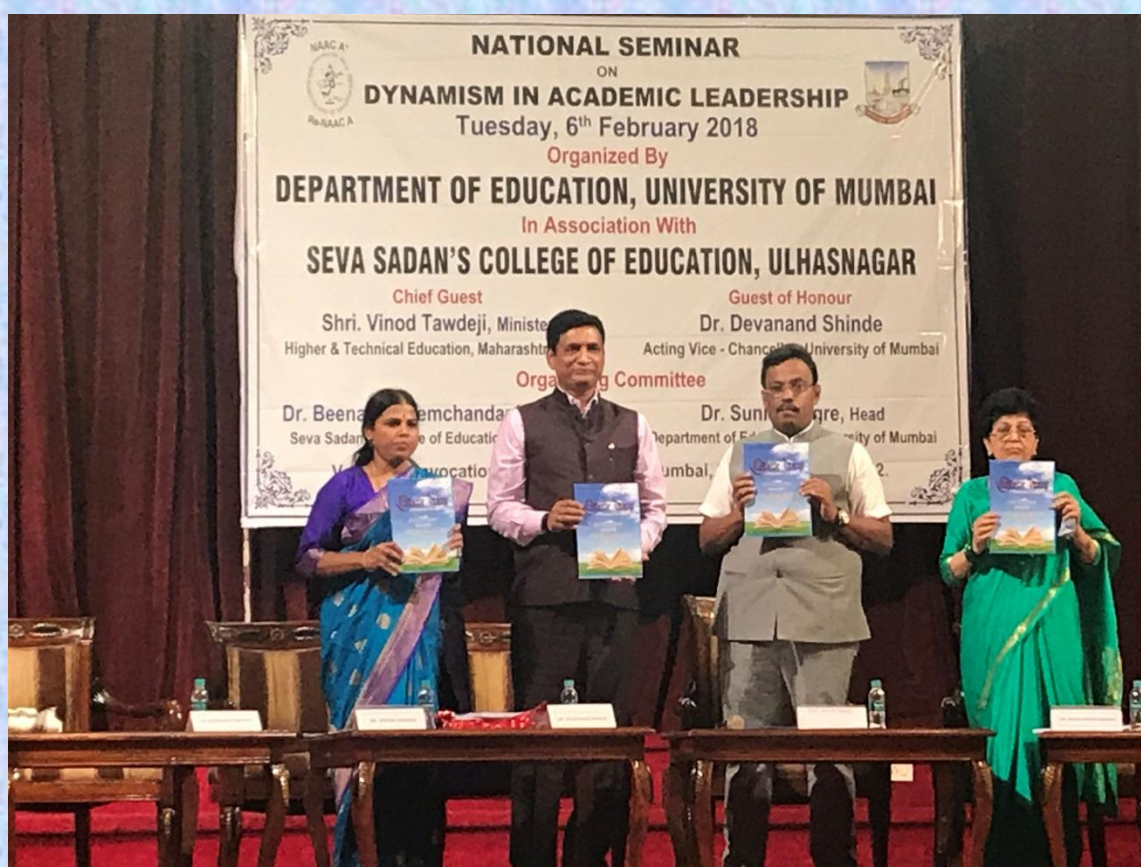
Dr. Mary Varghese

22.Academivc Leaders in higher Educatio : Crea and use Networking

Dr.Shirima Banerjee

Dynamism in Academic Leadership

PUBLICATION OF RESEARCH AS WELL AS CONCEPTUAL PAPERS IN SPECIAL ISSUE OF "SANSHODHAN CHETANA" FEBRUARY, 2018 RELEASED BY SHRI VINODJI TAWDE EDUCATION MINISTER, GOVERNMENT OF MAHARASHTRA AND DR. DEVANAND SHINDE, VICE-CHANCELLOR, UNIVERSITY OF MUMBAI AND VICE-CHANCELLOR, SHIVAJI UNIVERSITY, KOLHAPUR.



Dynamism in Academic Leadership

BOOK PUBLISHED ON “ADHIVASI SHIKSHANACHI STHITHI ” AUTHORED BY DR CHETANA PATIL AND DR SUNITA MAGRE AND RELEASED BY SHRI. VINODJI TAWDE EDUCATION MINISTER, GOVERNMENT OF MAHARASHTRA AND DR. DEVANAND SHINDE, I/C VICE-CHANCELLOR, UNIVERSITY OF MUMBAI AND VICE-CHANCELLOR, SHIVAJI UNIVERSITY, KOLHAPUR.

