



UGC - HRD Centre
Jamia Millia Islamia, New Delhi



Leadership for Academicians Programme (LEAP)

**A National Initiative for Leadership Development
in Higher Education Institutions (HEIs)
Department of Higher Education MHRD, GOI, India**

**UGC-Human Resource Development Centre
Jamia Millia Islamia (A Central University), New Delhi-110025**

**in collaboration with
The University of Virginia, Charlottesville, USA**

5th March - 30th March, 2019

Last date of submission of Application: 25th January, 2019

Mandatory eligibility conditions for an applicant shall be:

- i. At least 8 years of experience in the grade of Professor.
- ii. At least 3 years of experience in administrative positions.
- iii. Impeccable Integrity and
- iv. High academic standing preferably 30 publications in 'SCOPUS' indexed international journals or UGC approved journals.
- v. Age below 55 years.

Candidate may apply on prescribed Application form duly forwarded by Head of the Institution and send it to: hrdc@jmi.ac.in ([click here to download application form](#))

For queries kindly contact:

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Structure of the Leadership for Academicians Programme (LEAP)

Domestic

Two Weeks at HRDC-JMI, New Delhi 5th March to 15th March 2019 (6 hrs/day)

- I One Week off for the Participants for their personal/professional engagements.
- I Final preparations for attending the International Program

International

One Week at the UVA 25th March to 30th March 2019

Overseas Program at the University of Virginia,
Charlottesville, USA

In the event of any revision of the schedule
it would be duly updated and notified to the
MHRD/participants.

Organizing Committee

- I Prof. Anisur Rahman, Coordinator
- I Prof. Mukesh Ranjan, Co-coordinator
- I Prof. Ilyas Husain, Member
- I Prof. Amirul Hasan Ansari, Member
- I Prof. Shafeeqe Ansari, Member
- I Prof. Naushadul Haque Mullick, Member

About Jamia Millia Islamia

Jamia Millia Islamia made a modest beginning in 1920 at Aligarh, with the resolute determination of its founding members-Shaikhul Hind Maulana Mahmud Hasan, Maulana Mohammad Ali Jauhar, Jenab Hakim Ajmal Khan, Dr. Mukhtar Ahmad Ansari, Jenab Abdul Majeed Khwaja, and Dr. Zakir Hussain to create an institution that would manifest indigenous ethos and spirit of plurality. It was conceived as a national institution that would offer progressive education and nationalist ideals to students from all communities, particularly the Muslims. The emergence of Jamia was supported by Gandhiji and Tagore who felt that Jamia could shape lives of hundreds and thousands of students on the basis of a shared culture. Jamia's development is marked by sacrifices made by the staff and students and a host of individuals who contributed through myriad efforts.

The institution today holds the torch of illumination giving shape to ideas and fostering innovation. Living up to the promises of the founding fathers, we strive to realize our vision to create a human universe that offers inclusiveness, equity, fellowship, justice and peace for one and all. We continue to serve the nation through quality teaching and research through the production of competent, skilled and sensitive human resource that would catalyze enrichment of physical and human environment.

JMI has been ranked as No.12 University by NIRF 2018 and No.125 in BRICS ranking by QS(UK)-2019 and at 501-1000 by World University ranking by Times Higher Education.

UGC-Human Resource Development Centre

Inspired by the achievements of the Staff Development Programs, conducted in various academic institutions of the world, the UGC in pursuance of the National Policy on Education (NPE) 1986, launched the Academic Staff Colleges scheme in 1987, to ensure quality in higher education in the country.

The Academic Staff College at Jamia Millia Islamia was established in 1987 with the financial assistance provided by the UGC. Ever since the UGC Staff College at Jamia Millia Islamia has set out to become the front runner, academic unit in the country that caters to the academic requirements of the College and University teachers as well as the administrative staff. True to its mandate, the ASC has successfully generated an understanding of the working environment of the Colleges and Universities in which the teachers have to work. In addition the centre becomes instrumental in providing a deep insight into the pedagogy and psychology of learning in order to equip the academic staff with skills for effective communication with young students.

The UGC through its new guidelines, circulated in January 2015 has ordained to rechristen the UGC-Academic Staff College in the country as Human Resource Development Centres (HRDCs) and proposed to identify a few Regional Centres for Capacity Building (RCsCB) from among the HRDCs. This was done in order to generate quality content with ongoing programmes with emphasis on skill development in the teaching faculty. The new arrangement consisting of Human Resource Development Centres (HRDCs) and Regional Centres for Capacity Building (RCsCB) are structured in a manner that they not only ensure motivational training but expose the participants to updated theoretical as well as technological knowledge. Further, the programmes we offer focus on evolving new strategies for governance of educational institutions in order to promote innovation and give a new direction to the institutes by collaborative learnings.

Leadership for Academicians Programme

National Context

Indian higher education is third largest in the world, is likely to surpass the US in the next five years and China in the next 15 years to be the largest system of higher education in the world. Indian higher education has a complex structure riddled with many contradictions, still has great potential. By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system. Higher education in India has recorded impressive growth since Independence. The key to harnessing India's demographic dividend is education. Innovation should be considered at the forefront of education. A major thrust for India should be creation of employable workforce to harness our demographic dividend. Hence, there is an immediate need for a holistic and symbiotic association between industry and academia to make employable graduates. There is also an immediate need for moving from 'generic model' of education to a 'learner-centered' model of education. The students should be mentored to make their careers in the areas of their strength and abilities. Quality of education is a serious concern. While teachers may have genuine problems, their unions have increasingly resorted to indiscipline and coercive means to achieve their goals. Visionary leadership is required to bring them on the right track. Commitment to their profession is the need of the hour. Hence several challenges are to be tackled by higher education institutions in India in order to catch-up with global excellent institution of higher learning.

During the last few decades, universities have increased manifold and colleges have mushroomed all over our country to impart higher education. Opening of a large number of private medical colleges, engineering colleges and polytechnic has become an attractive financial business. This has adversely affected the quality of education despite the presence of University Grants Commission (UGC)-a statutory body of MHRD, Govt. of India. The UGC is responsible for all programmes and initiatives taken by implementing such schemes through academic, administrative and financial support, indeed, has contributed in the growth and development of Indian higher education. The problems that confront education today are low rates of enrolment, unequal access, and poor quality of infrastructure etc.

The quality of higher education is an equally serious issue. In order to address it, three areas need for interventions - physical infrastructure, academic reform and ensuring adequate faculty. Infrastructure can be improved with an increase in financial allocation. Academic reform - which includes semester and credit systems, courses by choice and examination reform - is a process which should be advanced only after the pre-requisites are met. The goals remain the same - expansion with inclusion and ensuring quality and relevant education. The higher education sector is plagued by a shortage of well-trained faculty, poor infrastructure and outdated and irrelevant curricula. The use of technology remains limited and standards of research and teaching at Indian universities are far below international standards. The reforms of higher education system required comprehensive and collective effort of the Government, private sector, academia and civil society so that these three objectives of access and expansion, equity and inclusion, and quality and excellence can be achieved in a time bound manner. Apart from these, there are lots of issues regarding governance and autonomy of such educational institutions, which create major road impediments in performance and require urgent attention. There are several legal and regulatory hurdles to create quality institutions in India. There is an immediate need for transforming governance and leadership in higher education Institutions.

For quality institutions, autonomy as far as academic and administrative aspects are involved is a must. This would also involve the appointment of heads of institutional and executive bodies. Enabling an education that is relevant to the economy and society is another challenge. The development of human resources for the economy has been translated into action through vocational and professional education. Apart from these, there is the issue of ensuring the access of Indian education to global frontiers. In this, a popular view is to allow global universities to set up campuses in India. However, this is countered by some who argue that the presence of a few quality institutions is hardly the solution as far as the majority of rural and poor students are concerned. The alternative is to allow foreign educational institutions to enter into collaborations with Indian institutions on a large scale. In turn, this will help in enhancing capabilities such as curricular and pedagogical practices, and student-faculty exchanges several exports etc.

In the above contextual details, despite exponential growth of higher education institutional in the country; it seems to face similar problems and commits mistakes as its procedures as a result of uninformed decision making. The new goals, objectives, financing, human resource management, administrative law, lightest technological know how, and quantity assurance within the new establishment is required. In a changing milieu our educational systems need to be responded timely. Hence the said initiatives for Leadership Development Training Programmes for Central Universities, State universities and institutes of National Importance are the need of the time to catch up with fast changing world scenario.

Need and Relevance of Training

It is true that Indian higher education has become the single largest system in the world in terms of enrolment, faculty and number of higher educational institutions. It is in fact a complex enterprise given its scale, size and other considerations. Management of such complex enterprises demands both deeper knowledge and skills to manage and lead institutions. It is also a matter of great concern that there is a huge disparities found in existing Indian educational institutions in terms of quality teaching learning in our country. Further it is also evident that a very few Indian educational institutions figure in global top high ranking educational institutions. Hence urgent initiatives are required that need to be taken not only to train and develop individuals presently holding leadership and administrative positions in the higher education sector but also concerted efforts are required to prepare a large number of people for taking over leadership roles in future in the educational institutions in different capacities. It is the need of the hour to create a pool of leadership who can take the institutions to newer heights.

In view of this, Ministry of Human Resource Development has taken the bold national initiative to provide Training Programmes for second level functionaries such Deans, Heads, Directors, etc. of higher educational institutions in order to make them more effective and efficient leaders of educational institutions in the country. The vision of these initiatives is to provide excellence in higher education institutions by creating a pool of trained professionals. These professionals are expected to contribute in achieving the goals of better access, equity and quality in the field of higher education.

Goals and Objectives

The main goal of the Leadership for Academicians Programme is to develop competency and skills amongst educational leaders to handle the complex issues and leadership challenges that arises in educational administration in a day today basis.

The Major Objectives of the Initiative are as follows

1. To take the educational institutions to the newer heights by providing visionary leadership.
2. To tap the innovative ideas of academic professionals and leaders on various issues of higher education in India.
3. To provide well suited ground for higher education where illuminating ideas could be tapped, enriched, and implemented
4. To promote innovation and creativity in teaching and administration in order to bring overall effectiveness of institutions.
5. To create academic environment where the culture of performance and efficiency could prevail.

Strategy of the Leadership Programme

This initiative of Leadership for Academicians Programme for Central Universities, State Universities and Institutes of National Importance will provide a platform to discuss and share their innovative ideas about the need for bringing change in India's higher education system. Simultaneously participants across the country will get acquainted with managerial skills of higher institutions. The proposed initiatives will certainly improve the conditions of institutions. More importantly our capabilities will also

be enhanced in order to cope with the hurdles and provide solutions for many odds in the way to achieve our goals of organization as best global institutions are practicing.

Pedagogical Aspects / Delivery Methods

The main goal of the Leadership for Academicians Programme would be to equip Higher Education leaders and educational administrators with strategies that would be contributing towards the advancement of higher education in India and bringing excellence through visionary leadership, strategic trust, performance culture, efficiency, innovation and creativity. The programme is to be delivered through integrated teaching and learning method involving role play, case studies, action based group activities, best practices, field visit and exposure visit to best organizations both from within and outside the educational sectors, Panel discussions, presentations and personalized in-depth Interactions. The focus will be on practical and participatory rather than conceptual.

Themes to be Covered

This Leadership for Academicians Programme would be of three weeks that includes a two-week domestic module to be held at Jamia Millia Islamia and one-week foreign module to be organized at the University of Virginia, USA that figures amongst top 100 global institutions. These themes will be like contextual complexities of managing educational institutions in India, visioning and strategic framing plan, financial management, etc. The given sub themes like strategic planning, setting up a new institutions, governance issues, institutions performance management, technology excellence and adoption: in academic as well as support structure, leadership style and strategies, decentralization of power and delegation of responsibility, management control, communication strategies, team building, developing industry collaboration, financing higher education and student development will be given priority in this training programme.

One-Week Foreign Module at the University of Virginia, USA

The University of Virginia is a top ranked public research university in the U.S. located in the city of Charlottesville, it was founded in 1819 by Declaration of Independence author and former President Thomas Jefferson. The University of Virginia is known for its historic foundation, academic excellence and research processes in diverse domains of knowledge.

- F Why University of Virginia?
Longstanding relationship/ collaborative partnership/ sustained interaction with faculty and administrators/ familiarity with their systems and processes.

Foreign Training Module - Potential Topics

- F The Digital Campus
- F Recruiting, Developing and Rewarding Faculty for Academic Quality
- F International Design Trends and Topics
- F Authentic Learning and Augmented Reality
- F Organizational Structure and Shared Governance in American Universities

- F Supporting Teaching and Research
- F Student Centered Learning: The Flipped Classroom and Learning Activities
- F Internationalizing the University
- F Workforce and Economic Development
- F Economics of Climate Change
- F Campus Land Use Planning and Sustainable Development
- F UVA Systems and Processes
- F Active Learning Spaces
- F Leadership Styles
- F Leadership Habits and Choices

Assessment and Evaluation (for Domestic and Foreign Modules)

- F Identification of Learning Outcomes
- F In built evaluation to determine personality characteristic and logistics for performance of role determination of personality characteristics and cognitive abilities for performance of roles.