
1. CULTIVATE LEADERS FOR EDUCATIONAL INSTITUTIONS

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Introduction.

"When an institution, organization or nation loses its capacity to invoke high individual performance, its great days are over." -
John W. Gardner, Excellence

The challenge before emerging nation like India is to create & sustain educational system that would be sensitive and responsive to the new, dynamic and vibrant role that education is playing in the first century of the third millennium. The entire spectrum of education right from kindergarten to higher and professional education-today is passing through most difficult times. It is not only the question of way the education is delivered in our class rooms, it is not only the personality development and cultivation of young minds that are happening through culture activities, and it is also not only the physical staminas that are built up on the sport grounds; but it is the entire apathy and casualness that has engulfed the entire education system that is of greatest worry to every citizen of this nation.

The feel and reasons for such negative thoughts are obvious. Today, when education is a key for personal and family advantage in booming economy the parents and students feel that they are deprived of relevant and quality education that would equip them to be a legitimate part of economic revolution. In last Century, access to education and getting higher

education itself was looked as a passport to elevate one's own, and in turn upgrade one's family's identity and status in the Society as many of the lucky persons who got chance to get educated were the first learners in their family. What was true in last Century is still true in 21st Century. Mainly because still a larger percentage of youth, and the number comes close to 85%, is not able to be a part of professional and higher education system. However, the added dimension is that globalization of industry, which in turn has globalised opportunities for jobs, is throwing open opportunities to those who have right core education, just adequate professional skills and right soft skills. The youths have realized that it is not one's social background and also not higher order of intellectual capacity but it is one's creative abilities and one's willingness to give best of one's capabilities to do the given task and much more than that one's willingness to work hard and be ready to learn more while on job, that is what makes the difference. The sum total is that today's youth precisely knows what they should get from educational institutions and universities.

Thus, the larger issue, apart from resource crunch, questions on quality of teaching that is given in class rooms, the experiences one gets from laboratories or for that matter field exercises, in case of social science and humanities students, is that does educational

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institution or university has leadership that is alive to changed and diverse demands of new generation. This is truer as today the basic concept of learning in four walls of the class room has undergone a metamorphic change. It is the technology-computers, communication devices and broadcasting set ups-that has removed the shackles of face to face education. It is access to repository knowledge and large bank of educational material that is available on Web sites that has changed the entire game of teaching. Today education is not a thing to be acquired in a fixed time frame, which probably still forms the backbone of conventional system, but early foundations (and degrees) are supposed to become tool for a lifelong learning process. Hence, the process of learning is for Learning how to:

- Learn.
- Do things with quality and sustain quality.
- Make critical judgments.
- Tell difference between good, bad and indifferent.
- Communicate intelligently and,
- Be flexible, adaptable and tolerant to other creeds and cultures.

For a nation like India, which is caught with variety of non-planned experimentation that has taken place in professional and higher education domain and still struggling to adjust with such abrupt changes, these new processes of learning seem to be distant ideas to be read in Western reform documents (or to be admired when they hear it from their own children when they go to foreign universities to get educated) and not to be taken seriously for making change in our educational process. Such I-have-nothing-to-do-with-these-reforms in the Western World approach and such type of mind set is predominantly seen among our teaching community. They have successfully built their own cages for survival in spite of severe criticism from the Society, Industry and

Government. The situation in public institutions and universities becomes more critical as such passive teaching community is a perpetual burden to be carried by the Leader. Further the Leader struggles to make a change in an environment of acute shortage of governmental funds. Our present educational institutions Leaders and Vice Chancellors are simply not equipped to take up a challenge of making institution front runner in reforms and through these reforms meet the aspirations and expectations of youths who walk in to these "educational institutions" with great expectations.

The real and the largest challenge that Indian educational system is facing is a dearth of competent and forward looking leadership. We really need to address the issue of cultivation of "Good academic and efficient administrative leaders". We must also realize that giving academic leadership is more vital for an institution. Mainly because, it is only those who have spent their time and efforts to do teaching and learning innovations and also spent time in innovative research are the one's that are respected by his or her colleagues. However, it is also essential that they understand nuances of administration and governance. The good leader is first Academician and then also an efficient administrator. This is the topic that we would dwell in this article.

Academic Leadership

"Intellectual capital will go where it is wanted, and it will stay where it is well treated. It cannot be driven; it can only be attracted"- Walter Wriston, Former Chairman, Citicorp

The identity of the University among the Parents, Society and Industries is very much linked with academic and research activities it initiates all through the year and sustains them day in and day out. The educational institutions necessarily have to have vibrant and conducive academic environment, which in turn becomes the bed for germination of new ideas. It is a prime task of the Leader, through one's own act

Table 1: The list of Stake holders and their needs

Stake Holder	Need
Students	Learning to live a life and earn a living
Faculty/Staff	Environment for scholarship, teaching and service
Employers	Intelligent, educated, motivated workers
Alumni	Institution reputation; networking Academy Advancement of knowledge and disciplines
Advisory Boards	Affiliation; opportunity to have impact
Donors	Effective use of contributions; recognition
Governing Board	Mission success; accountability

and tying all other Faculty members in to joint activities, to see that students find the Institution as an integral part of their growth process.

Precisely ten years ago, in October 2000, The Ernst & Young Foundation came out with a report on "Academic Leadership – Turning Vision in to reality". This was authored by Michael R. Moore, *Director, Strategic Planning Partnership, Retired Partner*, Ernst & Young LLP and Michael A. Diamond, *Vice President and Executive-Vice Provost*, University of Southern California. They, in turn, had a team of members drawn from Strategic Planning Partnership: Academic Units from 24 universities who helped them "to provide practical advice for academic leaders who want to turn the highest feasible aspirations of their academic units into hard reality, by engaging their team members, stakeholders and customers in an energizing exploration of what to do and how to get it done." The purpose of this entire exercise was "to offer both conceptual and practical advice to academic leaders in meeting the challenges of changing expectations of their stakeholders, amid an increasingly competitive landscape."

They came with few essential aspects about academic leadership as follows:

- Leadership is the capacity to release and engage human potential in the pursuit of common cause.
- Sustainable change must come from within the academic unit, driven there by the vision and commitment of its academic leadership.
- Academic units are particularly challenged in achieving unity around a focused mission because of the independent mindset that pervades the academic culture.
- Leadership is a personal, face-to-face enterprise. Leaders empower others through example and mentoring. In turn, leaders are empowered to the extent that others engage in pursuing the institution's mission.
- The Focus strategic planning process is an instrument for exercising academic leadership-an opportunity to bring together and mobilize a partnership of stakeholders in pursuit of the institution's mission.

We need to realize that there are several stake holders whose interests are directly linked with the educational institution. In my early work of creation of instrument and methodology for taking judgment on the quality of education that is imparted in the institution; I defined seven major stake holders in the education system.

They were students, teachers, non-teaching and technical staff, parents, employers, the funding agencies and the society in general. Each of these stake holders has certain aspirations and certain expectations from the institution. If the institution meets them well, then for the stake holders the institution is doing its job well, with "quality". The assessment and accreditation process that is used today in India is based on this cardinal principal. However, when it comes to giving right type of impetus by the Leader for making institution better, one has to consider a new group of stake holders. The customers, or stakeholders, in higher education tend to have more complex relationships with their institutions than is typically the case for business organizations. Each of these stake holders have a certain life cycle of interaction with the institution. Moore & Diamond have identified 8 stake holders (Table 1) and according to them "The life-cycle of potential stakeholder relationships to the higher education institution suggests that the nurturing of the relationship at every step in the cycle should be conditioned by a long-term view. In each successive stakeholder role, the institution has the opportunity to leverage the commitment and loyalty engendered in an earlier stage of the relationship, and to build an advantaged positioning for continued mutually beneficial relationships in the stages that may follow. The centerpiece of this long life-cycle relationship is the experience of the student."

In a good and successful institution identification of strategic planning elements, deciding of strategic planning process and turning the vision in to reality becomes critically important. The test of the Leadership comes when it is to decide on the vision for the institution and much more than that bringing every faculty member to make believe in the vision and align their thoughts and actions to the final objectives. It is interesting to note the Report finally came to the conclusion, which is presented in the form of a statement made by John W. Gardner in his famous book entitled "No Easy Victories", "Very few of our most

prominent people take a really large view of the leadership assignment. Most of them are simply tending the machinery of that part of society to which they belong. The machinery may be a great corporation, or a great government, or a great law practice, or a great university. They may tend it very well indeed, but they are not pursuing a vision of what the total society needs. They have not developed a strategy as to how it can be achieved, and they are not moving to accomplish it."

The above mentioned aspect i.e. "very few of our most prominent people take really large view of the leadership assignment" is the issue that Indian education system is facing. Our senior academicians, even though they have spent decades in the university system, always remain aloof from the main stream of dealing with complexities and intricacies of "intellectual human minds". One fine morning one of them becomes the Vice Chancellor and is supposed to lead his/her own colleagues who are the most important part of network of academicians. Suddenly s/he becomes the centre of attraction and neither is s/he mentally ready or intellectually focused to play such a role. It is here the real test begins and the era of uncertainty may quickly descend over the institution if Leader is not able to understand the efficacies of stake holders in the system.

Administrative Leadership

"No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude."

- Author Unknown

The issue of what is a good administrative leadership and how one can judge whether the Principal of a college or the Vice Chancellor of a University is doing administration effectively and efficiently is still a gray area. Even though enormous literature is available on leadership and organizational theory and all of it is very rich in terms of models and experiences in various other organizations, however several of its conceptual orientations and operational

interpretations do not appear to be of great utility, at least in explicit manner, in evolving a cohesive approach for administrative leadership in higher education. There is a lot of literature available on style of leadership and personality traits. One message that comes strongly through these documents is that it is difficult to predict the human behavior. It was a unique experience for me when I went on intensive all India tour in 1994 while developing an instrument and methodology for judging quality in educational institution. My major objective was to define appropriate statement or bunch of statements that would put the concept of quality in huge and complex Indian education system in a precise and simpler manner. This was necessary as our education system is looked as a backbone of families' social and economical development. Hence, it was the utility of degree for gainful employment and employability always became major aspects of prime importance while looking at quality of education that is imparted in the institutions. While one can agree that such a visible impact is a true test of quality of education, there were many other players like teachers, non-teachers, employers and government bureaucrats who had their own views on "definition of quality" and the "process for its judgment". The most difficult aspect, I realized, after meeting more than 80 Vice Chancellors and 1600 college Principals, that majority of them were unprepared when it actually came to occupying the leadership position. What is interesting to note, that I observed after interacting with these leaders (and majority of them were genuinely reputed and accomplished academicians), even though many of them worked in various committees, advised their principals or vice-chancellors on critical issues and many a time were very deeply involved in the process of decision making under trying conditions, they always carried a sense of aloofness as they were not answerable to the consequences of the decisions. This aloofness itself becomes an impediment when they become the leader. Of course, there are always second level academicians, and such number is large, who

are deeply interested to occupy coveted chair of Vice Chancellor. These are more difficult species with wrongly placed confidence about their leadership talent and lots of ego. Today many of the Vice Chancellors in our Indian universities come from this layer of academicians. It is however clear, whether the real academicians or pseudo-academicians become Leaders, there are few aspects that have always remained perilously unfulfilled in case of Vice Chancellors and they are:

- Majority of academicians are unprepared for shouldering the responsibilities as a Vice Chancellor. They are completely oblivious of the ground realities both at university administrative level and in affiliating colleges. They have some vague ideas (mostly based on few articles on the way universities operate in developed nations) about reforms they desire to trigger in to the university.
- Indeed overnight transformation from one among the Colleague to a Leader of them is a transition that is very abrupt and suddenly they find themselves engrossed in to intricacies of administration.
- Not equipped to handle different types of pressures from several quarters and are not adequately prepared to handle emergencies.
- Majority of academicians do not have clear vision and action plan to convert the vision in to reality even though they might have been working in the same university for few decades.
- Those who get assignment as a Vice Chancellor in other university also are more or less in the same situation as any other academician from the same university if s/he would have been identified for the task.
- Majority of the Vice Chancellor's in first few months talk of many reforms (without having prepared the implementation strategy) and slowly all their enthusiasm gets slowed down and ends in to unheard whispers.

- The situation becomes more complex in case of such Vice Chancellors when academicians with questionable identity get selected through use of their socio-political identity.

The governance and management of educational institutions all over the world have really become demanding task. Particularly in India, and in public universities, the absence of clear governmental policies, dwindling financial support, remain-aloo of reforms approach of teaching community, security of jobs at administrative level and ever increasing expectations of students and parents, Vice Chancellorship brings enormous pressure on sensitive and serious academic Leaders. The former Chairman of the UGC, Late Professor G Ram Reddy, jokingly used to make a remark that each and every fresh and new Vice Chancellor should be submitted to complete medical test on the very first day and subsequently every six months afterwards; if at the end of the year it is found that the Vice Chancellor has developed hyper tension syndromes and also has developed first signs of diabetics, then one can safely assume that the individual has taken his or her job seriously. The issue that haunts our Leadership puzzle, time and again, is that we are not cultivating Leaders to run the educational institutions. This certainly is not a healthy situation if we desire that education should become a strong force for economic change.

Future educational leaders need a multicultural perspective of leadership that includes

- Sensitivity to diverse sense-making and decision-making strategies.
- An understanding of organizations as cultures with symbolic dimensions, as said by Gibson-Benninger, Ratcliff, & Rhoads, in 1996, and
- A balance between theory and practice that includes concept application, reflection, and an understanding of the future by way of the

past.

Through his quote "*When I give a minister an order, I leave it to him to find the means to carry it out*", the great French King like Napoleon Bonaparte tells us about the basics of the administration. According to him, never impose your opinion on others though you are a final decision maker. Always analysis the suggestions from your subordinates and in critical situations try his capabilities for decision making and his approach to such situation. The great Bonaparte stuck to his quote and so he was the strong leader and a wise administrator.

We Need Leaders who would Create Winning Universities.

"The very essence of leadership is that you have to have a vision, you have clarity on how to convert your vision in operational plan and make people accept and implement your operational plan." - Author.

There is no question that today our higher and professional education system is passing through a phase that is turbulent, non-directional and unsustainable. It is turbulent because it is pulled and pushed by several stake holders that have different aspirations and hence varied demands. It is non-directional, mainly because there is no comprehensive Governmental policy on governance and future role of education in growth of a nation. The system is simply drifting; the States are struggling to find their own way for meeting the challenge of numbers in a tightening revenue-cost squeeze, including rising costs of faculty, technology and administrative burden and the Centre is completely clueless as regards creating a national consensus on larger and broader legal framework that would address the burning issues like protecting the merits, cost of education while retaining access & equity to quality education. This certainly is unsustainable. It is because of such scenario we do not have "winning universities". I use the term winning in the sense that the graduates from universities become useful driving force in

knowledge linked economy and also they are talented brains that generate new knowledge. In developed economies "winning universities" are force to reckon with. In a way we have predominantly "losing universities"; the universities that are performing their duties of research and education as a ritual to be performed with no commitment for accountability. Today, we do not have competitive leadership at various levels of higher education institutions. It is true for Vice-chancellors; it is equally true in case of academic deans and heads of departments. What is worst is that it is true for various advisors at policy making level in the Government. These advisors work with a very narrow vision guided by their personal likes & dislikes and try to serve narrower "political cause" rather than looking at Global challenges. The last statement is true when one looks at the various difficulties the MHRD is facing in initiation of reforms based on various reports and the legal frame works created by governmental advisors with help of the internal bureaucrats who unfortunately have no feel for ground realities.

The concept of "winning" is more common in corporate world. It is linked with capital markets, their profit & loss accounts. But for universities the test is whether they are growing and improving their use of assets. Their primary assets are Faculty. The other assets comprise of academic and support infrastructure that makes a university environment vibrant for learning and research. The success of "winning university" is very much linked with type of leadership that is at the helm of affairs. In case of universities, it is the Vice Chancellor who is first the academic leader and then the administrative head. At its core, *leadership is the capacity to release and engage human potential in the pursuit of common cause*. With these expectations, we need Vice Chancellors that act with a purpose and have a vision, a focus, and an end in minds; that empowers colleagues to align their initiatives with vision of the Vice Chancellor, and who believe that there

is mutual benefit deriving from their individual commitments in turning their common vision into reality. Leadership is not high individual performance. It is not solo virtuosity, although leaders often are high individual performers. Leadership is something that happens only *between people in relationships*. It is about evoking high individual performance in others. The individuals with these attributes take the university to a higher level success and make it a vibrant academic institution. There is one more important and critical component in "winning universities". They have Vice Chancellors who nurture the development of other Faculty with a potential for leadership at all levels of their university. Hence, there are two ultimate tests for identification of a successful Vice Chancellor; first is to find whether the university, by producing *right human power*, has become an *engine of socio-economic growth* and the other is to check whether the chain of leaders is created in the system that can sustain its success even when the Vice Chancellor is not around.

Where does India stand in respect of choosing right leadership for creating "winning universities"? Indeed, nowhere. In our country, which has predominance of Public Universities, the good and visionary Vice Chancellors are appointed by sheer accident. The entire process of picking of Vice Chancellors has a strong edge of socio-political background. When one reads the interviews of education ministers and chief ministers, they unequivocally claim that they would not like to interfere in the selection process. But the fact remains that in State Universities, barring few Chancellors, the Chancellors do communicate with the Government and Chief Minister/ Education Minister do play role of endorsement before the final selection is done. In Central Universities the HRD minister also plays role. Remember just before the elections for the present Parliament, the hurry in which, the Former HRD Minister, steam rolled the appointments of Vice Chancellors' for 15 new Central Universities. One really wonders what these Vice Chancellors are doing at present with

almost scanty funds that are given to new Central Universities. Only the passage of time would reflect whether we have added few more "loosing universities" in the long list of Universities that have "wrong leadership".

It would be interesting to visualize what line of action that a Vice Chancellor should follow to keep University vibrant. Nearly fifty years ago, at the time he launched his transforming relationship with Japanese industry, W. Edwards Deming sketched a flow diagram of the systemic relationships that typically exist among the enterprise, its customers and its suppliers. Michael R. Moore & Michael A. Diamond have formulated an adaptation of his flow diagram (Figure 1) to illustrate some of the relationships that we believe are critical to an academic institution's commitment to continuous improvement and the processes that

are essential to making that commitment operational. The flow diagram looks at the links between research and teaching and service processes associated with them. It depicts the inter linkage and inter forces, that are the major pushing factors, between various stake holders of the education institution. The good leader necessarily needs to have qualities to understand and manage these flow processes effectively. The prime task is to achieve and sustain continuous improvement which requires an appreciation of systems thinking, including the notion that the success of any educational institution is connected in very real ways to its relationships with and the success of all the stake holders that we have been continuously talking about in this document.

One thus can summarize that "The

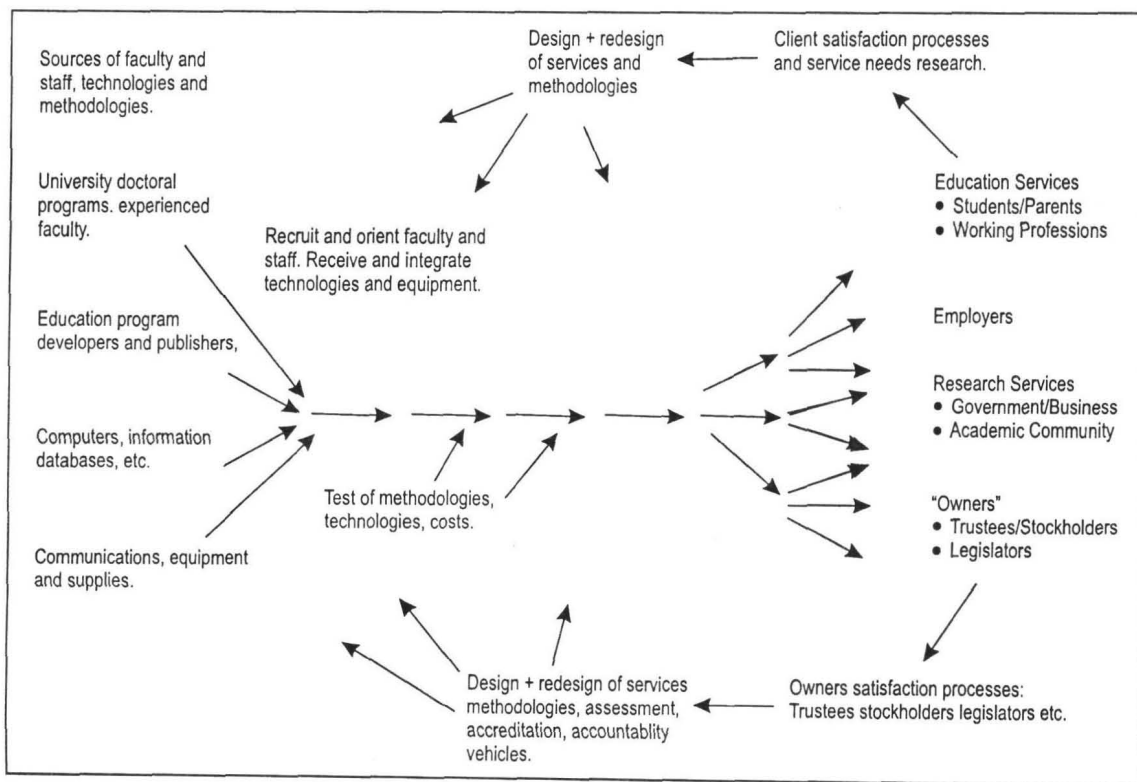


Fig. 1: Service Flow Diagram

Academic Leadership: Turning Vision in to Reality” model, as presented by Moore & Diamond, emphasizes the need for taking cognizance of following critical elements for cultivating a successful leader:

- The strategic planning launching process is, in itself, a special opportunity to create the commitment, momentum and structure for sustained implementation.
- The structure of any organization supports the status quo. Those who aspire to lead in changing institutions must give priority attention to changes that must be made in its elements of structure.
- Lively, open, interactive communications are essential to building the understanding, support and informed actions that facilitate and empower institutional change.
- Assessment and measurement systems should be used as instruments for formulating strategy and to promote organizational learning and continuous improvement.
- Renewal is not a single, life-changing event. Renewal includes both continuous improvement based on externally focused information and periodic reassessment of the mission and distinctive capabilities.
- Long-term survival and success requires mutually beneficial relationships among the stakeholders in the institution's mission.

What is Way Forward?

“My grandfather once told me that there were two kinds of people: those who do the work and those who take the credit. He told me to try to be in the first group; there was much less competition.”
Indira Gandhi, Former Prime Minister of India.

It is very clear that the leadership is about vision, and about actively engaging people in common cause to turn their vision into reality. Several reviews and documents on the changing scenario of higher and professional education

have indicated that aspects, new technologies, changing demographics of learners, globalization of academic markets, cost and productivity pressures, new competitors, changing employment arrangements, the knowledge explosion, fragmentation and specialization in the academy-are shaking the pillars of higher education's historical paradigms. This means we need to adopt different strategies while identifying the Leaders.

We have enormous diversity in our “learning approach” and also “work culture” across our nation. India, in certain way, reflects the mirror image of the World. In World today we have rich and developed nations, there are also emerging nations and there are poor nations. Almost identical situation is present in India. We have developed States, there are also emerging States and there are struggling States. It is also observed that visualization and understanding on such essential value elements like honesty, sincerity, integrity and devotion to task which are so critical for becoming a developed nation is looked differently across the width and breadth of India. Admittedly, Indian universities have two significant systemic challenges. First, the landscape of Indian higher education is quite complex. Both public and private colleges are affiliated to public universities, resulting in a high variability of quality within institutions. Second, in just over 60 years of independence, India has struggled to pull together resources, focusing on access and quantity instead of quality. While this was very apt and right strategy in last century, we went to extremity of access and equity at the cost of quality. In the process we did several compromises and eventually we perpetuated a broad (and strong) layer of mediocre level leadership at middle level. The net result of all this is that today we do not have cadre of committed academic leaders. Indeed there is an utter bankruptcy of intellectual leadership. However, we need to look forward with positive approach and try to overcome these deficiencies. There is no unique

solution but we need to adopt the following practices:

- We need to create a repository of potential academic leaders. Each & every university always has, at middle level, a bunch of serious and sincere academicians. They are energetic and always willing to do new experiments in the domain of their interests, both teaching and research. One needs to develop organized mechanism, and this is valid for each State, at the Chancellors office level to create list of such potential academic leaders. This list need not necessarily confine to the person's within a particular State but it could cover persons outside the State. The Chancellors office could establish a permanent small group of senior and retired academicians and eminent personalities in the Society which would do this task periodically. Thus, when a need arises to seek right person for the post of Vice Chancellor there is access to such a repository to the Selection Committee.
- Each of the University, in its own turn, should create repository of teachers who have potential to become a Principal of a College. We have affiliating system and colleges form a larger body of a University. Indeed, the best and healthy thing for enhancing access and quality of education is to create cluster of empowered autonomous colleges. These colleges should have academic, financial and administrative freedom. This would encourage more innovations at curriculum, delivery of education and conduct of examination level. These colleges should be given a legal power within the larger Act of the University to give degrees jointly under Universities and their own title. The University should mainly concentrate on ensuring the relevance and quality of the final output i.e. the Graduates. One can immediately visualize that there is need of very dynamic and competent leadership at Principals level. Hence, the University should necessarily create a repository of potentially good teachers who can become a Principal of a college.
- The good Principals or Vice Chancellors are not born but every vibrant and intelligent academician has a potential to become a good Academic Leader. Presently, when knowledge is driving the dynamics of higher education, both public and private system is under pressure to perform. The institutions success is critically linked with the Leadership at the top level. There is therefore need to cultivate and create University/ College management leaders with vision and passion. The educational institutions, whether University or its affiliated or autonomous colleges, now address multi dimensional change-elements that demand entirely new approaches in management of institutions. The process of class room education is now blended with technology. In addition to excelling youths in academics, skills and capacity as well as personality development activities have now become integral part of education. The sports and culture also is a necessary component of education. There are now more pressure on teaching and supporting staffs time and skills. The raising of financial and human resources and utilizing them for enhanced efficiency is now a critical component of University/College management. Hence, there is a need to run training programs to produce academic leaders who can manage different aspects related to educational institutions professionally.
- Lastly, the most important component of any educational institution is the credibility and authenticity in the identification of a Leader, whether a Vice Chancellor or Principal. It is in this aspect we need University Acts that are transparent, open and flexible so that the entire process of selection of a Leader becomes an exercise where only the best and the right person gets identified to head the organization.

Final Comments.

In the 21st century educational organizations are integral part of each and every family, mainly because education is a driving force for the survival and growth of a family in a very competitive World. These very organizations to which we are all connected in our daily lives are indeed complex. They are like onions, layer over the layer, which finally forms an interlinked structure. Not only does layer upon layer of sub-groups interact within our educational organizations but also these same organizations interact with the innumerable other stake holders that form the whole of the Society. Such continuous interaction at all levels in our educational organizations is part of a giant network which is in a state of flux. Such dynamic system needs good visionary and down-to-earth Leaders. We, in this article, have asserted that leadership is about vision, and about actively engaging people in common cause to turn that vision into reality. We also feel that leadership is a team sport. The successful implementation of a vision is strengthened through active engagement of an organization's stakeholders in the formulation of vision, and through empowering, energized leadership that is distributed throughout the organization. These are daunting challenges to our educational institutions that have been

historically slow to change, that have predominantly individualistic cultural norms, and that have come only recently to experience the change forces that have driven radical, structural change within other sectors of the society. If India is to become social and economic power in two decades from now, we have no other alternative but to cultivate right Academic Leaders.

Acknowledgements.

The author has given reference to important documents in the main body of the text. In addition he has extensively used several private and official documents, articles, reviews and books while preparing this document. The fabric of the entire document is interwoven with thoughts, ideas and statements generated through intensive reading of these materials and therefore, as much as the author would have wished, it was impossible to give references in the body of the document.

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