International Journal of Finance, Economics, and Management Studies
ISSN: 3108-0030 | Volume 1 Issue 2, 29-35, October-December 2025
DOI: https://doi.org/10.64137/31080030/IJFEMS-V1I2P104

Scholastic Research Publication

Received: 08/10/2025 Revised: 20/10/2025 Accepted: 27/11/2025 Published: 06/12/2025

Original Article

Academic Leadership and Industry – Academia Collaboration: An Indian Perspective

RAJESH EKKA
Assistant Professor, Department of Education, Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India.

ABSTRACT: *Leadership is the concept of influencing others, whether fully or partially, by building their trust and motivating them verbally and in action. This does not necessarily imply authority or power. It can also refer to a leader's ability to influence power voluntarily delegated to them by members of a department. Academic leadership is a specific area of leadership within an educational environment or institution. In educational institutions, stakeholder value refers to the value of stakeholders such as students, staff, the community, and funding institutions. The various responsibilities of an excellent academic leader include administering the department, fulfilling the role of a faculty member, providing service and support to various constituencies (college, university, external community, associations), and fostering professional and personal development. This paper addresses various challenges in academic leadership, building organizations for change, industry-academic collaboration, and how to develop and nurture effective leadership among students in higher education.*

KEYWORDS: *Academia, Collaboration, Industry, Practices, Strategies.*

1. INTRODUCTION

The term "leadership" is considered an essential quality in every sphere of human life. First, let us understand the formal definitions of "leadership" and then specifically "educational leadership." According to Bujur (2000, p. 167), "leadership means enhancing human potential." This definition states that leadership means creating the right environment for people to develop as leaders. Heifetz and Laurie (1997) believe that leadership has three fundamental functions:

a) Creating a positive climate (an environment conducive to achieving goals).
b) Directing, protecting, orienting, and managing the stakeholders' conflict and shaping norms, then
c) Highly maintain the presence and poise.

When making decisions at all levels, a competent leader guarantees harmony and unity. Influencing others entails earning their trust and inspiring them with words and actions. The department's members freely provide the leader the right to influence; this authority is not based on any particular legal authority, but rather on the professional and moral authority that they attribute to them.

In the current scenario, the nature of leadership is changing and evolving from traditional leadership styles. The challenges facing leadership are becoming more complex than in the past, and leadership has evolved from an individual activity to a collective and collaborative one. Key leadership skills include flexibility (collaboration across boundaries), collaboration (building and improving relationships), innovation (managing change), preparing for the future, and meeting new and comprehensive challenges.

Defining Higher Education: Tertiary (post-school) education is classified into two types: Type A (higher education) and Type B (further education). A higher education qualification at the degree level takes at least three years to complete, and sometimes four. It will be at a professional level and taught in a setting that involves advanced research activity. Postgraduate studies, which lead to master's and doctorate degrees, are common forms of further education. These degrees are the highest level that a person can achieve; however, they are divided into two levels. A master's degree, for example, is conferred after completing a specific course of study that goes beyond a bachelor's. These are classified into many categories, including Master of Arts, Master of Science, and Master of Theology. The time required to acquire a master's degree varies depending on the program, but in general, you are expected to study for at least two years. Doctoral degrees are the second form of graduate degree, and they are considered superior to master's degrees. These are given to students who have completed a specific course of study in addition to their master's degrees. Doctoral degrees can be either professional, like a Doctor of Ministry, or academic, like a Doctor of Philosophy. Doctorate recipients frequently use the title of "Doctor."

A unique kind of leadership in an academic environment or organization is known as academic leadership. The value of stakeholders, including students, faculty, the community, and funding organizations, is referred to as stakeholder value in

academic institutions. As a result, there are many different stakeholders in academic institutions. Academic institutions present a distinct set of leadership difficulties because of these unique characteristics. This indicates that while there are certain similarities between leadership in general and academic leadership, there are also unique difficulties. An academic institution is a broad term and includes all institutions that provide some form of academic instruction. Primary and secondary schools, colleges, universities, and professional training facilities are all included in this category (higher education).

According to Ramsden (1998), effective academic leadership in the higher educational system is a function of several factors and characteristics. These are included as given below.

- *Leadership in teaching*- The teaching profession is one of the most important professions and plays a leadership role in the educational field. One of the most important characteristics of leadership in higher education is leadership in teaching. The leader should encourage innovation in teaching methods and strategy. The teaching should be more interactive and practical-based. It should be interesting and also knowledge-generating
- *Leadership in research*- Research is one of the main features of higher education, especially in master's and doctoral programs. An effective leader should encourage genuine and meaningful research in higher education, which should add to the body of knowledge.
- *Strategic vision and networking*- The vision and mission of the leader should be crystal clear to him/her and should be in accordance with the mission and vision of the institution. An effective leader should have a strategic vision and networking to reach and fulfill the mission of the institution.
- *Collaborative and motivational leadership*- A leader has to be a good motivational speaker. Communication skills play a very important role in effective leadership. People can be made to complete the target through motivational speech instead of threats or dictatorship.
- *Fair and efficient management*- A leader who is fair and just is quite popular and proves to be an effective leader. He/she needs to be efficient enough to handle difficult situations and be fair with the institution as well as people down the line.
- *Development and recognition of performance*- An employee gets encouragement to work harder only when his/her work is recognized and appreciated. Recognition can come in various ways, such as verbal appreciation, monetary gains, promotions, more power, awards, etc. An effective leader provides it from time to time to his/her employees to make them work to their optimum capacity.

According to Ramsden's (1998) research, instructional leadership entails coming up with creative ideas or igniting the department's passion for teaching. Leading by example or demanding respect as a researcher are two ways to exhibit research leadership. Networking, promoting the department's interests throughout the university, and having a strategic vision are all examples of strategic leadership. Honesty, integrity, and transparency are traits of collaborative and motivating leadership. Delegation, extremely well-organized departmental operations, and the execution of tasks with little opposition are all signs of fair and effective management. Praising department employees' accomplishments, keeping them on board, and giving constructive criticism for improvement are all parts of performance development and recognition.

2. ROLES AND RESPONSIBILITIES ACADEMIC LEADERSHIP

General and Specific Roles and Responsibilities of Chairs/Heads of Academic Units.

2.1. ADMINISTRATION OF THE DEPARTMENT

- Recruiting and orienting faculty and staff,
- Recruiting and orienting students,
- Shrply Identifying and determining the role, priorities, and assignments of faculty members,
- Promote teaching and academic activities,
- Developing the relevant curriculum and updating the curriculum on a timely basis,
- Enhance scholarly activity,
- Encouraging and favouring the service/outreach,
- Academic leaders should be developing/mentoring/and coaching faculty and staff based on current relevance,
- Create and promote a supportive, productive work environment/culture,
- During and after the work or cycle, providing feedback and performance evaluation to the faculty,
- Supervising the staff,
- Creating a shared vision, setting goals, and developing unit plans according to the major goals of institutions,
- Institutional budgeting is the most important aspect of institutional leadership, so preparing and managing the budget,
- Managing better space and facilities according to the needs of the situation, coordinating fundraising and relationships with external constituencies,
- Administering all aspects of the institution, like academic/human resources/and legal policies,
- Disseminating/sharing department information and dealing with the media, serving as an advocate for the department's interests.

2.2. ROLE MODEL AS A FACULTY MEMBER

- Teaching classes and mentoring all faculty members, students, and staff,
- Developing the curricular programs or individual courses for academic enhancement.
- Participating in examination committees and giving valuable suggestions,
- Seeking the resources of research funding,
- Academic leaders should be conducting research and scholarly activities.

2.3. ACADEMIC LEADERS SHOULD BE PROVIDING SERVICES AND SUPPORT TO VARIOUS ORGANIZATIONS LIKE THAT (COLLEGE, UNIVERSITY, OUTSIDE COMMUNITIES, ASSOCIATIONS, ETC.)

- Good academic leaders should participate in college and university governance, committees, and task forces.
- Playing a lead role and participating in college/University search committees,
- Leaders should be participating in outside committees and task forces,
- Performing leadership tasks in professional associations, networks, and institutions,
- Enhance and provide pro bono/paid consulting services.

2.4. ENHANCING PROFESSIONAL/PERSONAL DEVELOPMENT

Gently balancing the different roles and tasks of a chair head or academic leader with personal, family, or community responsibilities, academic leaders should be engaging in personal growth activities and enhancing academic quality.

2.5. CHALLENGES IN ACADEMIC LEADERSHIP

Academic leadership faces certain challenges, such as it may not be a positive career move. However, students suffering at school play a larger role. At times, the paths to leadership are unclear, and very little academic leadership training is available to academic leaders.

3. ACADEMIC LEADERSHIP IN THE 21ST CENTURY UNIVERSITY

When senior managers or academic leaders work collaboratively with program leaders, it can be a potent partnership, driving real change in educational institutions. External incentives for programs, quality assurance processes driven by professional and subject bodies, national government-led initiatives, and student demands for change, such as the 2009-2010 student campaign for improved feedback and assessment, and responses to national student surveys and other forms of student assessment, identify issues that need to be addressed.

4. TASKS OF LEADERS

Academic leaders should stay abreast of national and international developments in assessment, teaching, and learning, and prioritize innovative ideas, with an open mind, that are most relevant to the academic field concerned. Academic leaders should emulate good practice in their teaching and assessment work and, in collaboration with other programme leaders, identify areas of shared understanding and issues that are important to their academic field and then work on them collectively.

5. HOW TO HAVE POTENTIAL SUCCESS?

- Academic leaders should work hard to fully understand the past and present conditions of their institution to avoid obstacles that have arisen in the past.
- Academic leaders should make full use of the university's established committee structure and encourage committee members to engage with it before submitting papers they are interested in.
- Academic leaders should work interactively with student representatives, engaging with them on their concerns while also helping them address larger issues in university life.
- Be prepared to listen politely to skeptics who tell you that your proposal won't work, and then carefully organize your responses before responding.
- Keep good records of your activities to implement any type of program change, and regularly take time to reflect on what has succeeded and what has failed.
- Gain complete clarity regarding the top priorities for change, keeping in mind the objectives of the academic institution.

6. BUILDING ORGANIZATION FOR CHANGE

6.1. CLARITY OF PURPOSE FOR CHANGE

An effective leader should have a clear reason and purpose for change. It should be described clearly as what might happen if the change does not take place. It's important to understand and also help people see why the change is necessary.

6.2. VISION OF THE CHANGE
A change is a major activity that needs to have a clear vision before the leader, so that the leader, as well as other people, have clarity as to why the change is essential.

6.3. UNDERSTANDING THE HURDLES OF THE CHANGE
Before starting any change, it's essential to find out the possible problems that are likely to be faced during the change. It's important to find out about them so that change makers can be prepared to face them.

6.4. COMMUNICATE THE HURDLES TO THE CONCERNED PERSONS
Effective communication solves half of the problems; therefore, it's important not only to find out the hurdles of the change but also to communicate the hurdles to the concerned person so that the problems can be handled efficiently by them.

6.5. FIND OUT THE POSSIBLE RESISTANCE
Whenever a leader proposes a change, there is a substantial possibility of resistance by the people. It's pretty natural to resist a change. People get accustomed to the environment and have convenience in the present situation and scenario; thus, they resist change. It's always better to find out the possible resistance and be ready to deal with it.

6.6. TO IDENTIFY THE FACILITATORS OF CHANGE
Although change affects everyone in the organization, there are only a handful of people who are responsible for change. These are the facilitators who are to be identified by the leader and then given the responsibility to make the required changes.

6.7. IMPLEMENT THE PROCESS OF CHANGE
The process of change is not a one-day business. It takes a sufficient amount of time to implement the change. It requires the strategy planning and proper implementation of the same.

7. BUILDING ORGANIZATION FOR EFFECTIVE LEADERSHIP
7.1. GIVING OPPORTUNITIES TO THE STUDENTS TO LEAD A SMALL GROUP
An organization should give equal opportunities to all students to be a leader. The class can be divided into small groups, and then the leaders should be made to lead the group. These small groups can be called houses. Different inter-house activities can be conducted to nurture leadership and healthy competition among students. Similarly, the leadership qualities can be developed among the teachers by giving them various responsibilities, such as discipline in charge and co-curricular activities in charge. Time table in charge, etc., these responsibilities should be on a rotation basis so that all the teachers get an equal opportunity to explore the leadership potential.

7.2. CONDUCTING ELECTIONS
An organization can encourage and explore leadership potential among students and teachers by conducting elections. The important leadership positions like president (student/teachers association), secretary, general secretary, treasurer, etc.

7.3. ELECTING/SELECTING IN-CHARGE
The in-charges of various activities conducted and groups can be elected as well as selected by the leader/principal of the organization. It will give an equal opportunity to all the members associated with leading a group at one point in time. This will encourage the stakeholders to explore the leadership quality among themselves.

7.4. PRE-SERVICE TRAINING
The organization should provide pre-service training to the potential leaders. This should incorporate theory as well as some practical aspects, so that before joining the job, the essential quality of leadership should be explored.

7.5. IN-SERVICE TRAINING
Leadership quality is quite essential for any job. So, people who are already serving should be given training to become effective leaders. During the service period, training should be provided by the organization to be a leader in all aspects.

7.6. ORGANIZING WORKSHOPS
Different workshops should be organized by the organization to become an effective leader. The workshop should have activities that will make the participants effective leaders.

7.7. CONDUCTING ACTIVITIES
The organization should conduct different activities to create an environment for nurturing leadership quality. Activities such as inter-house competitions encourage leadership qualities.

8. INDUSTRY - ACADEMIA COLLABORATION

We know that the NPE (1986) of India characterizes higher education as a very crucial factor for the survival of the people of India. National Planning on Education in India also provides the Indian people with an opportunity to reflect on the critical, economic, cultural, moral, and spiritual issues. Education has always been meant to fulfill the needs of society. Since time immemorial, it has been doing its job efficiently, but due to globalization and modernization, the education system is facing complex issues and is finding itself in a critical situation. Global society is posing challenges to educational institutions to nurture global talent by fostering technological skills, reflective and creative thinking, economic expertise, and human values. The time has come when the complex concepts of economics, science, and technology, like demonetization, e-wallets, digital payments, satellites, global warming, digital classrooms, social networking sites, etc., have become a part and parcel of the common man. These concepts are not confined to high-class economists and scientists.

The education system is producing quite a huge number of unskilled, frustrated, saturated, depressed, and anxious degree holders who, due to a lack of experience in real work culture, are only increasing the unemployed population of the country. To reduce the gap between theoretical and practical knowledge, government, educationists, policy makers, industrialists, and economists have realized that collaboration between academia and industry is highly required. Dr. APJ Abdul Kalam, in his book titled 'Ignited Minds (Unleashing the power within India)', rightly says that our intellectual forums, political platforms, academic institutions, and chambers of commerce should all work together to take up the full responsibility of the development of the country.

9. THRUST OF DIFFERENT POLICY REPORTS

The key point of UNESCO's report (1997) is that learning to be the relationship between society and education is so complicated that it is impossible to fully capture it with simple explanations. This remark holds true for all of the functions that education and society engage in, as well as for claims about the goals that these functions are intended to accomplish. The paper characterizes education as a mirror of society and goes on to say that since education is a subsystem of society, it invariably reflects the fundamental traits of that society. To expect a reasonable, compassionate education in any of the world's unfair societies would be pointless and nonsensical.

After much discussion, the Indian Parliament enacted the National Education Policy in 1986, which highlighted the importance of cooperation and stated that technical and management program curricula would be centered on the present and future requirements of user systems or industry. In its report, the National Policy on Education 1986 outlined several issues and recommended that technical or management institutions and industry work together actively to plan and implement programs, exchange personnel, provide training facilities and resources, conduct research, provide consulting, and work on other areas of mutual interest. Networking would have to be developed between technical education and industry, research and development organisations, rural and community development initiatives, and other fields of education having complementary qualities.

The National Policy on Education 1986, while offering broad recommendations on science education, stated that for wider dissemination, the Technology Policy Statement (DST 1993) prepared by the Department of Science and Technology in 1993 emphasized collaboration between engineering educational institutions and industry through the following statements: "Attention will be given to further expanding the base of polytechnics, technical and vocational institutions, and engineering institutes, and programmes will be initiated to train and retrain industrial and technical personnel in significantly larger numbers than hitherto attempted. New industries will be included while working towards human development and skill upgradation. Research and development will be encouraged as a career prospect in every field of human knowledge tradition through concrete measures to attract scientists and technologists to the challenges of creative science and innovative development, with the aim of doubling their numbers in R&D by 2000 AD."

We know that India needs a closer partnership (Pallam Raju, 2013) between the educational sector and industry. Currently, the government provides the majority of the funding for research and development in the nation from the approved or sanctioned budget or funds for education. In addition to increased private sector involvement, the industry's commitment to research is desperately needed. In addition to funding, the industry should invest more in entrepreneurship, innovation, and talent development. To improve young people's employability, the gap between university and industry must be closed. While China spends more than one and a half percent of its Gross Domestic Product on research and development, India spends less than one percent (Pallam Raju, 2013).

The review of the above-mentioned policy reports briefed that collaboration of Industry and Academia is the need of the hour. Resources of both partners should be used effectively to achieve the objective of nurturing global talent to make them capable of leading the country in the global world. For productive and constructive collaboration, it is required that all the policy makers and implementers from all fields of interest, like economists, scientists, educationists, and government officials, should come together to plan strategies. It is said that a single flower makes no garland, so to transform India into a developed country, a garland made up of united minds of the industrial and academic worlds is required.

10. THREATS AND HOPES

Collaboration seems beneficial for Industries and Academic Institutions if planned and implemented properly. On one hand, industries are finding that the knowledge and research base provided by academia would help them in getting more production and benefits. On the other hand, universities are moving beyond their traditional work style or their traditional role of teaching and research toward addressing the demands of industry and contributing directly to the economic growth of the country. For successful collaboration, both industry and academia need to support each other's missions and motives. Both partners are looking forward to effective collaboration as it is beneficial for the socio-economic growth of the country, but there are some threatening factors also, which should be kept in mind before making any collaboration strategy. The research orientations of industry and academia are primarily different, where academia is more interested in developing and creating a knowledge base, and industry is more focused on the commercial use of that knowledge. It might be possible that academic research starts working in business lines rather than in the fulfillment of academic goals. There is another issue of new patents and products. When it comes to publication, the industry is more interested in patenting research outcomes than in sharing them. There is an incongruence in the underlying goals of the industries and academic institutions. The major thrust of academic institutions is on the welfare of society, whereas for industries, it is on commercial benefits only. Given these obstacles to university-industry collaboration in the United States, a report (NCURA 2006) by a joint project of the US National Council of University Research Administrators and the Industrial Research Institute recommends the following guiding principles for university-industry efforts: Successful university-industry collaboration should support the mission of each partner. Any endeavour that conflicts with either partner's objective will eventually fail. The goal of national resources and institutional procedures should be to promote suitable, long-term collaborations between academia and business.

By simplifying contacts to guarantee timely research and development of research findings, universities and industry can help to provide advantages for all parties. The above-mentioned recommendations can be applied to different countries, keeping in mind the financial and human resources of the country on one axis and the capability of producing applicable and useful research outcomes for better production on the other. The ultimate aim of both industry and academia should be the socio-economic development of the country. We can be hopeful for productive collaboration if we keep the common goal in mind and are able to remove the threats in the larger interest of the country.

11. CONCLUSION

Thus, we can see that change is a must in the present scenario of higher education. There are various challenges in undergoing changes, as there are many hurdles and resistance from people who are involved in the process, as well as the people who are going to be affected by the process of change. But only a potential and effective leader can contribute to the process of change. Also, we need to understand that organizations can also play a vital role in the making of efficient, capable, and effective leaders. Globalization and modernization pose challenges to education for developing global talent. Individuals who are capable of surviving in a multicultural society and working in a fast-changing economic scenario can only face the challenge. In this situation, educational institutions need to cross their traditional responsibility and move toward working directly for the economic growth and development of the country. For fulfilling this objective, Industry and Academia should work in collaboration. In other parts of the world, different initiatives have already been taken in this context, but India is still in a nascent stage. There is a lot that needs to be done for effective and productive collaboration between Industry and Academia. The best strategy is based on the financial, technical, material, and human resources of the country, as both industry and academia are supposed to collaborate, so both partners should zero in on a few common objectives and motives. After deciding on that, a beneficial strategy should be planned on the basis of different resources: A collaboration structure with a few of the collaboration strategies has been suggested after analyzing various successful practices already running in other countries. The strategies, if used effectively, would be beneficial not only for both partners but also for the country at large.

REFERENCES

[1] D. A. Antony, Teacher and Education in Indian Society, Notion Press, 2016. [E-book] Available: Rakuten Kobo e-book.

[2] Tricia Bisoux, “New Directions in Global Education,” *BizEd*, AACSB International, pp. 34-35, 2003.

[3] Stephen Brown, and Sally Denton, eds. “Beyond Bureaucracy: Managing the University of the Future,” Routledge, 2009.

[4] Richard Cuthbert, “Constructive Alignment in the World of Institutional Management.” *Imaginative Curriculum Symposium*, Higher Education Academy, York, 2002.

[5] Dale Holt, Stuart Palmer, and Denise Challis. “Changing Perspectives: Teaching and Learning Centres’ Strategic Contributions to Academic Development in Australian Higher Education.” International Journal for Academic Development, vol. 16, no. 1, pp. 5-17, 2011.

[6] Iszatt-White et al., “Leadership in Post-Compulsory Education,” Continuum, vol. 59, no. 4, pp. 491-492, 2011.

[7] Peter Marshall, and William Massy, “Managing in Turbulent Times,” Forum for the Future of Higher Education: Papers from the 2009 Aspen Symposium, MIT, Cambridge, 2010.

[8] Peter McCaffery, “The Higher Education Manager’s Handbook: Effective Leadership and Management in Universities and Colleges,” Routledge Farmer, London, 2004.

[9] Newton, Jethro. “Implementing an Institution-Wide Learning and Teaching Strategy: Lessons in Managing Change,” Studies in

Higher Education, vol. 28, no. 4, 2003, pp. 427–441.
[10] Quinn, Robert E. Becoming a Master Manager: A Competency Framework, 2nd ed., John Wiley & Sons, pp. 1-288, 1995. [E-book] Available: WILEY e-book.
[11] Robertson, Caroline, Adrian Robins, and Richard Cox. "Co-Constructing an Academic Community Ethos: Challenging Culture and Managing Change in Higher Education." Management in Education, vol. 23, no. 1, pp. 44-49, 2009.
[12] Geoff Scott, "Change Matters: Making a Difference in Higher Education," Keynote address, Proceedings of the Australian Universities Quality Forum 2004, European Universities Association Leadership Forum, Dublin, pp. 1-16, 2004.
[13] Geoff Scott, Senate Standing Committee on Education, Employment and Workplace Relations, *Australian Universities Quality Agency Paper*. AUQA, pp. 1-5, 2008.
[14] "Guardian Higher Education Network," The Guardian, pp. 1-2, 2013.