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From the Editor's Desk

At the outset, I take this opportunity to express my sincere gratitude to all the Editorial Board Members, Editors, Peer Review Members, contributors, and readers for making *Cyber Times International Journal of Technology & Management* an outstanding success. Their unwavering support, dedication, and commitment to academic excellence have significantly contributed to the growth and reputation of the journal.

We are pleased to present **Volume 19 – Issue 2** of *Cyber Times International Journal of Technology & Management*. This issue features a collection of high-quality research papers and scholarly articles that reflect contemporary developments, innovative ideas, and critical insights across emerging areas of Technology, Management, Law, Education, and other multidisciplinary domains. The diversity of topics covered in this issue highlights the increasing importance of interdisciplinary research in addressing global challenges and opportunities.

The overwhelming response received from researchers, authors, academicians, law-enforcement agencies, and industry professionals for submitting their research papers and articles is deeply appreciated and duly acknowledged across the globe. Their valuable contributions have enriched the journal's content and strengthened its role as a platform for disseminating knowledge, fostering innovation, and encouraging scholarly dialogue among academia, industry, and society.

On behalf of the Editorial Team, I extend my heartfelt thanks to all authors for their valuable research contributions and to our reviewers for their constructive evaluations that help maintain the highest standards of publication quality. We hope that the research published in this issue will inspire further inquiry, collaboration, and advancement in various fields of study, while continuing to serve as a meaningful resource for our readers worldwide.

We look forward to receive your valuable and future contributions to make this journal a joint endeavor.

With Warm Regards,



Dr. ANUP GIRDHAR

Editor-In-Chief

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Cyber Times International Journal of Technology and Management - CTIJTM

Volume 19 - Issue 2

CONTENTS

S.No.	Title	Page No.
1.	From Quiet Quitting to Work Minimalism: Implications for Employee Engagement and the Development of Self-Sustaining Academic Power Centres <i>Chirayil Dannie Jose, Dr. Kalpana Ghatpande & Suyog Shinde</i>	01
2.	An Empirical and Critical Examination of Bloom's Taxonomy in Indian Higher Education – Evidence from Management Institutes in Pune City <i>Dr. Ambar Beharay & Mr. Pushkar Aurangabadkar</i>	09
3.	Branding Strategies Using Indian Heritage <i>Dr. Ambar Beharay & Nayan Mahendrakumar Abad</i>	16
4.	Beyond Knowledge Transfer: Transforming Educational Institutions into Influential Academic Brands <i>Dr. Ambar Beharay & Dr. Priya Satsangi</i>	21
5.	Innovation Ecosystems in Higher Education: Developing Self-Sustaining Academic Centres <i>Dr. Anagha Kulkarni & Chaitrali Amit Mahajan</i>	27
6.	A Study on the Growth and Adoption of Cryptocurrency in the Global Economy <i>Dr Bhagyashree Deshpande</i>	33
7.	Financial Sustainability in Universities: Challenges, Strategies, and Future Directions <i>Dr. Jyoti Harchekar</i>	38
8.	Strengthening Institutional Research Capacity through Business Statistics and Quantitative Methods <i>Dr. Kalpana Ghatpande & Dr. Abhijit Parchure</i>	44
9.	Enhancing Research Excellence in Higher Education through Business Statistics and Quantitative Methods <i>Dr. Kalpana Ghatpande & Suyog Sunil Shinde</i>	50

10.	A Study on the Importance of Research Culture in Higher Education <i>Dr. Madhavi Peshave & Dnyanesh Manojkumar Dhole</i>	56
11.	Data Analytics in Healthcare: Strategic Integration, Operational Transformation and Governance Challenges <i>Dr. Manisha Shedge & Mr. Achinta Banik</i>	61
12.	Lifestyle Health Education as a Catalyst for Thought Leadership: Building Self-Sustaining Wellness Research Centres in Indian MBA Institutions <i>Dr. Sneha Joshi & Ms. Ketaki Raut</i>	66
13.	Entrepreneurial Universities: Moving from Teaching Institutions to Thought Leadership Institution <i>Kavita Patil & Maitrali Bhandari</i>	71
14.	Strategies for developing Self-Sustaining Academic Centre in Management Institution <i>Manohar Peshave & Vishal Khatal</i>	77
15.	Education for Sustainable Development: Transforming Higher Education for a Resilient and Equitable Future <i>Sundke Aatif A. & Dr. Geetali Tilak</i>	83
16.	Digital Transformation in Higher Education: Building Sustainable Knowledge and Innovation Centres <i>Dr. Swapnisha Khambayat & Ms. Kadambari Purushottam Shukla</i>	89
17.	Institutional Strategies for Developing Center of Excellence in Management <i>Prof. Pallavi Mahesh Ligade & Divya Shashikant Mahadik</i>	95
18.	From Teaching Faculty to Thought Leaders: Transforming Roles in Higher Education <i>Prachi Vijaykumar Joglekar</i>	101
19.	A Study on Leadership Models in Higher Education <i>Sayli S. Bapat & Dipak R. Sangame</i>	105
20.	Financial Planning and Budgeting Challenges in Maharashtra's Higher Education Institutions <i>Dr. Smita V. Samudre</i>	110
21.	Transforming Higher Education Institutions from Teaching Centres to Thought Leadership Hubs <i>Suyog Sunil Shinde & Dr. Kalpana Ghatpande</i>	115

A Study on Leadership Models in Higher Education

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ABSTRACT

Leadership in higher education has become increasingly complex due to globalization, technological advancements, and evolving policy frameworks. Institutions are expected to adapt quickly while maintaining academic excellence and inclusivity. This paper examines major leadership models in higher education using secondary data drawn from academic literature, books, and policy documents. The study focuses on transformational, distributed, servant, and situational leadership models and evaluates their relevance in modern educational institutions. It also incorporates the Indian context, particularly the implications of the National Education Policy 2020. The findings suggest that no single leadership model is sufficient to address the dynamic challenges faced by higher education institutions. Instead, a hybrid approach that combines flexibility, collaboration, and innovation proves to be the most effective. The paper concludes that leadership in higher education must continuously evolve to meet institutional and societal expectations.

KEYWORDS: *Leadership models, Higher education, NEP 2020, Transformational leadership, Distributed leadership*

Introduction

Higher education institutions play a significant role in shaping the intellectual and economic future of societies. They are responsible for developing skilled professionals, fostering research and innovation, and promoting critical thinking. Leadership within these institutions is a crucial factor that determines their effectiveness, adaptability, and long-term success. Higher education leadership has become more complex due to globalization and technological advancement (Bass, B. M., & Riggio, R. E. (2006).

Modern institutions increasingly prefer collaborative leadership approaches (Spillane, J. P. (2006).

NEP 2020 emphasizes innovation, autonomy, and institutional transformation (Ministry of Education, 2020).

Traditionally, universities operated under hierarchical leadership structures where authority was concentrated at the top levels of administration. However, this approach has gradually shifted toward more collaborative and inclusive models of leadership. Modern higher education institutions require leaders who can manage diverse stakeholders, including students, faculty members, administrators, and policymakers, while also responding to rapidly changing external environments. In India, reforms such as the National Education Policy 2020 have further emphasized the need for innovative and adaptive leadership practices.

This paper aims to analyse major leadership models in higher education, examine their impact on institutional performance, and explore their relevance in the Indian context. The study is based entirely on secondary data and seeks to provide a comprehensive understanding of leadership practices in contemporary higher education.

Research Methodology

Literature Review

This research is based on a qualitative analysis of secondary data. The study relies on existing literature, including peer-reviewed journal articles, books, and policy documents related to leadership in higher education. The National Education Policy 2020 has been used as a key reference for understanding the Indian context.

The method of analysis involves reviewing and synthesizing information from multiple sources to identify common themes and patterns. A comparative approach has been adopted to evaluate different leadership models and their effectiveness in higher education settings. Since the study does not involve primary data collection, its findings are based on the interpretation of existing research.

Leadership in Higher Education

Leadership in academic institutions differs from corporate leadership because of shared governance and academic autonomy (Spillane, J. P. (2006)). Universities operate in a unique environment characterized by academic freedom, shared governance, and intellectual autonomy. Leaders in such institutions must balance administrative responsibilities with the need to support academic independence and innovation.

Effective academic leadership requires adaptability and strategic thinking (Kasalak et al., 2022). Leaders must also be capable of fostering collaboration among diverse

groups while maintaining institutional goals. Unlike traditional management roles, leadership in higher education is often decentralized, making it essential for leaders to engage with multiple stakeholders and encourage participation in decision-making processes.

Leadership Models in Higher Education

One of the most widely discussed leadership models in higher education is transformational leadership. Transformational leadership focuses on inspiration, innovation, and institutional vision (Bass & Riggio, 2006).

This leadership style promotes creativity and institutional excellence in higher education (Bass & Riggio, 2006). They play a key role in driving institutional change and fostering a culture of excellence. In higher education, this approach is particularly effective in promoting research, improving teaching practices, and enhancing student engagement.

The concept of transformational leadership can be understood through a simple progression in which a clear vision leads to inspiration, which in turn motivates individuals to innovate and contribute to institutional growth.



Figure 1: A progressive framework illustrating the journey from Vision and Inspiration to Innovation and ultimately Institutional Growth.

Another important model is distributed leadership, which emphasizes shared responsibility and collective decision-making. In this approach, leadership is not confined to a single individual but is distributed among various members of the organization. Faculty members, administrators, and even students contribute to leadership processes. Distributed leadership encourages shared responsibility

and participative decision-making (Spillane, 2006). Faculty and administrative collaboration strengthens institutional effectiveness (Spillane, 2006).

The structure of distributed leadership can be visualized as an interconnected system where different stakeholders contribute to shared goals.

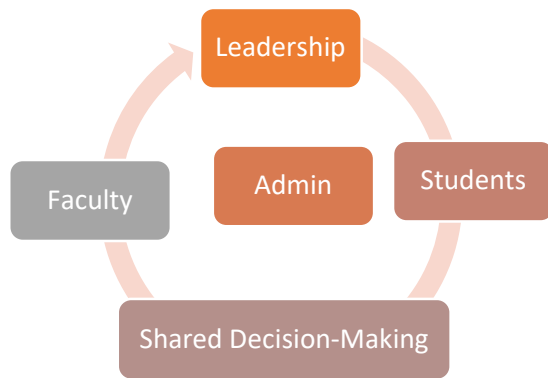


Figure 2: A collaborative institutional framework highlighting the interconnected roles of leadership, faculty, administration, and students in promoting shared decision-making.

Servant leadership is another model that has gained importance in higher education. This approach focuses on serving others rather than exercising authority. Leaders prioritize the needs of their followers and work toward their growth and well-being. In academic institutions, servant leadership helps build trust, improve relationships, and create a supportive learning environment. Servant leadership prioritizes the growth and well-being of followers (Greenleaf, 1977). This model helps create supportive academic environments and trust among stakeholders (Greenleaf, 1977).

Situational leadership offers a flexible approach by suggesting that there is no single best leadership style. Instead, leaders must adapt their behavior based on the needs of the situation and the capabilities of their team members. Flexibility is essential for managing diverse educational challenges (Hersey & Blanchard, 1982). Situational leadership suggests that leadership styles should vary according to circumstances and team capability (Hersey & Blanchard, 1982).

The adaptability of situational leadership can be illustrated as a progression from directing to delegating based on the competence of team members.



Figure 3: Coaching as a strategic approach to guidance, mentoring, and continuous development within an organization.

Indian Context: Leadership and NEP 2020

The introduction of the National Education Policy 2020 marks a significant shift in India's higher education system. The policy aims to transform the sector by promoting multidisciplinary education, institutional autonomy, and research innovation. These changes have important implications for leadership in higher education.

Leaders are now expected to adopt more flexible and forward-thinking approaches to governance. NEP 2020 promotes multidisciplinary learning, institutional autonomy, and innovation (Ministry of Education, 2020). At the same time, they face challenges such as limited resources, bureaucratic constraints, and resistance to change.

The success of NEP 2020 largely depends on the ability of institutional leaders to effectively implement its recommendations. Educational leaders in India are expected to adopt adaptive and collaborative approaches (Ministry of Education, 2020).

Case Studies

The Indian Institutes of Technology provide a strong example of transformational leadership in higher education. These institutions have consistently demonstrated a clear vision for excellence in research and education. Their leadership has focused on innovation, global collaboration, and the development of a strong academic culture.

As a result, they have achieved high rankings and recognition at the international level.

Delhi University represents an example of distributed leadership, where decision-making is shared among various stakeholders. Faculty members play an active role in academic and administrative processes, which promotes inclusivity and transparency. However, this approach can sometimes lead to challenges in coordination and efficiency.

Private universities in India often adopt a combination of situational and transformational leadership models. Their leaders focus on adapting to market demands, integrating industry-oriented curricula, and leveraging technology for teaching and learning. This flexibility has enabled them to respond quickly to changes in the educational landscape and improve student outcomes.

Impact of Leadership Models

Leadership models have a significant impact on various aspects of higher education. Faculty satisfaction is closely linked to leadership style, as supportive and participative leadership tends to increase motivation and productivity. When faculty members feel valued and involved in decision-making, they are more likely to contribute positively to the institution.

Student outcomes are also influenced by leadership practices. Effective leadership improves teaching quality, enhances learning experiences, and fosters a supportive academic environment. This ultimately leads to better academic performance and higher levels of student engagement.

Institutional performance is another area where leadership plays a critical role. Strong leadership contributes to improved organizational efficiency, increased research output, and enhanced reputation. Institutions with effective leadership are better equipped

to overcome challenges and achieve long-term success. Leadership style significantly influences faculty motivation and job satisfaction (Kasalak et al., 2022).

Institutional success is strongly linked to effective leadership practices (Guzmán et al., 2020).

Emerging Trends in Leadership

Leadership in higher education is evolving in response to changing global trends. There is a growing shift from hierarchical structures to collaborative and participatory models. Leaders are increasingly expected to demonstrate emotional intelligence, which includes empathy, self-awareness, and effective communication. Leadership in the Industry 4.0 era requires strong digital and strategic competencies (Guzmán et al., 2020). Modern leadership increasingly emphasizes technological adaptability and innovation (Cinnioğlu, 2020).

Industry 4.0 has increased the importance of digital and innovative leadership in education (Bapat, 2023). Leaders must now manage online learning platforms, support virtual classrooms, and ensure the effective use of technology in education. Additionally, there is a greater emphasis on diversity and inclusion, with leaders working to create equitable learning environments for all students.

Challenges in Leadership

Despite these advancements, leaders in higher education face several challenges. Resistance to change remains a significant barrier, as faculty and staff may be reluctant to adopt new policies or technologies. Resource constraints also limit the ability of institutions to implement innovative practices.

Another challenge is balancing academic freedom with accountability. Leaders must ensure that faculty members have the

autonomy to pursue research and teaching while also maintaining institutional standards. Managing diverse stakeholders with differing expectations further complicates the leadership process.

Discussion

The analysis of leadership models suggests that no single approach can effectively address all the challenges faced by higher education institutions. Each model offers unique advantages, but also has limitations. Transformational leadership is effective for driving innovation, while distributed leadership promotes collaboration and inclusivity. Servant leadership strengthens relationships, and situational leadership provides flexibility.

Therefore, a hybrid approach that combines elements of multiple leadership models is most suitable for modern higher education. Such an approach allows institutions to adapt to changing circumstances while maintaining a strong focus on their core objectives.

Conclusion

This study concludes that successful leadership in higher education requires adaptability, collaboration, and a commitment to innovation. By integrating multiple leadership models, institutions can enhance their performance and contribute to the development of society.

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