SYNERGIZING KNOWLEDGE

THE ROLE OF ACADEMIA IN GLOBAL PROGRESS



DR. GEETALI TILAK
PROF. UMA S. SINGH
DR. C. SUNANDA YADAV

Synergizing Knowledge: The Role of Academia in Global Progress

Parab Publications
Sharing Knowledge, Shaping Future

India | UAE | Nigeria | Uzbekistan | Montenegro | Iraq | Egypt | Thailand | Uganda | Philippines | Indonesia

www.parabpublications.com

Synergizing Knowledge: The Role of Academia in Global Progress

Research papers read during International Conference on "Synergizing Knowledge: The Role of Academia in Global Progress" jointly organised by Tilak Maharashtra Vidyapeeth (TMV), Pune, Maharashtra & Centre for Training & Development (CTD), Delhi, India during the 12-13 June 2025.

Editors

Dr. Geetali Tilak
Prof. Uma S. Singh
Dr. C. Sunanda Yadav

Tilak Maharashtra Vidyapeeth (TMV), Pune, Maharashtra

&

Centre for Training & Development (CTD INDIA), Delhi

Parab Publications
Sharing Knowledge, Shaping Future

India | UAE | Nigeria | Uzbekistan | Montenegro | Iraq | Egypt | Thailand | Uganda | Philippines | Indonesia

www.parabpublications.com

Copyright 2025 by Dr. Geetali Tilak, Prof. Uma S. Singh, Dr. C. Sunanda Yadav

First Impression: June 2025

Synergizing Knowledge: The Role of Academia in Global Progress

ISBN: 978-81-19585-XX-X

Rs. 1000/- ($80)

No part of the book may be printed, copied, stored, retrieved, duplicated and reproduced in any form without the written permission of the editor/publisher.

DISCLAIMER

Information contained in this book has been published by Parab Publications and has been obtained by the editors from sources believed to be reliable and correct to the best of their knowledge. The authors are solely responsible for the contents of the articles compiled in this book. Responsibility of authenticity of the work or the concepts/views presented by the author through this book shall lie with the author and the publisher has no role or claim or any responsibility in this regard. Errors, if any, are purely unintentional and readers are requested to communicate such error to the author to avoid discrepancies in future.

Published by:
Parab Publications

From Editor Desk:

It is a matter of great privilege and intellectual satisfaction to be part of the Editorial Board for this special volume of proceedings emerging from the Two-Day International Conference on "Synergizing Knowledge: The Role of Academia in Global Progress."

This conference, jointly organized by Tilak Maharashtra Vidyapeeth, Pune, and the Centre for Training and Development (CTD), an initiative of the URAN Foundation, marks not merely an academic milestone but a collective commitment to the higher purpose of knowledge—one that transforms societies, surpasses borders, and uplifts the human condition. In an era defined by rapid change, technological upheavals, and pressing global challenges, the role of academia must evolve from being a transmitter of information to a catalyst of conscious and collaborative transformation.

The contributions in this publication represent the vibrant discourse that unfolded during the conference—an interdisciplinary confluence of thought leaders, researchers, educators, policymakers, and students. From discussions on sustainable development and inclusive education to insights into ethical leadership, digital transformation, and indigenous knowledge systems, the papers included here exemplify a dynamic interplay of ideas rooted in academic rigour and driven by social relevance.

As an academic institution founded on the revolutionary vision of Lokmanya Bal Gangadhar Tilak, Tilak Maharashtra Vidyapeeth is deeply committed to fostering education that is not only intellectually enriching but also morally grounded and socially responsible. This publication reflects that ethos. It is a repository of diverse perspectives, rigorous inquiry, and visionary thought that will serve as a valuable reference point for scholars, practitioners, and change-makers across domains.

I congratulate all the contributors whose scholarly engagements have enriched this volume. I also appreciate the organizing committee, keynote speakers, paper presenters, student volunteers, and my fellow editorial board members, whose collective effort has transformed this conference from a vision into a vibrant, living dialogue.

May this volume continue to inspire academic communities to synergize knowledge in ways that foster equity, empathy, and excellence across the globe.

Best Regards,

Dr. Geetali Tilak
Member, Editorial Board
Vice-Chancellor of Tilak Maharashtra
Vidyapeeth, Pune, Maharashtra

12	**ENVIRONMENTALISM OF THE SHIVASHARANAS** *Dr. Nalini Avinash Waghmare*	113 – 121
13	**MATHEMATICS ENGAGEMENT OF THE TERTIARY STUDENTS IN THE FLEXIBLE LEARNING MODALITY** *Hernane C. Cabahaga*	122 – 137
14	**THE CONTRIBUTION OF ACADEMIA IN INDIA'S INDUSTRIAL DEVELOPMENT** *Dr. Praveen Jadhav*	138 – 145
15	**ENCOURAGING FUTURE-READY LEADERS: HIGHER EDUCATION'S REVOLUTIONARY FUNCTION IN A CHANGING WORLD** *Heena Thakkar and Dr. Jyoti Suraj Harchekar*	146 – 152
16	**KNOWLEDGE WITHOUT BORDERS: THE ROLE OF ACADEMIA IN SHAPING A RESILIENT GLOBAL FUTURE** *Dr. Ambar Beharay and Ms. Sayli Bapat*	153 – 169
17	**PROBLEM-SOLVING ABILITY IN SECONDARY SCHOOL STUDENTS: A CROSS-ERA REVIEW OF TRADITIONAL AND CONTEMPORARY EDUCATIONAL APPROACHES** *Shweta Gupta and Dr. Shivani Yadav*	170 – 178
18	**THE INFLUENCE OF ACADEMIC RESEARCH ON GLOBAL DEVELOPMENT GOALS** *Bharat Jadhav*	179 – 185

ENCOURAGING FUTURE-READY LEADERS: HIGHER EDUCATION'S REVOLUTIONARY FUNCTION IN A CHANGING WORLD

Heena Thakkar and Dr. Jyoti Suraj Harchekar
Assistant professor, Management Department, Tilak Maharashtra Vidyapeeth

ABSTRACT
A better training group's success depends not only on the performance of its lecturers but also on its leaders. Compared to CEOs of commercial enterprises, instructional leaders have more responsibilities. This significant impact of academic leaders necessitates a similar examination of the challenges because their success or failure affects not only a commercial enterprise but also the entire society. The study examines how this leadership approach tackles important issues like resource limitations, opposition to change, and striking a balance between innovation and tradition.
Transformational leadership, when strategically used, not only influences the future of higher education, but also guarantees its durability and flexibility in a world that is becoming more dynamic by the day.

Keywords: *Transformational leadership, Higher Education's, Changing World, Academic leaders*

INTRODUCTION
Academic leadership is a specific subset of leadership in general that refers to leadership in an educational sector or institution. Leadership in education involves a variety of tasks, including coming up with ideas and working on projects based on the organization's data and science study, establishing concepts, and fostering teamwork. Higher education leaders had to decide and act right away on how to treat the greater education communities, attending to the demands of the community as well as those of students, faculty, and staff. Our study uses the teaching approach to identify the main issues that university leaders deal with and to learn how they handle such issues.

The Evolution of Post secondary Education
Government policy, the ongoing rise in demand for ever-higher levels of tutorial attainment and certificates, and the necessity for quick changes in higher education all require substantial changes.

Improvements in finances, the widespread and societal effects of communication and information technologies, calls for increased access, internationalization, and globalization The concept of comprehending the economy and its importance as a catalyst for economic expansion has grown in popularity.

Many challenged the higher education sector to provide qualified staff capable of carrying out such developments.

Ideas about the nature and incentive for improved education and its place in society, as well as management structures and leadership that must function inside educational

institutions, are frequently challenging and less successful than the changing demands for better training. in the neighborhood, but also with regard to systems of leadership and administration that need to function in educational establishments. Looking ahead, this epidemic might be the catalyst for higher education to get back on track. Universities may have the chance to reassess their structures and create a more effective, easily available, and tailored suite of services for the knowledge-based society in the post-pandemic workplace. Consequently, in a competitive setting, institutions should prioritize being prepared to enhance their community influence.

RESEARCH METHODOLOGY

The essence of this investigation is essentially exploratory. Descriptive secondary data from research papers, journals, newspapers, conference proceedings, government publications, and research reports from different organizations were used to create the research paper.

Challenges of Higher Education Leadership

The difficulties become more complex as higher education undergoes fast change; present and future leaders must deal with the shifting demands of numerous stakeholders, law enforcement, a cynical public, heightened competitiveness, new technology, and instructional methodologies, Delivery, and exhausted revenue streams. Public universities in particular have been dealing with a significant budget deficit in recent years, but state governments, parents, and students have all strongly opposed raising tuition prices to make up for lost revenue. Parents who are frequently wealthy experience academic weariness even at premium universities.

Another significant issue is that people who enter leadership and management roles from professional or academic settings typically lack the formal training necessary for those roles.

In other words, education does not give the additional skills required by the organization leader, such as creative skills, agreement on priorities, and a place, even though it encourages independent thinking, problem solving, and the importance of giving feedback and effectively expressing and defending the idea.

For introspection in thinking and behavior, procrastination skills, or a decline in self esteem. Since it becomes a student of organizational politics and advanced economics education, it is essential in these roles to coordinate and promote the contributions of the others. A competent leader must thus learn to prioritize his or her efforts to enhance the professionalism and personal acknowledgment of others' accomplishments as well as those of their institution over his or her own.

Universities and other institutions are now expected to do more than only foster understanding, advance equity, and accommodate student preferences; they are also expected to do so far more effectively. They also have to contend with increasing competition for academic staff, research funding, and college students.

Both in the private sector and worldwide. It is no longer appropriate to use direct control with government assistance in these more complicated environments. At some

point in the higher education status quo, instructional leadership must take the lead in expanding vision, advocating policy, and deploying strategy, as this article explains.

Characteristics of Successful Higher Education Leadership

A successful educational leader possesses the following attributes:

Enthusiastic About Their Job
Strong leaders in higher education are passionate about their work, which may involve setting goals for the college as a whole or assisting instructors or students in improving their performance. These leaders use the skills and expertise they have accumulated over the years to advance the college or the people they are in charge of.

Set an Example
You can gain the respect and trust of pupils and staff by setting an example rather than focusing on rank and title. This could entail being open to hearing what people have to say, especially if they are struggling with your ability to lead.

Motivated to Assist Others
The authority and responsibility that come with this position, such as instructing others on what to do or how to do it, are not the focus of effective educational leaders. In actuality, these leaders are driven to

Helping nature
Those who work in post-secondary education leadership roles tend to focus on helping others in different ways, such as inspiring students to work on areas of improvement or helping teachers receives the training needed to achieve their goals. As a leader, this desire to assist others also plays a significant part in building respect and trust.

Are Planners:
Higher education professionals must to be well-organized and capable of creating both short- and long-term objectives. This involves having good organizing skills, which are frequently possessed by the most effective and successful leaders.

Promote Risk-Taking: Successful leaders don't hesitate to take chances when needed, such when they devise long-term objectives or consultative tactics to accomplish more immediate ones. These leaders are open to considering thinking beyond the box to solve challenges in novel or unconventional ways. Additionally, they inspire people to take chances in order to accomplish objectives or enhance their performance.

Create Powerful Connections: The most successful leaders are able to forge powerful bonds with coworkers, students, and staff members who oversee or manage them. These leaders possess the attributes and abilities such as social and communication skills that are required to establish and preserve communication amongst students or staff. When leaders need to cooperate or work together, being able to establish these connections aids them in achieving their objectives. By making

them feel like they belong to a team or group, these interactions can also improve the attitudes of the staff and students.

Clarification of the Concept

Leadership Through Transformation A key component of transformational leadership is motivating and inspiring subordinates to attain objectives for improved performance and personal development. This leadership style, according to Asbari, Santoso, and Prasetya (2020), is predicated on the idea that leaders can enhance their followers' feeling of purpose, dedication, and self-worth by encouraging a shared vision and encouraging innovation and inventiveness. The capacity to articulate a compelling and distinct vision that aligns with the goals and values of the business forms the basis of transformational leadership. The vision of a transformational leader guides decision-making and inspires collaboration (Northouse, 2019). This vision is more than just achieving short-term goals in order to set the company up for future possibilities and challenges.

A key component of transformative leadership is inspiration, in addition to vision. Motivating leaders inspire their followers by promoting fervor, energy, and commitment to the organization's mission. According to Andersen (2018), transformational leaders can raise followers' expectations and help them in realizing their greatest potential. They offer worthwhile work, emphasize the value of each person's efforts, and foster a strong feeling of purpose. In higher education settings, where academic staff, students, and administrators frequently face enormous problems that call for high levels of commitment and passion, this motivation is especially important. Motivating leaders can motivate their community to accept responsibility for the institution's objectives and cooperate to achieve them.

Benefits of Using Leadership in Higher Education for Students

Students get many real and intangible advantages from the incorporation of leadership development into higher education, which equips them for successful jobs and meaningful lives. Among these benefits are:

1. Increased Self-Awareness and Personal Development

Students that participate in leadership programs are encouraged to consider their principles, strengths, and shortcomings.

They promote resilience in both academic and personal domains by enhancing self-assurance, emotional intelligence, and pressure-handling skills.

2. Enhanced Interpersonal and Communication Skills

Students acquire expertise in negotiating, active listening, public speaking, and dispute resolution.

These abilities are necessary for productive collaboration and fostering relationships in work environments.

3. More promising career opportunities
Graduates that exhibit initiative, problem-solving abilities, and team leadership are highly sought after by employers.

Students with leadership experience—whether from organizations, initiatives, or community service—stand out in a competitive job market.

4. Increased Flexibility and Creativity
Students' capacity to come up with answers and accept change is improved when they are exposed to entrepreneurial and innovative issues.

5. Ethical and Responsible Decision-Making
Students who take courses on sustainability and ethical leadership are better able to make moral decisions.

This foundation encourages civic engagement and socially conscious behavior.

6. Wider Networks of Professionals
Students can engage with industry executives, alumni, and mentors by taking part in leadership initiatives.

These networks can offer career chances, internships, and coaching.

7. A mindset of lifelong learning
Curiosity, responsibility, and a dedication to ongoing self-improvement are all fostered via leadership development.

Students are more inclined to seek professional growth and lifetime learning.

CONCLUSION
Higher education today holds a powerful responsibility beyond academic instruction—it plays a key role in shaping leaders who are capable of thriving in a rapidly changing world. The challenges faced by academic leaders, such as financial pressures, technological advancements, and evolving student needs, demand a leadership style that is both innovative and adaptable. Transformational leadership emerges as a vital approach, helping institutions inspire vision, embrace change, and foster environments where both staff and students can grow.

Developing leadership skills within higher education not only benefits the institutions but also prepares students to take on leadership roles in their future careers and communities. Through leadership education, students gain essential abilities like critical thinking, communication, ethical decision-making, and flexibility, which are increasingly valued in today's complex world.

In conclusion, the future of higher education depends on its ability to build and support leaders who are ready to face global challenges with confidence, creativity, and a strong sense of purpose. By focusing on leadership development, universities can ensure they are shaping future-ready individuals who will contribute positively to society and lead with integrity in their personal and professional lives.

REFERENCES

1. Harchekar, J. S., & Dani, M. (2020). Student's Perception Of Digital Assessment System Of Commerce Program.
2. Kane, G., D. Palmer, A. Phillips, D. Kiron, N. Buckley, 2015. Strategy, Not Technology Drives Digital Transformation, Mit Sloan Management Review And Deloitte University Press, July 2015. Available Online At Shodhganga@Inflibnet: A Performance Analysis Of Select Public And Private Mutual Funds
3. How To Go Digital: Practical Wisdom To Help Drive Your Organization's Digital Transformation (2018) 2. C. Linz, G. Müller-Stewens,
4. Zimmermann, Radical Business Model Transformation: Gaining The Competitive Edge In A Disruptive World, Kogan Page (2017)
5. Berman, S. J., & Marshall, A. (2014). The Next Digital Transformation: From An Individualcentered To An Everyone-To-Everyone Economy. Strategy & Leadership, 42(5), 9–17
6. Brynjolfsson, E., & Hitt, L. M. (2000). Beyond Computation: Information Technology, Organizational Transformation And Business Performance. Journal Of Economic Perspectives, 14(4), 23-48.
7. Day, G. S. & Schoemaker, P. J. 2016. Adapting To Fast-Changing Markets And Technologies. California Management Review, 58(4), 59-77.
8. Czinkota, M. R., & Johnston, W. J. 1983. Exporting: Does Sales Volume Make A Difference? Journal Of International Business Studies, 14(1), 147-153.
9. Internet Usage Statistics: The Internet Big Picture." Internet World Stats. Internet World Stats - Usage And Population Statistics
10. Croon Fors, A. (2013). The Ontology Of The Subject In Digitalization. In R. Luppicini (Ed.), Handbook Of Research On Technoself: Identity In A Technological Society (Pp. 45–26). Igi Global.
11. Dangayach, G. S., & Deshmukh, S. G. (2006). Manufacturing Strategy. International Journal Of Operations & Production Management, 21(7), 884-932.
12. Dawson, P. (1994). Organizational Change: A Processual Approach. London: Chapman Publishing.
13. Dawson, P. (1996). Technology And Quality: Change In The Workplace. London: International Thomson.
14. Dawson, P. (2003). Understanding Organizational Change: The Contemporary Experience Of People At Work. London: Sage Publications Ltd.
15. Bapat, S. (2018). Digitalization In Marketing.

16. Beharay, A., & Joshi, S. (2023). Analysing The Influence Of Social And Family Factors On Women's Entrepreneurial Success.
17. Joshi, S., & Shedge, M. (2022). Wellness Restoration-A Secret To Employee Productivity.
18. Shedge, M., & Joshi, S. (2023). Financial Wellbeing Of Individuals In India.
19. Ghatpande, K., & Tilak, P. (2020). Qualification And Professionalism Of Academics In Teaching.

ABOUT THE EDITORS

Dr. Geetali Tilak, serves as the Vice Chancellor of Tilak Maharashtra Vidyapeeth. Her lineage connects her to the legacy of India's freedom movement, as she is the great-great-granddaughter of Lokmanya Bal Gangadhar Tilak, one of India's most revered freedom fighters. Dr. Geetali Tilak holds a Post-Doctoral Fellowship in Management from Lincoln University College, Malaysia and has earned two Ph.D. degrees— one in Journalism and another in Management, both from Tilak Maharashtra Vidyapeeth. Additionally, she has completed a Doctor of Literature (D.Litt.) in Management, an MBA, and a master's degree in journalism (Print Media) from the same institution. Dr. Tilak holds 4 patents to her credit. Her areas of specialization include Management and Journalism, with a particular focus on administration, academic excellence, strategic planning, team building, and leadership development.

Prof. Uma S. Singh is teaching Commerce and Management Department in prestigious ARSD College, University of Delhi. She has graduated from Sriram College of Commerce (SRCC), Delhi University, completed her Master and M.Phil. Degree from Delhi School of Economics and PhD from Faculty of Management Studies (FMS), Delhi University. She has participated and presented papers in more than 40 national and international seminars. She is associated with many professional organizations and has written and edited five books related to Management and HRM.

Dr C. Sunanda Yadav has 30 years Commercial/Marketing, administrative and academic experience. She is extremely passionate about teaching and has been associated with renowned institutes like ICFAI Hyderabad as Academic Head, AMITY Global Business School. Hyderabad, Dr D.Y Patil College, Sinhgad Institute of Management, and Spicer Memorial College. She was holding the position of Director Studies for London College of Management, Cavendish University (U.K) for their centre in Pune. At present she is heading the Ph. D Department at Tilak Maharashtra Vidyapeeth and is the secretary of their Research & Development Centre.

Parab Publications
Sharing Knowledge, Shaping Future

India | UAE | Nigeria | Malaysia | Montenegro | Iraq | Egypt | Thailand | Uganda | Philippines | Indonesia

Parab Publications || www.parabpublications.com || info@parabpublications.com