

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 administrative 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 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, and problem solving
- (iv) **Training of faculty through a comprehensive and rigorous selection process to ensure only the most suitable 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 about **50 eminent institutes** having expertise in running management / leadership courses. The National Institute of Educational Planning and Administration (**NIEPA**) is 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 best talent
- (iii) Develop programmes aligned to leadership modules
- (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 for a given NFLP program.
- (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 their head of the institution (Director/ Vice Chancellor/ Principal).
- (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 Funded HEIs and Private HEIs.
- b. **Eligibility for Nomination / Selection** –Regular/ permanent faculty at recognised institutes duly nominated by the Head of Institution(Director/ Vice Chancellor/ Principal).
- 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 with the following norms:**
 - Preference be given to faculty members of Centrally Funded Institutions (CFI).
 - Not more than 20 participants may be allowed from State Public Funded Universities/ Colleges. However, in these 20, not more than 8 participants can be from grant-in-aid / public funded colleges. The participants from colleges need to be duly nominated by the respective Principals.
 - Not more than 8 participants from private HEIs /Colleges/Self-finance colleges duly nominated by Head of Institutions (Director/ Vice Chancellor / Principal).
 - Not more than 2 participants from any university/ institution/ college.
 - To clarify these norms further, here is an illustration. A program may have upto 2 participants from Delhi University and additional upto 8 participants from colleges affiliated with Delhi University (but not more than 2 from a single college).
 - While selecting participants, it is desirable to ensure appropriate gender representation and include participants from different type of institutions and from different geographical regions of the country to maintain diversity within the NFLP cohort. This will not only enhance learning but also enrich the sharing of experiences.
- e. **Mode of delivery** – 5 Days (~ 30 hours) Residential Programme
- f. **Resource Persons** - Resource persons should possess the credible expertise for leadership training. They should not be chosen with a view to make them feel good or to earn their good will.

Note :

- (i) All Host Institutions to host the program in their main campus (and not in another city nor in their satellite campus). This will provide the participants an opportunity to experience the campus and ecosystem of an eminent institution.
- (ii) It is imperative that once the participants finish the course, they take forward these learning/experiences for adoption in their own institutions. It would be beneficial to maintain a connect with them to capture the progress being made and build upon these learnings for future.

5. Course Content and Delivery

Keeping in mind the broad mandate, the Host Institutes will have autonomy in the design of the course curriculum and its delivery. They are expected to focus on developing core competencies in effective leadership in some of the following areas. The intent is not to cover all aspects of “leadership” in one single course of one week.

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

It is imperative that the NFLP is designed with utmost care to maintain high quality. The host institutions are expected to ensure that the curriculum and activities reflect the program's objectives and standards by focusing on leadership qualities in the individuals. They should not use this opportunity to advertise their own systems and processes, and should refrain from covering professional topics, such as publishing in research journals, design and delivery of courses, designing electives, etc.

6. Assessment and certification

In view of nature of these programs, the resulting skill enhancement would normally take time and may not be visible during the course. Hence, it may seem 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 help participants 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 for each of the participants
- Summary of Participant Feedback

10. Financial Norms

- The programme shall be funded entirely by the Ministry of Education of the Govt of India.
- If any institution wishes to nominate 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 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 academic institutions to organise similar development programmes for their faculty (and possibly for students)
- Creation of a pool of trained institutional leaders
- Improvement in administration of higher education institutions

12. **Project Implementation Committee**

Chairman

Prof. Sudhir Jain, Former Vice-Chancellor, Banaras Hindu University & Former Director IIT Gandhinagar (or as may be decided by PAB Chair)

Convener

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

Coordinator from Implementing Partner

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

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

Member

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