

**EDUCATIONAL
LEADERSHIP FOR GLOBAL
SOCIAL JUSTICE:
ISSUES & CHALLENGES**



P. K. DASHORA
INDU KOTHARI

HEMLATA TALESRA
DINESH KUMAR

U. S. SHARMA
RAJESH MANTRI

RAJASTHAN COUNCIL OF EDUCATIONAL
ADMINISTRATION AND MANAGEMENT

Published by:
Rajasthan Council of Educational Administration
& Management (RCEAM)
Udaipur (Raj.). INDIA
Mobile : 94141-57857, 94284-61631
email : htalesra@gmail.com

Publisher
Sourabh Publication, Udaipur (Raj.)

Printed and Marketed by:
Agrawal offset, Shivaji Nagar, Udaipur (Raj.) 313001
Tel.: 0294-2484242

Price :
Rs. 1200/- (for Hard Bound Volume)

ISBN : 978-81-909947-0-5

□ 20% discount to the libraries and individuals who will send the order with amount in advance. They can send DD of Rs. 960/- for Hard Bound volume in the name of Agrawal Offset payable at Udaipur (Raj.) INDIA or they can transfer the amount in ICICI Bank, Udaipur, India, Account Number : 693305100236, ISFC code : ICICI 0006933
Email : rajkumar_agrawal2k@hotmail.com

Technology in Education

31. Technological and Economic Empowerment: An Analysis of Reflections of Female Urban Prospective Teachers 193
Dr. (Mrs.) Mintu Sinha
 Principal, Bombay Teachers' Training College, Colaba, Mumbai
32. Development of information System on E-Portfolio Based Knowledge Generation and Sharing for Teacher Professional Development and Effective Educational Administration 199
Dr. Mariamma Mathew
 Training College, Mavelikara, Kerala
33. Transformational Leadership in Technocrate 209
Mrs. Vibha Singh Kushwaha
 Asstt. Professor,
 Matushri Ahilyadevi Teachers' Education Institute, Sulakhedi, Indore (M.P.)
34. Tech Visionary Approach for Educational Leadership in Global World 215
Dr. Pragati Bhatnagar
 Assistant Professor
 Acharya Kalu Kanya Mahavidyalaya
 Jain Vishva Bharati Institute (Deemed University)
 Ladnun, Nagaur (Rajasthan), India
35. A Study on the Awareness of Computer Education in Secondary Schools of Rural Areas of Gujarat State, India 218
Shubhi Talesra
 3rd Year B.Tech. (I.T.)
 Manipal University, Jaipur, India

Part-7

Poverty and Structural Change

36. Poverty of Potentialities and Policy initiatives in India 225
Dr. A. Radhakrishna Nair
 Deputy Director, NYKS, Govt. of India &
 Founder President, Indian Association of Life Skills Education
37. Entrepreneurship Education and the Change Agenda in Nigeria 230
Dzege Terkumbur Joseph
 Department of Educational Foundations, Faculty of Education,
 Benue State University, Makurdi, Nigeria

TECH VISIONARY APPROACH FOR EDUCATIONAL LEADERSHIP IN GLOBAL WORLD

DR. PRAGATI BHATNAGAR

ASSISTANT PROFESSOR

ACHARYA KALU KANYA MAHAVIDHYALAYA
JAIN VISHVA BHARATI INSTITUTE (DEEMED UNIVERSITY)
LADNUN, NAGPUR (RAJASTHAN), INDIA

PRAGATIBHAT@GMAIL.COM

In our increasingly globalized society the educational institutes must provide global learning opportunities in order to prepare successful leaders. Leadership positions in education, whether at universities or learning companies, have recently undergone a crucial change. Every education leadership position must now include as part of its skill-set the role of "tech visionary." A lack of technology vision could result in a series of small, "good enough" decisions that satisfy today's needs but ultimately lock you into a structurally inferior system or strategy. Education didn't used to work this way. But now in this global world education has become a digital industry and a technology wave can take years or decades to develop, but when it crests it reshapes everything in its path. It is unstoppable, but with some intelligent foresight it is partially predictable. The education ecosystem is just beginning to be transformed by this new wave of digital technologies. Education leadership today tends to be strong in areas like campus management, fund-raising, brand management, textbook sales, etc. These men and women are good at running huge, asset- and Human-Resources-intensive operations. These are extremely valuable abilities to be sure, but these leaders must now add technology vision to that mix.

Educational Leaders Role in this Global World

- **Role Model**-Engages in learning and change alongside teachers (e.g., using new technologies, attending conferences and workshops, and keeping up with current research ,Leads by example, Encourages teachers to try new things.)
- **Leader of a Learning Organization**-Sets the tone for change by setting high standards for cooperation, learning, and collaboration.
- **Motivator and Cheerleader**-Makes change a high priority. Encourages and supports teacher efforts.
- **Resource Provider**- Helps to ensure that teachers have the resources they need to achieve change goals.
- **Facilitator**- Provides teachers with learning opportunities. Spearheads change efforts ensures that the project moves through each stage of technology implementation Identifies barriers and facilitators to technology integration Resolves problems.

If an educational leader posses the above qualities he can play an important role in integrating technology into an education and their institute will definitely be able to cope up with digital educational world.

Characteristics of Tech-visionary Educational Leader

- Tech-visionary administrators believe that using technology improves student achievement.
- They help to usher in a new culture of learning with seamless integration of technology, reducing the digital disconnect for students.
- Visionary administrator do not just talk about technology, they us it. They remix the content and read or post blog or wiki entries.
- like to select access to digital equipment for creating multi-media projects, interactive whiteboards in every classroom, online databases for research, online tools to streamline communications between Teachers, parents and students, and online classes.