

## Is Strategic Leadership for Higher Education in India the way forward?

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### **Abstract:**

*Strategic leadership within education, particularly for higher education has seen some increase in interests; however, there is insufficient research evidence to support its requirements and benefits to the field. India is experiencing a rapid rise in both demand and supply of the higher education institutes, which are facing some critical challenges concerning their functional mechanism and performance, addressing issues of ethics, values, and activism in education, as well as their strategic influences at different scales. This paper assesses some of these challenges and argues for a need and development of strategic leadership for the higher education in India. It also emphasizes that there is a need for the development of a research agenda on strategic leadership for the higher education involving both theoretical and empirical research to ensure its effective application in India.*

**Key words:** *Strategic Leadership, higher education, research, strategic influence, ethics*

### 1. Introduction

While the role of strategic leadership is commonly acknowledged in the business world, only in recent a rise is noted in its application for education (Blandford, 2014; Starr-Glass, 2017). Most research in education is predominantly focused on a systematic assessment of the curriculum and pedagogical processes (Walker, 1991). On the other hand, the management and business research has paid little attention to the need or possible outcome of the strategic leadership in education, particularly for the higher education. There are indeed very few studies that have looked into strategic leadership in the field of higher education in India.

Currently, India ranks second in the world for enrollment of students in the higher education institutions after the USA (Ernst & Young (2012). India has 799 universities, 39071 colleges, and 11923 stand-alone institutions with 35 million enrollments that represent only 25 percent of age 18-23 years of age group (Government of India (GOI), 2016). By noting the consistent rise in the demand for the higher education, it is estimated that by 2020 India needs nearly 40 million university places and 500 million skilled workers (British Council, 2014). It means an increase in the pressure on the existing and emerging higher educational institutes to deliver both quantity and quality of education. Contrary to this, higher education in India is facing multiple challenges that

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need to be addressed for the delivery of quality education, skills, and transfer learning. This paper looks into some significant issues and challenges in the higher education in India concerning their basic functional mechanisms, research output, ethics, conflicts, reputation and strategic influences in a wider context. It particularly views these challenges from the lens of strategic leadership for its role in addressing these issues for effective delivery of quality education. It is based on the secondary data and literature focusing on leadership, strategic leadership and higher education in general and India in particular.

## **2. Overview of Concepts, Scope, and Challenges**

Multiple definitions of leadership also highlight its classifying characteristics. According to the Oxford Dictionary of English, Leadership is a noun that refers to the action of leading an organization, or a group of people, and/or the ability to do this or a state or position of being a leader. To understand its varied implication, many scholars have worked on and expanded its definition.

Leadership is defined “as lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations” (Drucker, 1999, p370-371). Miller (n.d.) defined leadership on the basis of five key characteristics that make leader i.e. trust, action, perspective, focus, and vision. Weathersby (1999) finds that leadership focuses on the creation of a common vision, while many others note it to be a process of social influence aiming to maximize the efforts towards the common goal (Bess and Goodman, 2001). It is noted that most of the leadership theories focus on the leader and his strenuous efforts to achieve the organizational goals and objectives (Bess and Goodman, 2001; Moser 2007). It then necessitates the organization to create leadership. Black (2015) notes that challenges of leadership within education are related to developing leadership capacities, which are particularly associated with:

1. Collaboration, partnership and interdisciplinary;
2. Enhancing the student experience (teaching, extracurricular, employability);
3. Learning communities and learner-centered approaches;
4. Bureaucracy which stifles innovation and creates inefficiency and ineffectiveness;
5. Efficient use of resources;
6. Combined role (teacher/research/citizen);
7. Collegial preference tending towards a self-serving culture;
8. Transitional roles for academic leaders;
9. Conflicts between management and research aspects of academic leaders’ roles;
10. Differences between the demands encountered in Professional, Academic and Senior leadership
11. Need to adapt and improve the organization;
12. Individualism and external loyalties;
13. Leading diversity and inclusion;
14. Globalization and internationalization; and
15. Governance (Black, 2015 p56-62).

To address these challenges, multiple models and approaches exist. These include hierarchical model, individualistic model, collegial model, collaborative model and transformative model (Black, 2015). Apart from these, there are two broad kinds of leadership, i.e. top-down vs. bottom-up leadership. It is noted that grassroots leadership of faculty is sidelined due to the excessive institutional character of the higher education (Frank & Shapiro, 2007). It is also found that within the context of education, distributed leadership has been supported widely in recent. Distributed leadership is referred to sharing out leadership across the organization, which has been suggested to work better for institutions like universities because of different fields of knowledge, priority, and outcome. However, there is very little evidence to support that (Hartley, 2007). The reason can partly be the lack of such empirical studies, particularly in the Indian case. Haufler's leadership model also takes into account the co-leadership in order to solve the real-world problem, which is very critical for the subject fields like industrial design where solutions are sought in collaboration with a specific company working towards solving the problem (Steiner & Scherr, 2013). This paper further brings qualifying criteria of strategy with leadership. If this is merged with distributed leadership or co-leadership, it means that strategic leadership does not have to be concentrated at one level by a person with a set of rules.

Strategic leadership has been defined as the leadership committed to reaching the predefined goals by engaging in long-range strategic planning usually by the upper management systems, where decisions are taken behind the closed doors (Cheng, 2000, p7). It involves strategic approaches, processes, planning under the strategic leadership umbrella (Davies, 2008). Taylor (1995, p71) proposed that strategic leadership is managing radical changes to achieve a dramatic improvement in performance. Studies note that strategic leaders play a critical role in influencing research and innovation process (see Finkelstein and Hambrick, 1996; Elenkov, Judge, and Wright, 2005), which is of paramount importance in the domain of higher education. Ryan (2016) note that acting strategically means the leader doesn't have to depend on pre-planned action but need to contemplate future actions to accomplish the goal. However, expecting multi-level strategic leadership in higher education institutional set up also invites some conflict of interests that also need to be addressed strategically.

Shrivastava and Nachman (1989) found that strategic leadership develops through the process of making strategic decisions that differ from other organizational decisions. This is because the strategic decisions often based on sensitive data made by the top officials or they emerge through negotiations out of complex situations that affect the entire organization. The authors identified four patterns of strategic leadership (table 1) and note that apart from top leaders, individual managers or group of managers are also crucial for strategic leadership (ibid).

**Table 1: Patterns of Strategic Leadership**

S. No.	Dominant Pattern	Characteristics
1.	Entrepreneurial	Leadership makes roles
		Personal traits
		Personality and charisma
		Direct control
2.	Bureaucratic	Members take on roles
		Bounded by rules
		Official rules and organizational structure
		Closed system
		Rules are interpreted
3.	Political	Reciprocal interdependence
		Dominant coalition
		Impersonal roles
		Organizational and subsystem roles
4	Professional	Control over information
		Open system
		Small group dyad or individual level
		Creates new rules

*Source: Shrivastava and Nachman (1989)*

Quong & Walker (2010) identified seven principals for strategic leadership for educational organizations that included leaders being 1) future-oriented and having a futures strategy, 2) evidence-based and research led decision making, 3) getting things done, 4) opening new horizons, 5) fit to lead, 6) making good partners, and 7) doing the next right thing. A case study of six countries shows that strategic leadership behavior tends to influence product, market and administrative innovations, which can be very crucial for higher education as their product (students) affects the nation at large (Elenkov, Judge, and Wright, 2005). Schram (2014) emphasizes that strategic leadership would offer a game plan with specific action to allow institutions to thrive in changing environmental conditions and ensure its implementation.

While the training for strategic leadership is a priority in many school management systems, most faculty members at the university level face excessive workload of teaching and research that keeps them away from engaging in such leadership learning and applications. However, there is a rise in the interest for seeking leaders in the higher

education because of its influence in creating future leaders and changing the role of leadership in solving global problems (Black, 2015). It has been also found very effective in developing high performance study program (Hidayah et al, 2015). Its presence can be marked as the pervading influence of management studies on university's administration noted across many developed countries including UK and USA (Clegg & McAuley, 2005; Amey, 2006). This change, however, has yet not been studied in depth for India.

Singh and Useem (2016) noted strategic leadership is an acquired skill and for an organization to run successfully, it is important to have strategy and leadership integrated. Scott and Johnson (2011) note that it is important that resources are identified and kept aside to develop strategic leadership within institutions. They classified resources within three categories of the method, material, and manpower to maximize the outcome of the strategic leadership. Carter and Greer (2013) noted that research on strategic leadership often measures its success from financial gain or loss. However, there is a scope to assess its implications on varied functions of the university as much of these are interconnected leading to but not limited to the financial outcome. This is something important to consider for the higher education institutes in India, where only a few universities are marked with a capacity for excellence despite having a significant number of government, private and deemed to be universities registered with the University Grant Commission [UGC] (UGC, 2017). Apart from the several challenges as discussed by Black (2015) mentioned earlier, there are quite a few issues, which are specific to the context of India as a developing country. The following paragraphs discuss some critical challenges in the higher education that require strategic thinking and leadership. It also highlights some scope that needs to be studied further in depth.

### 3. Areas of strategic leadership & intervention

The increase in demand and supply of the higher education institutes in India has made it a growing field of investment and research. With 34 million enrollments in the year, 2015-16 across India with 27 million enrollments in undergraduate level and 3 million post graduate programs require strategic leadership in different domains to enhance the quality of education (table 2).

**Table 2: Overview of Enrolments in the Higher Education in India (2015-2016)**

Course	Number of Enrolments
Ph.D.	126451
M.Phil.	42523
Post Graduate	3917156
Under Graduate	27420450
PG Diploma	229559
Diploma	2549160

Certificate	144060
Integrated	155422
Grand Total	34584781

Source: <http://mhrd.gov.in>

Institutions of higher education have a lot to offer to the developing country like India. A ray of courses and programs require attention to enhance both quantity and quality for the growing needs of the society. Strategic leadership at the university, department and college level has a potential to drive this gigantic system effectively with a higher productivity. The following paragraphs discuss the critical challenges that suggest a need for strategic intervention and leadership to serve specific group of students.

### 3.1. Technology and space management

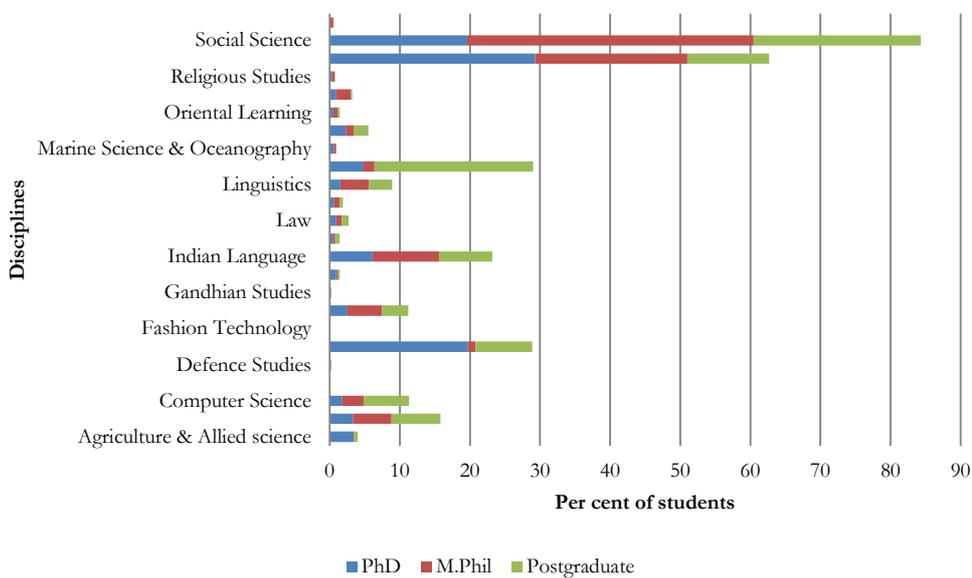
Many scholars have emphasized on the significance of physical space in learning and teaching (Kennedy et al 2005; Nordquist & Laing, 2014). It is particularly important for higher education, as it faces various challenges attributed to changing the environment, student body, shifting learning needs with information and communication technology (ICT), and so on (Moser, 2007). The higher education institutions tend to be resource intensive. In India, this is particularly emphasized and looked after from the accreditation point of view, which is done by multiple organizations, such as the National Assessment and Accreditation Council (NAAC) or 17 other such regulatory bodies which assess various colleges and universities to ensure quality education.

Despite having a growing number of regulatory authorities and criteria for effective education, a study by Ernst & Young (2012) shows that according to the NAAC accreditation nearly 62% of the universities and 90% of colleges being average or below average in 2010. Nordquist & Laing (2014) noted that the physical spaces provided at the universities are not compatible for encouraging team based learning and inter-professional education. Little emphasis is paid towards the workability of the space to facilitate both teaching and research. In India, nearly 4.2 million students are enrolled in distance education program through 200 institutes (Ernst & Young (2012), which further limits their prospects for further education and research.

It is noted that increasing commercialization and commodification stand in conflict with the traditional values of the universities (Bok, 2003). With the increasing use of technology, the role of professor and teacher-student interactions are also changing. The time dependent, location dependent, situation dependent education system, traditional teaching methods, and hierarchical knowledge transfer are now challenged by diversified information communication technologies (ICTs) and digital media (United Nations, 2012). This has to be assessed and implied in the very diverse context of India, where the overall pupil teacher ratio for higher education in India is 21, which vary from 9 in Puducherry and Sikkim to more than 50 in Bihar in regular courses in higher education (GOI, 2016).

A shift is also noted from earlier emphasis on teaching to learning whereby learning these days is no longer dependent on the text-based transmission and also include audio, visual and graphical displays (United Nations, 2012). The changing educational needs and parameters also necessitate the change in educational policies at the higher institution level, which is rather slow and less talked about particularly in the Indian context (Moser, 2007). Further, the variations in the subject in higher education with a limited number of graduates make it more resource intensive which creates further challenges for meeting the diverse needs of specific subjects (Figure 1).

**Figure 1: Percentage Enrolment in various Disciplines at Ph.D & Post Graduate level in Higher Education 2014-15**

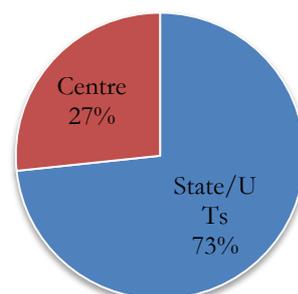


Based on [http://mhrd.gov.in/statist?field\\_statistics\\_category\\_tid=32](http://mhrd.gov.in/statist?field_statistics_category_tid=32)

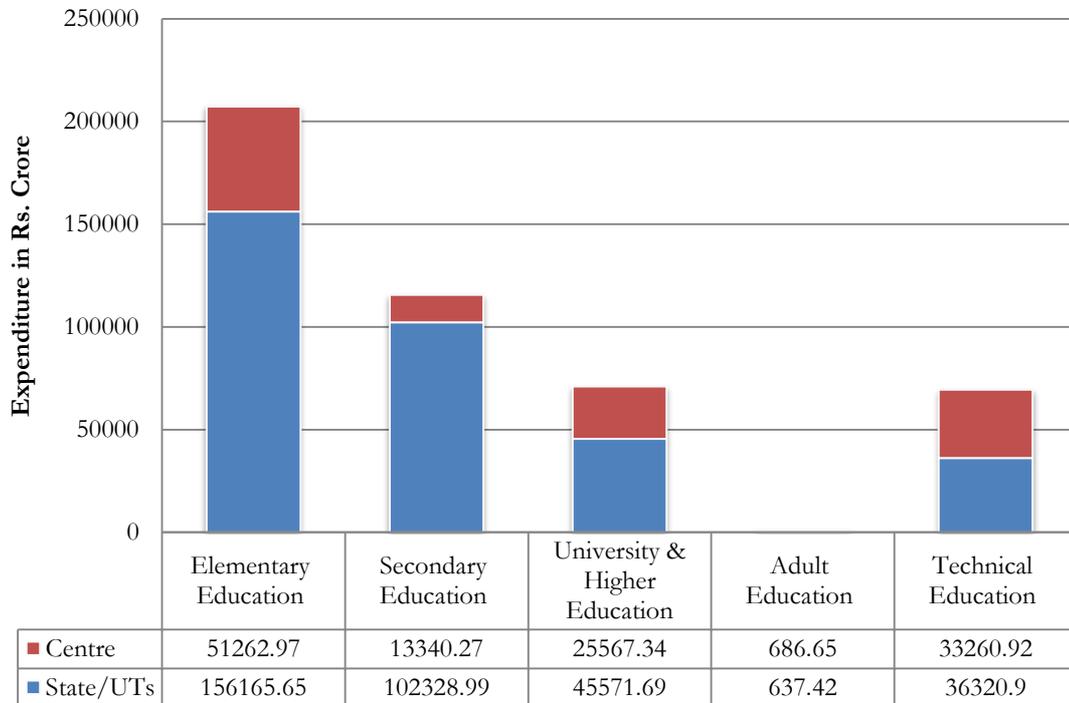
This becomes a challenge in the face of limited expenditure on education. The total public expenditure in India on education including primary, secondary and higher education is noted to be 4.13 per cent in the year 2013-2014 (Figure 2).

**Figure 2: Expenditure (Revenue) on Education by State and Centre Government, 2013-14**

- A. Total Education Expenditure
- B.



## B. Sector wise Education Expenditure



Source: Government of India (2016b, pg16)

The investment is further low for the higher education i.e. (0.63 per cent). This is critical as good education can transform the future of the country by producing skilled and efficient thinkers and workers.

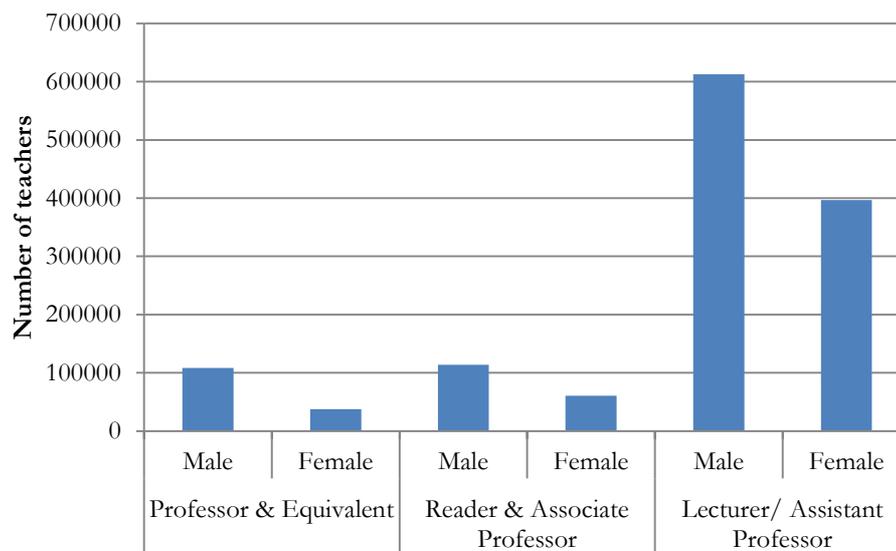
### 3.2. Gender equation

While the nature of gender issues in higher education varies in their character, one dominant issue is gender gap for both students and faculty members. Nearly 2 percent of the total universities and 11 percent of the colleges in India are exclusively for women (GOI, 2016). This stands in a conflict with a large number of government schools that run gender-specific sessions for boys and girls. Many conservative families still do not prefer to send their girl child into co-ed education at the college level. This not only indicates a need for more colleges but also a challenge to create a breakthrough in the mindset of the people who have sent their children to gender-specific schools by attending to their cultural needs and beliefs. Out of the total enrollments, 16 million girls make 46.2 percent of the total enrollments (GOI, 2016). This proportion vary for different subject stream defining cultural roles to male and female candidates, e.g. B. Tech, B.E, and polytechnic courses has over 70 percent male students while in MA, MSC, nurses, and teacher training courses have nearly 60 percent of female students (GOI, 2016). However, apart from these subject differences, the overall male enrolments in higher studies for the diploma, undergraduate courses, integrated programs and Ph.D. is higher than female enrolments, which is found high in certificate courses, postgraduate

courses and M.Phil course (ibid). On the whole, there is a positive trend in the gender parity index for higher education in India that has increased from 0.86 to 0.92 in six years from 2010 – 2016 (mhrd.gov.in)

The gap is found more for the faculty members. In the teaching domain, there are 64 female teachers per 100 male teachers. In university 33 percent teachers are female as compared to 67 percent being male out of 1.83 lakh teachers (GOI 2016).

**Figure 3: Post-wise Number of Male & Female Teachers (2015-2016)**



Based on data from <http://mhrd.gov.in>

Among different profiles of the faculty member, the gap is widest for the post of lecturer and assistant professors followed by professor and equivalent (Figure 3). While there are general guidelines for gender balance, a strategic leadership at all levels and in all departments can fulfill this gap to enhance creativity and effectiveness of teaching.

### 3.3. Ethics, values, and activism in education

Strategic leadership is critical for higher education as students come with multiple daily life challenges, which they want to challenge, face and change. While much of these issues are resolved with education, some concerns and conflicts inflate to invite state and national attention. The recent protests and conflicts across the leading universities including Delhi University, Jawahar Lal University although invited social and political attention, raised more concerns than solutions to the raised issues (Chettri, 2017; Shankar, 2016). A strategic leadership can influence such events by bringing alignment of students and other parties for a positive outcome for the society. Among various intellectual characteristics of a strategic leader comes the display of leadership by appropriate handling of criticism, conflicts and complaints, problem-solving skills, positive relationships with colleague and subordinates, and effective use of the chain of

command (Scott and Johnson, 2011, 463). These aspects not only help to control but also resolve issues at hand with strategic intervention.

While social justice is an important point of research, educational leaders need to assess the risk and take strategic actions around activism through education (Ryan, 2016). This is critical, as it not only has the potential to deteriorate the institution's reputation but also affects the funding from different sources. The strategic leadership within universities needs to think wide-strategic partnership as many educationists could play a critical role of being a bridge between government policies and common public. The opposite can also be noted with student conflicts that want to stand and advocate any government policy. Strategic leadership in such case is critical to maintaining the safety of the students avoids parents' anxiety and maintain the prestige of the institution. The drivers, impacts, and outcome of conflicts need to be studied and understood to avoid future loss. However, very few attempts have been made to understand the process.

Carter and Greer (2013) note that there is a limited research on values of strategic leadership both theoretically as well as empirically. The nature of values seems to vary from individualism, masculinity, and uncertainty avoidance to collectivism, novelty, rationality and duty (Carter & Greer, 2013). Finding the balance for the variant needs of the changing university culture and students needs is crucial for the strategic leadership within universities.

### **3.4. Performance: Teaching and Research**

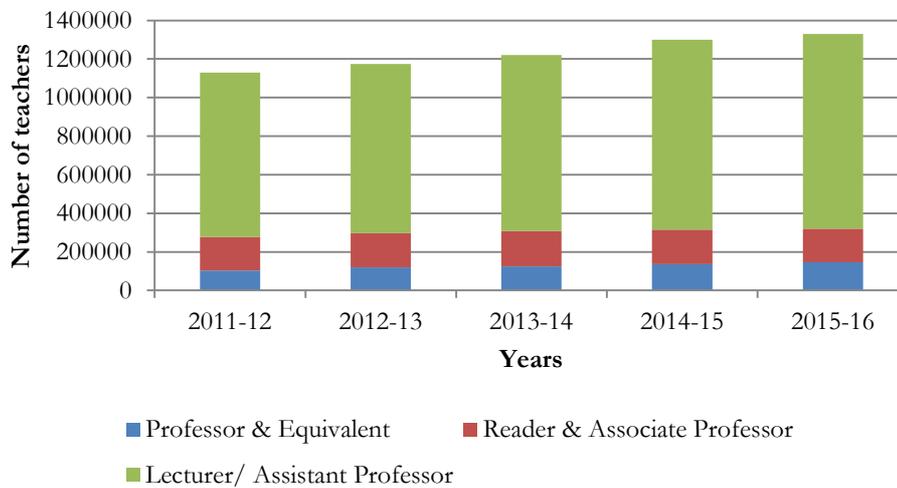
The international ranking of the higher education institutes is based on the research quality and output. However, the performance of university on research has a much greater influence than the reputation of the higher institute. It is noted that there is a close relationship between low human resource quality and low university standards for teaching and research as noted in many developing countries that stand in contrast to the developed nations, which offer quality higher education (Wahyudin, Hariri & Darmawan, 2013). The low enrollment in higher education along with the poor research outcome in India can be seen as important reasons behind poor growth and opportunities for interdisciplinary and multidisciplinary work, weak ecosystem for innovation and the weak industry linkages (British Council, 2014, p4). An important indicator that highlights this weakness is that India's citation impact is nearly half of the world's average (Ernst & Young, 2012).

Much of the research and teaching priorities in the Indian education system are top to bottom. University Grant Commission (UGC) plays a very important role in this. Further, the nature of institutional set up plays a very important role in the research and teaching outcome of a university. In India most research and research related international collaborations are limited to centrally funded universities of national importance where only 2.6% of the students are enrolled (British Council, 2014). With the new API score system, research has become an obligation. However, the quality and emphasis of research in private colleges and universities remain poor. An important reason for this is the limited support system available for the faculty members to encourage and promote the enhanced quality of research and teaching. The situation is even worse in the private colleges and universities where a large section of students go

for higher education. Currently, out of 64% of the total number of higher institutions, nearly 59% of tertiary enrolments are from private sectors, and they are growing at 40% per annum (British Council, 2014). This identifies a critical gap for strategic leadership in private institutions.

Research is also critical for strategic leadership as strategic intent, change and actions are evidence based (Quong, & Walker (2010). However, how strategic leadership can influence university's performance for teaching and research is an important issue to be addressed for the higher education in India. The number of faculty members in the last five years has grown from 1.1 million to 1.3 million (figure 4), which reflects poorly on the research output profile of India.

**Figure 4: Post-wise Number of Teachers during last 5 years**



*Based on data from <http://mhrd.gov.in/>*

Knowledge production and nature of ongoing research is a critical parameter of the performance of the higher education sector. Even though many faculty members are engaged in frontline research and able to secure funding, their proportion is very low. It is very crucial for the universities to identify long-term strategic research direction engage in knowledge production. This requires strategic leadership to identify and build such domain and develop relationships with the industrial and non-industrial partners. Both systematic data and organizational performance are found critical for the strategic leadership and in turn, strategic leadership can influence both (Lahtero and Kuusilehto-Awale, 2013).

### 3.5. Strategic influence

Universities play an important role in economic growth, political stability, and creating an integrated, peaceful and democratic society (Lerra, 2014). Much of this is done through better education. It is globally recognized that education can play a very critical role in addressing the multiple challenges of sustainability and global issues (Kanyimba, Hamunyela & Kasanda, 2014). In fact a close relationship is noted between education,

skills and sustainable development goals (United Nations, 2012). The Sendai Framework for Disaster Risk Reduction (2015-2030) identifies the role of both public and professional education in reducing disaster risks for both public and educational institutions (<https://sustainabledevelopment.un.org>). Yang (2003), on the other hand, challenged the ready acceptance of globalization for leading positive influence on higher education and emphasized that globalization is predominantly economic, whereby education is increasingly now treated as a business.

Scott & Johnson (2011) argue that strategic leadership plays a key role in advancing institutional significance. Strategic leaders exert strategic influence (Davies & Davies, n.d.), and having strategic leaders in higher education can play a very important not only in influencing the policy at the university but also at the national scale. They can also influence specific public behavior and can play an important role in articulating and modifying government and non-government programs and policies.

Dyer & Dyer (2015) noted that higher education has a strong influence in shaping the mental models of many society's professionals and leaders. Through their study of the American College and University Presidents' Climate commitment (ACUPCC) network, they portrayed a critical role that university played in providing leadership to the extended society through integrating sustainability into their education, research and community engagement activities (Dyer & Dyer, 2015). In India, very limited scholars are skilled enough to formulate or articulate right changes in the policy. In fact, most researchers fail to disseminate their research through proper channels at the right time. In such a scenario, strategic leadership is essential for bringing strategic difference in policy and research.

#### **4. Discussion**

Hill notes that while developing the leadership is a strategic imperative to address challenges of modern academic life, it is a daunting task to develop leaders for higher education institutions (Hill, n.d.). Within the hierarchical and complex organization of university offer little scope for the leaders to develop, and in such case only organizations willing to invest in developing leaders for future generation will able to reap the success in future (Hill, n.d.). The UKIERI Higher Education Leadership Programme looks at developing skills and knowledge for effective leader in the higher education institution in India with a specific focus on (i) personal leadership & management skills, (ii) strategic planning, (iii) modernization of the curriculum and pedagogy, (iv) modernizing the student experience, (v) internationalization, (vi) higher education for economic development, (vii) quality enhancement and assurance, (viii) financial management and planning, (ix) governance, (x) change management, and crisis management (UKIERI, n.d.). However, this doesn't talk specifically about the strategic leadership, which is crucial for the improvement and growth of higher education in certain areas.

Currently, India has about 799 universities and over 33000 colleges, in which one-third of colleges came in last 5 years (Ernst & Young 2012; GOI 2016a). Such growth in demand and supply of higher education institution pose the questions on quality and pressure to deliver the outcome. This also demands occupational commitment, which is

essential for the proactive performance for research and teaching (Yousaf, Sanders & Shipton, 2013). Yousaf et al (2013) also noted that various essential characteristics such as the mediator or political skills are also dependent on the occupational commitment and satisfaction that needs to be addressed through strategic leadership.

The appearance of a large number of colleges and universities also means recruiting a large number of faculty members. While the emphasis is on research-focused, teaching focused and vocational-focused in the 12<sup>th</sup> Plan, there is a need to reinforce and integrate them more inherently in the curriculum development and practices in the higher education institutions (Ernst & Young (2012). Now that the need for API scores for academic promotion has put the pressure for publication to the faculty members in the Indian colleges and university, the western notion of “publish or perish!” is likely to apply soon here as well, which is not found effective in retaining the slow writers. Instead, having strategic leadership and learning through business can help higher education to switch from ‘a sink or swim “selection of the fittest” approach to a development of the fittest approach (Hill, n.d. p29). Lerra (2014) finds that there is a little support towards developing skill and competence of faculty members and students in universities as most of the academic leaders are focused and engaged primarily with administrative issues at the expense of strategic matters.

University Grant Commission (UGC) offers a few faculty development program such as operation ‘Faculty Recharge’, enhancing faculty resources (ENCORE), establishing or upgrading computer centres, centres for excellence, area study centers, faculty development program for colleges, support for organizing conferences, workshops or seminars in colleges, capacity building of women managers in higher education, innovation program, strengthening research and teaching in social science and humanities, research fellowships, research awards, major and minor research projects, travel grants and incentives for subject based association (UGC, 2012). However, there is little emphasis on the development of the strategic leadership. Most programs and support services offered by UGC support institutional infrastructure, teaching and research activities rather than developing the strategic leadership at individual organizations.

Higher education plays a critical role in inducing the skills and competence among students to deal with the real world problems, and among various characteristics required addressing these issue, strong leadership for continuity and high-quality output emerge as a critical factor (Steiner & Scherr, 2013). British Council (2014) report identifies a need for new leadership roles requiring strategic leadership and planning for the quality and growth of higher education in India that offer the opportunity for international collaboration and partnerships. The performance of strategic leadership is measured on the financial, social and environmental scale. However, limited empirical research has been done to assess these for the higher education in India. There is a need for such measurement, as it would also help to be the social, environmental, and financial footprints of various higher education institutions. It calls for a research agenda for a detailed assessment of the need and outcomes of the strategic leadership in the higher education through both theoretical and empirical research. This paper has only addressed

the key issues that argue for an in-depth analysis of each challenge through an effective application of strategic leadership.

## 5. Conclusion

The higher education institutions in India are facing some critical challenges in terms of their performance, gender equity, political intervention and quality of research and education. Such situation demands for strategic intervention to carve out a more sustainable future not just for the institution but also through them to the society. This paper identifies strategic leadership as a way forward to address the existing gaps in the higher education of India. It also suggests a need of systematic research and more empirical studies to ensure its applicability and effectiveness of strategic leadership in the field of higher education. This may require setting up the research agenda as well as their implementation through active participation of the higher education institutions.

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