

Nurturing Future Leadership Program

As India assumes an increasingly prominent role in the world, there is an urgent need to inculcate leadership development in higher educational institutions (HEIs) both among students and faculty. Leadership development for faculty members will not only help prepare some of them for educational leadership roles, but also be of intrinsic benefit even to those faculty members uninterested in assuming leadership roles, by helping them excel in their own research and teaching pursuits, and in enabling them to inculcate leadership skills amongst their students, bringing tangible and wide-ranging benefits to the nation.

The need for trained and experienced institutional leaders is also outlined in the National Education Policy (NEP) 2020. It inter-alia stipulates that:

- (i) **Faculty excellence** will be **incentivised** by way of appropriate rewards, promotions, recognition and **movement into institutional leadership**
- (ii) **Presence of outstanding and enthusiastic institutional leaders that cultivate excellence** and innovation is the need of the hour
- (iii) **Excellent faculty** will be **identified early** and **trained** through **ladder** of leadership positions.
- (iv) **Potential leaders** will be **identified** and **developed early**, working their way through a ladder of leadership positions.

2. Objectives

The objectives of the programme are:

- (i) To build **ecosystem to inculcate leadership skills in faculty members at levels early in their career** to advance both individual and organizational goals
- (ii) To **expand the pool of potential leaders** for the range of leadership positions
- (iii) To **prepare faculty** to contribute effectively and proactively in collective decision-making, shared governance, developing initiatives, problem solving
- (iv) **Training of faculty through a comprehensive and rigorous selection process to ensure only the most qualified individuals participate.**
- (v) Enabling **institute administration to assess leadership quality** of their faculty through this program

The programme is envisioned to make “**Everyone a Leader**” to be able to create an empowered workforce with an open and participative culture.

3. Roles and Responsibilities of Stakeholders

The programme will be delivered by the **50 eminent institutes** having expertise in running management / leadership courses. The National Institute of Educational

Planning and Administration (**NIEPA**) would be the coordinating organisation for the programme.

The **roles and responsibilities of NIEPA** would include:

- (i) Coordination between Ministry of Education and host institutions
- (ii) On-boarding of the shortlisted institutions who would be host institutions

The **roles and responsibilities of the host institutions** would include:

- (i) Conduct at-least 4 programme in a year
- (ii) Ensuring unique positioning of the program to attract and select best talent
- (iii) Develop programmes aligned to leadership modules and pedagogy
- (iv) Mobilization and selection of participants
- (v) Programme delivery
- (vi) Assessment and certification
- (vii) Boarding and lodging for the participants
- (viii) Develop a calendar of training programs on different topics for the entire year.
- (ix) Submission of online Feedback forms in respect of overall programme and participants in prescribed format.

The **roles and responsibilities of the sponsoring institutions** would include:

- (i) Nominate up to two eligible faculty members per batch of the NFLP program at each Host Institution. They may nominate faculty for multiple Host Institutions, but not more than two faculty members can be nominated to the same Host Institution.
- (ii) Bearing the cost of travel arrangement for faculty nominated for the program.
- (iii) Ensure that only seriously interested faculty members undergo training in the NFL Program and that the nominated faculty is free from his/her daily responsibilities during the program.

The **roles and responsibilities of the participating faculty** would include:

- (i) Register on NFLP portal with nomination form duly recommended by concerned Director/ Vice Chancellor.
- (ii) Review program materials to understand content and expectations, and actively participate in sessions by sharing insights and experiences.
- (iii) Implement learned strategies in teaching and administration at home/sponsoring institutions.
- (iv) Network with peers and faculty to exchange best practices and explore collaboration opportunities.
- (v) Provide constructive feedback through online forms to enhance future programs.
- (vi) Promote the value of the NFLP within institutions and encourage colleagues to participate in NFL programs.

- (vii) Commit to being free from daily responsibilities during the program, allowing full focus on the training experience.

4. Implementation Framework for the Programme

All host institutes can exercise autonomy in creating a selection process for the programme, assigning facilitators, setting syllabi, and developing pedagogical approaches in accordance with the **following standardised programme modalities**:

- a. **Participants** - Faculty from Centrally-Funded Institutes, State Public University and Private HEIs.
- b. **Eligibility for Nomination / Selection** -Regular/ permanent faculty at recognised institutes with at least 3 years of teaching experience duly nominated by the Directors/Vice Chancellors.
- c. **Registration & Feedback** - All activity starting from registration of participants till completion of programme including feedback of participants about the programme, Institution's feedback etc. needs to be managed through portal developed for this purpose. (<https://mmc.ugc.ac.in/NFLP/NHome>)
- d. **Batch size - 40 participants.** While selecting the participants, Host Institution may give preference to faculties of CFI, however, up to 50% participants from State Public Funded University and up to 4 faculty members from Private HEIs may also be allowed.
- e. **Mode of delivery** - 5 Days (~ 30 hours) Residential Programme

5. Course Content and Delivery

Keeping in mind the broad mandate, the Resource Institutes will have total autonomy in the design of the course curriculum and its delivery. The intent is not to cover all aspects of "leadership" in one single course of one week.

Some of the core competencies for effective leadership include:

I. Teamwork

- (i) Connecting with and influencing people
- (ii) Acting as an agent and catalyst of change
- (iii) Conflict resolution
- (iv) Relationship and trust building
- (v) Recognizing and managing people's strengths and weaknesses

II. Communication

- (i) Active listening, taking feedback
- (ii) Empathy
- (iii) Professional writing, presentations
- (iv) Public speaking
- (v) Championing and marketing ideas, concepts, services

III. Self-Management

- (i) Emotional resilience

- (i) Self-motivation
 - (ii) Self-awareness: Identifying personal leadership traits, style, and weaknesses
 - (iii) Lifelong learning
 - (iv) Developing and promoting a positive attitude in challenging circumstances
 - (v) Stress and health management
 - (vi) Time management
- IV. Professional Skills**
- (i) Effective negotiation strategies
 - (ii) Financial management and fiscal decision-making
 - (iii) Fostering equity, inclusivity, and success in students and colleagues
 - (iv) Understanding individual leadership styles
 - (v) Strategic thinking and planning
 - (vi) Calculated risk taking
 - (vii) Managing change
- V. Critical Thinking**
- (i) Ideation and creative problem solving
 - (ii) Decision making, persuasion
 - (iii) Dealing with multiple perspectives and cultural ambiguity
 - (iv) Logical and analytical reasoning
 - (v) Managing unconscious biases
 - (vi) Asking the right questions
- VI. Conscientious Citizenship**
- (i) Ethical leadership
 - (ii) Authentic leadership
 - (iii) Sustainability
 - (iv) Engagement with society
 - (v) Advancing women, minorities, and other disadvantaged communities
 - (vi) Integrity
 - (vii) Challenging oneself

Besides these, the institutions may also conduct programmes in areas such as Driving Meaningful Research, Facilitating Effective Teaching, Fostering Academic Climate, Pedagogy in Teaching, Generative AI in Higher Education, Understanding Financial Management, etc.

However, the institutions are discouraged from conducting highly focused programs, such as publishing in research journals, design and delivery of courses, designing electives, etc.

6. Assessment and certification

As the course is targeted towards perspective building, the resulting skill enhancement would normally take time and may not be visible during the course. Hence, it is challenging to assess the participants. However, at the end of the course, a test must be conducted to assess the learnings from the program. It will enable the course coordinators to appreciate how effectively the course objectives have been achieved.

The Host Institutions are free to design the assessment. They may also do a self-evaluation before and after the programme.

7. Participants Feedback

A standard feedback form (centrally designed) is to be filled up by all the participants at the end of the course through portal. Statistical summary and substantial comments / feedback will be shared with the Programme Implementation Committee.

8. Certificate of Participation

The Host Institute will provide a “Certification of Participation” after successful completion of the program. For successful completion, the participants are expected to meet the following requirements.

1. Attendance: Minimum 90 percent
2. No disciplinary/ conduct issues in the Host Institute

The participants are expected to attend all (100%) sessions of the formal programme. However, there may be some informal events in the evenings or mornings that may be optional.

9. Program Closure

Within a month of completion of the training program, the host institute will send the following to the Programme Implementation Committee for the closure of the program.

- A complete list of all participants in the course, along with their affiliation, postal address, email ID, and phone numbers.
- The session-wise schedule of the program
- Assessment scores in the test
- Summary of Participant Feedback

10. Financial Norms

- The programme shall be funded entirely by the Ministry of Education.
- If any institution nominates more than 2 participants in a host institution, the full cost shall be borne by the participant’s institutions for those additional participants.
- The cost of travel (to and from host institution) shall be borne by the participants’ institutions.
- The cost for conducting NFLP and expected beneficiaries are as under:

Mode	Type of Programme/ Activity	No. of days	No. of beneficiaries/ participants per batch	Per participant cost*
Offline	Nurturing Future Leadership	5 days	40	50,000

* cost includes regulatory body approved expenses to be incurred on boarding, lodging, training expenses, material and remuneration to experts and contingency and taxes.

11. Expected Outputs & Outcomes

Upon successful completion of the programme, the following benefits are envisioned:

- Improvement in the team management, communication skills, and critical thinking of participants
- Dissemination of learnings from the programme to encourage other institutions to organise similar development programmes for their faculty
- Creation of a pool of trained institutional leaders
- Improvement in administration of higher education institutions

12. Project Implementation Committee

A. Chairman

Vice-Chancellor, Banaras Hindu University (or as may be decided by PAB Chair)

B. Convener

Director or Deputy Secretary (PN-II), D/o Higher Education, Ministry of Education

C. Coordinator from Implementing Partner

Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA)

D. Institute Coordinators from Host Institutions

*Heads from **Three** Host Institutions (as may be decided by Chairman)*

**Two Program Coordinators of Host Institutions by rotation – as may be called by the Chairman*

E. Member

Joint Secretary, D/o Higher Education, Ministry of Education