



REVIEWER'S REPORT

Manuscript No.: IJAR-50802

Date: 27-03-2025

Title: PATHWAYS TO POWER: HOW WOMEN LEADERS OVERCOME INSTITUTIONAL OBSTACLES IN HIGHER EDUCATION

Recommendation:

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

Reviewer's Name: Mir Jaffar

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

The manuscript, "Pathways to Power: How Women Leaders Overcome Institutional Obstacles in Higher Education," provides a comprehensive and data-driven analysis of gender disparities in leadership roles within Indian higher education. The study highlights the paradox of strong academic achievements among women versus their underrepresentation in senior leadership positions, and it effectively identifies institutional barriers contributing to this discrepancy.

Abstract

The abstract clearly outlines the study's core issue: despite India's expanding higher education system and the significant proportion of women earning doctoral degrees, female representation in leadership positions remains disproportionately low. The inclusion of quantitative data (e.g., 6.67% of senior academic leaders are women) strengthens the

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argument and provides a solid foundation for the research. The abstract also **effectively links gender parity with institutional effectiveness**, reinforcing the importance of women's leadership in academia.

The keywords (**Women Leader, Educational Leadership, Obstacles, Strategies**) are relevant and appropriately selected to enhance the study's academic reach.

Introduction

The introduction provides a **strong contextual background**, highlighting India's **higher education landscape** and the **contradiction between women's academic success and leadership underrepresentation**. The inclusion of **statistical data from authoritative sources** (e.g., UGC, AISHE) lends credibility to the discussion.

The **historical and comparative analysis** (placing India's higher education system in the context of China and the U.S.) is particularly useful in **situating the issue globally**. The references to studies by **Banker & Banker (2017)** and **Ghara (2016)** support the claim that women remain **stagnant in mid-level positions** due to structural constraints.

Women Leaders in Educational Leadership

This section provides a **clear definition of women leaders in education**, outlining their roles across different institutional levels. The discussion effectively **establishes the growing yet limited presence of women in leadership**, drawing on **relevant literature** (Godara, 2016).

The **clarification of leadership roles** (Vice-Chancellors, Registrars, Deans, HODs) ensures **conceptual clarity** and reinforces the study's focus on higher education leadership. The narrative **connects empirical evidence with theoretical insights**, making a compelling case for institutional reforms.

Overall Evaluation

The manuscript is **well-structured, insightful, and supported by robust empirical data**. It effectively addresses the **institutional challenges faced by women leaders in Indian higher education**, providing a **nuanced discussion of gender disparities**.

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The paper makes a **valuable contribution** to research on **gender and leadership**, particularly within academia. Its **methodological rigor, engagement with relevant literature, and use of quantitative evidence** enhance its **academic significance**. The study is **highly relevant for policymakers, educational administrators, and researchers** focusing on gender equity in higher education.