

# Institutional Leadership Development Programmes For Higher Education Institutions



**University Grants Commission**  
Bahadur Shah Zafar Marg, New Delhi-110002

**Draft Guidelines  
for  
Institutional Leadership  
Development Programmes  
For Higher Education Institutions**

## **Preface**

Within the academic realm, leadership stands as a dynamic and crucial facet requiring a distinct skill set, forward-thinking vision, and a deep comprehension of the intricacies of higher education. As the educational landscape evolves, the demand for capable and adaptable leaders grows ever more essential.

The "UGC Guidelines for Institutional Leadership Development Program for Higher Education Institutions" will serve as a guiding compass for institutions aspiring to empower their faculty members to adeptly assume leadership responsibilities. This comprehensive manual draws from a wealth of collective knowledge, research, and pragmatic insights shared by experienced academic leaders.

Understanding that leadership blends both artistry and scientific approaches, these guidelines present a strategic pathway aimed at nurturing a fresh cohort of effective leaders. Whether it involves navigating administrative complexities, fostering inclusivity, driving innovative ventures, or cultivating collaborative cultures, this resource endeavours to arm aspiring leaders with the necessary tools and perspectives. Highlighting the significance of mentorship, continual learning, and a profound grasp of institutional dynamics, these guidelines aim to bridge the divide between scholarly expertise and impactful leadership. They offer a framework that not only encourages personal growth but also propels the collective advancement of educational institutions.

Recognizing the uniqueness of each institution, with its distinct set of challenges and prospects, these guidelines are adaptable, encouraging institutions to tailor their leadership development programs to their particular contexts while embracing fundamental principles of effective leadership.

As we embark on the journey of fostering leadership excellence within academia, our aspiration is for these guidelines to serve as a catalyst for transformative leadership. We aim to cultivate environments where innovation flourishes, diversity thrives, and education advances to new horizons. Warm regards,

**M. Jagadesh Kumar**  
**Chairman, University Grants Commission**

## Table of Contents

Preface.....	3
Table of Contents .....	4
Introduction .....	4
HEIs and landscape of leadership .....	5
Leadership System in HEIs .....	7
Personal Development of Leaders .....	7
Integration of Leadership System and Personal Development .....	7
Cohort Building and Leadership Development Models .....	8
development in HEIs.....	8
1. Decentralised Leadership Structures.....	8
2. Integrated Leadership Development Pathways.....	8
3. Cross-Domain Teams and Committees.....	9
4. Centre for Leadership Excellence .....	9
5. Flexible and Adaptive Organisational Design .....	9
6. Performance Management Aligned with Leadership Competencies.....	9
7. Project-Based Leadership Opportunities .....	9
8. Collaborative Spaces and Technology .....	10
9. Feedback-Driven Culture .....	10
10. Succession Planning Integration .....	10
Effective and Distinctive Leadership Capabilities in HEIs .....	10
3. Financial Acumen and Resource Management: Skill in.....	11
4. Emotional Intelligence and Interpersonal Skills: High.....	11
10. Commitment to Lifelong Learning and Professional Development:.....	11
12. Commitment to building cohorts of Collective Streams of Capability.....	12
Capacity building programmes for leadership in HEIs.....	12
Illustrative programme and module design.....	15

## Introduction

The Higher Education Institutes (HEIs) ecosystem is evolving and growing at an unmatched speed. In India, The National Education Policy 2020 (NEP) has laid down certain recommendations for the transformation of the education ecosystem, specifically the HEI ecosystem. The introduction of autonomy, multidisciplinary, multiple entries and exit points, academic banks of credits, increased gross enrolment ratio (GER) from 26.3% to 50%, and certain regulatory changes will demand dedicated interventions from the academic leaders. The NEP 2020 also establishes the essence of leadership for navigating these changes.

Academic leadership is the key driver for an institute to deliver on its mandate and ensure the achievement of successful outcomes for the students preparing them for the modern workplace. The leadership drives key initiatives and mechanisms for the performance excellence of any institute. An administrator or academic leader can create conditions that can transform an institute. For effective decision-making and exhibiting leadership skills, it's crucial to gain training and enhance one's capacity. These leaders need to be recognized at an earlier stage in

the human resources pyramid and the capacities of prospective faculty members who will climb this ladder of leadership need to be developed in a planned and strategic manner.

## HEIs and landscape of leadership

In enabling HEIs and HEI Leaders to pursue excellence, it is essential to look into the intricate dynamics of leadership systems and personal development in HEIs and suggest ways to enhance Leadership development initiatives. Taking inspiration from our traditional wisdom of Kaal, Sthan, and Patra as the framework of taking the Time and Era Context ( the Global and National Sandharbha ref NEP2020), Institutional specifics, and Personal characteristics ( Patra or the Actor), an in-depth examination of ( the current specifics of the HEI's) organisational structures, processes, individual leader capabilities, and the approach of cohort building within HEIs is an important perspective in this endeavour.

In the complex landscape of HEIs, effective leadership is crucial for success and adaptability. Exploring two critical components, the structural and procedural framework of Leadership Systems and the nuanced Personal Development of individual leaders, elucidating their interconnectedness and impact on HEI excellence is key to its effective enablement.

The NEP 2020 has aptly identified the North Star for the higher education ecosystem, which revolves around five key pillars to attain a holistic learner experience. These five pillars are:

<b>01</b>	<b>Affordability</b>	<ul style="list-style-type: none"><li>• <b>Making world-class education affordable for the student</b></li></ul>
<b>02</b>	<b>Accessibility</b>	<ul style="list-style-type: none"><li>• <b>High quality formal education accessible to all</b></li></ul>
<b>03</b>	<b>Quality</b>	<ul style="list-style-type: none"><li>• <b>Infrastructure and facilities, curriculum, mentoring, peer and student support</b></li></ul>
<b>04</b>	<b>Equity</b>	<ul style="list-style-type: none"><li>• <b>Affirmative actions and gender-neutral policies</b></li></ul>
<b>05</b>	<b>Accountability</b>	<ul style="list-style-type: none"><li>• <b>Accountable to the stakeholders</b></li></ul>

Based on these five pillars, the HEIs must prepare the faculty for leadership positions as well as prepare the leadership roles to work together to ensure the fulfilment of the five pillars. A well-rounded succession plan should ensure that encapsulates these aspects into their thinking and work execution.

The planning should be based on merit as well as goal-oriented, an individual should be mentored and coached to become a potential academic leader. Individual skill sets should be mapped using various globally acclaimed techniques such as feedback surveys, stakeholder feedback, self-assessments, validations with seniors and juniors, etc.

In the intricate landscape of HEIs, a crucial aspect lies in understanding the perception surrounding administrative roles, particularly from the lens of academic experts. Within the academic realm, there exists a spectrum of attitudes towards administrative responsibilities, ranging from clear understanding to varying degrees of enthusiasm. These perceptions are integral components shaping the dual facets of leadership within HEIs. At the heart of this discourse is the acknowledgement that effective leadership in HEIs demands a nuanced blend of perspectives and capabilities. Leaders must not only excel in pedagogy and research but also possess the acumen to navigate administrative functions adeptly, steering the institution toward a future of excellence. However, a common challenge arises wherein exceptional educators, researchers, scholars, and staff often perceive themselves as possessing, even aspiring to, singular dimensions of leadership prowess.

The aim of the intervention to develop leadership should be to create an ecosystem of practicing leadership that prepares the faculty and also trickles down among the students through capacity building on leadership. The overall objective for this leadership development should be broadened to ensure that the faculty members and non-faculty members are also prepared to play the role of leaders considering the future readiness of the modern workplace. They should contribute towards the larger goals set out by the higher education ecosystem.

Detailed characteristic requirements of leadership development for institutional leadership roles are:

1. Equip faculty members with diversified skill sets such as teachers, researchers, mentors, coaches and excellent administrators to create holistic institutions.
2. Develop entrepreneurial skills to respond to the Volatile Uncertain Complex and Ambiguous (VUCA)/Brittle, Anxious, Non-linear, and Incomprehensible (BANI) world, take risks and drive performance excellence to make their institution 'Future Ready'.
3. Cultivate a visionary mindset to gain long-term and sustainable development of the institute by creating robust strategic objectives for self and the entire workforce.
4. Learn contemporary technology and trends to enable the institute to make hybrid and digitalized spaces for learning and research.
5. Share the best practices available nationally and internationally to benchmark themselves and create an implementation plan for their respective institution.
6. Hone their administrative skills to manage and set up world-class, futuristic systems and processes for the institute.

7. Be prepared to deliver on interventions necessitated to prepare a generation of student citizens with a new mindset and not just skill sets that could be socially useful as well as financially rewarding.
8. Be active contributors to the goal of nation-building, and inspire the same spirit among the students

The above characteristics actionable for a leadership development plan provide a framework to the institutions and the overall governing institution for assessing the current state of efforts on leadership development.

## Leadership System in HEIs

- **Organisational Structures:** Investigating the variety of leadership structures in HEIs, including centralised and decentralised models, and their implications for decision-making and institutional culture.
- **Governance and Decision-Making:** A deep dive into governance models, such as roles of boards and academic senates, and their influence on policy and operational efficiency. Identification of quick-win interventions such as providing opportunities for self-learning through platforms such as iGOT (Integrated Government Online Training). HEIs can explore knowledge partners to deliver these online courses and upload the same on iGOT.
- **Strategic Planning and Resource Optimisation:** An exploration of strategic planning processes, including goal setting, resource allocation, and performance measurement, highlighting their significance in HEIs.

## Personal Development of Leaders

- **Core Competencies and Skills:** Identifying key competencies for HEI leaders, like strategic visioning, academic leadership, financial acumen, and emotional intelligence.
- **Leadership Styles and Behaviours:** An exploration of various leadership styles and their applicability in HEIs, including transformational and servant leadership and the notion of followership, is integral for us to work with.
- **Professional Growth and Continuous Learning:** Outlining strategies for ongoing professional development, including mentorship, workshops, and formal education opportunities.

## Integration of Leadership System and Personal Development

- **Balancing Systemic and Individual Needs:** Aligning leadership systems with individual leader development needs.
- **Succession Planning and Leadership Pipeline:** Strategies for identifying and nurturing future leaders within the HEI framework.



## Cohort Building and Leadership Development Models

- **Cohort-based Leadership Programs:** Describing cohort models for leadership development, emphasising collaborative learning and networking.
- **Customised Leadership Pathways:** Developing tailored pathways based on individual competencies and institutional requirements.

•

**The leadership system and personal development of leaders** emphasize the synergy between robust Leadership Systems and the nurturing of Personal Leadership Attributes in HEIs. The interplay between these elements fosters an environment of continuous improvement and adaptability, key to navigating the complexities of higher education. The following are the key determinants for the successful implementation of the leadership system and the development of leaders:

- Regular reviews and adaptation of leadership systems and development programs.
- Engaging diverse stakeholders in the leadership development process.
- Allocating sufficient resources for leadership development initiatives.

This framework serves as a foundational guide for developing leaders capable of handling both current and future challenges in higher education, ensuring institutional resilience and sustained success.

## Organisation design, leadership system and leadership development in HEIs

Focusing specifically on the relationship between organisation design and leadership development in HEIs, it's important to consider how the structure and processes of an institution can directly influence and support the growth and effectiveness of its leaders. Here are some organisation design specifics that are particularly relevant to leadership development in HEIs:

### 1. Decentralised Leadership Structures

- **Concept:** Implementing a decentralised structure in HEIs, where decision-making authority is distributed among various departments or units.
- **Relevance to Leadership Development:** This structure fosters leadership skills at multiple levels, encouraging more individuals to take on leadership roles and responsibilities. It cultivates a broader base of leaders who are adept at managing their specific areas while contributing to the institution's overall strategy.

### 2. Integrated Leadership Development Pathways

- **Concept:** Creating clear and integrated pathways within the HEI's organisational structure for leadership development.



- **Relevance:** This approach ensures that leadership development is not an isolated process but is embedded within the career progression of faculty and staff. It encourages a culture where continuous professional growth is valued and supported.

### 3. Cross-Domain Teams and Committees

- **Concept:** Establishing teams and committees that cut across different domains within the institution.
- **Relevance:** Such cross-domain groups provide emerging leaders with exposure to diverse areas of the institution, broadening their understanding and fostering collaborative and multidisciplinary capabilities. It also helps in breaking down silos within the institution, promoting a more unified approach to Higher Education and Leadership.

### 4. Centre for Leadership Excellence

- **Concept:** Creating a dedicated center or unit within the institution focused on leadership development.
- **Relevance:** This center can serve as a hub for all leadership development activities, from training programs to mentorship and coaching. It can also conduct research on leadership in higher education, contributing to the institution's thought leadership in this area.

### 5. Flexible and Adaptive Organisational Design

- **Concept:** Adopting an organisational design that is flexible and can adapt to changing external and internal dynamics.
- **Relevance:** A flexible structure allows HEIs to respond quickly to emerging leadership needs and challenges, ensuring that the development of leaders keeps pace with the institution's evolving requirements.

### 6. Performance Management Aligned with Leadership Competencies

- **Concept:** Designing performance management systems that specifically evaluate and encourage leadership competencies.
- **Relevance:** By aligning performance metrics with desired leadership behaviours and skills, HEIs can reinforce the importance of effective leadership and encourage continuous improvement in these areas.

### 7. Project-Based Leadership Opportunities

- **Concept:** Providing opportunities for faculty and staff to lead short-term projects or initiatives.
- **Relevance:** This approach allows emerging leaders to demonstrate and hone their leadership skills in real-world scenarios, which can be particularly effective for experiential learning and development.

## 8. Collaborative Spaces and Technology

- **Concept:** Designing physical and virtual spaces that encourage collaboration and innovation.
- **Relevance:** Spaces that facilitate interaction and creative thinking can be instrumental in developing leadership qualities such as teamwork, communication, and innovation.

## 9. Feedback-Driven Culture

- **Concept:** Cultivating a culture where regular feedback is sought and valued at all organisational levels.
- **Relevance:** Feedback is crucial for leadership development as it provides individuals with insights into their performance and areas for improvement. A culture that promotes open and constructive feedback supports the continuous development of leaders.

## 10. Succession Planning Integration

- **Concept:** Embedding succession planning into the organisational design of HEIs.
- **Relevance:** This ensures that the development of future leaders is a strategic priority, with clear pathways and processes in place to identify and nurture potential leaders.

By integrating these organisational design specifics into the fabric of an HEI, leadership development becomes a natural and essential part of the institutional culture. This approach not only prepares individuals for leadership roles but also ensures that the institution itself is poised for adaptability, innovation, and success in the evolving landscape of higher education. The key is to create structures and systems that not only allow for the growth of individual leaders but also reinforce the importance of leadership at every level of HEIs.

## Effective and distinctive leadership capabilities in HEIs

Effective and distinctive leadership in Higher Education Institutions (HEIs) requires a blend of specific capabilities and competencies. These are tailored to the unique challenges and opportunities within the higher education sector in India. The following are distinctive capabilities, characteristics, and competencies that are essential for a leader to lead an HEI to excellence:

1. **Strategic Vision and Innovation:** The ability to foresee future trends in education and research and to develop a clear, innovative vision that guides the institution towards excellence. This includes understanding the evolving landscape of higher education globally and adapting the institution's strategies accordingly.
2. **Academic Leadership:** A deep understanding of the academic world, including teaching, research, and scholarly work. This involves fostering a culture of academic excellence, encouraging intellectual curiosity, and ensuring the institution stays at the forefront of scholarly advancements.

3. **Financial Acumen and Resource Management:** Skill in managing budgets, generating revenue, and allocating resources efficiently. This capability is crucial for ensuring the financial sustainability and growth of the institution.
4. **Emotional Intelligence and Interpersonal Skills:** High emotional intelligence is vital for understanding and managing the needs and motivations of students, faculty, and staff. It also involves building strong relationships, resolving conflicts, and creating a collaborative and inclusive campus culture.
5. **Adaptability and Resilience:** The ability to adapt to change and navigate challenges is essential in the dynamic environment of higher education. This includes responding to changes in government policies, technological advancements, and shifts in stakeholder views, especially student demographics and needs.
6. **Ethical Leadership and Integrity:** Upholding the highest standards of integrity and ethical behaviour, setting a moral compass for the institution. This involves making decisions that are not only effective but also ethically sound and transparent.
7. **Global & National Perspective and Diversity & Inclusion:** Understanding and appreciating global educational trends and cultural diversity. Leaders must promote an inclusive environment that values diverse perspectives, fostering global connections and collaborations in line with the National Strategy for Knowledge as a National agenda (NEP 2020).
8. **Communication and Advocacy:** Excellent communication skills are essential for articulating the institution's vision, mission, goals, and achievements to various stakeholders, including students, staff, government bodies, and the public. Leaders must also advocate effectively for the institution's needs and values.
9. **Decision-Making and Problem-Solving Skills:** The ability to make informed, strategic decisions and solve complex problems is critical. This involves analysing data, weighing various factors, and considering the long-term impact of decisions.
10. **Commitment to Lifelong Learning and Professional Development:**  
A continuous commitment to personal and professional development, setting an example for the institution's community. Leaders in HEIs need to role model the dictum of continuous “learning to learn” as a touchstone to be lifelong learners, constantly seeking new knowledge and skills.
11. **Collaborative Leadership and Team Building:**  
Fostering a sense of teamwork and collaboration within the institution. This includes building effective teams, delegating responsibilities, and empowering others to lead.

## 12. **Commitment to building cohorts of Collective Streams of Capability**

Fostering a collective capacity in cohorts is an enduring strength of the HEI and leadership in the ecosystem of education in areas of focus that build on but go beyond individual excellence in the HEI.

## 13. **Change Management:**

Skill in leading and managing change processes effectively, including technological adoption, curriculum updates, and institutional reforms.

## 14. **Engagement with students:**

Responsibilities that involve planning and managing events and programs, leading staff members, interacting with students, solving problems of students, resolving conflicts, working in a team, etc., are excellent avenues to build leadership skills. These are commonly involved in roles as warden, coordinator of internship or placement programs, key roles in coordinating convocation, outreach or induction programs, faculty advisor to key student clubs or activities, etc. In most situations, faculty can be involved in such activities early on in their career, enabling them to bring fresh ideas, youthful energy, and enthusiasm to such programs.

These capabilities combine to create leaders who are not only effective in managing the current needs of an HEI but also visionary in steering the institution towards future excellence. Such leaders are more likely to inspire, motivate, and drive the institution to achieve its full potential, making a significant impact in the realm of higher education.

## **Capacity building programmes for leadership in HEIs**

Instilling this holistic leadership perspective among the highly talented pool within HEIs becomes a fundamental undertaking. Encouraging these individuals to envision themselves as multifaceted leaders capable of excelling in administrative capacities—whether as Vice Chancellors, Pro-Vice Chancellors, Directors, Deans, Chairpersons, Head of Departments, or other administrative roles—while simultaneously maintaining excellence in teaching, research, and subject matter expertise is paramount. Encouraging “making a difference” not only in Disciplinary and cross-disciplinary Academics but also “making a difference” to institutional excellence needs career pathways and role design to enable and learn how this can be done well. Hence, the importance of the structure and leadership system design needs our efforts to go beyond skilling inputs into the realm of organisation design as well as we have emphasised above as well.

Achieving this paradigm shift necessitates the establishment of pathways and cultivating respect for the indispensable contributions of administrative leadership. This endeavour transcends mere encouragement of aspirations; it entails fostering an ecosystem wherein the acquisition of requisite competencies and skill sets for academic leadership is actively enabled, supported, and facilitated.

In this pursuit, several capacity-building topics emerge as guiding pillars. These topics serve as beacons, illuminating the path towards nurturing academic leaders equipped with the multifaceted proficiencies essential for navigating the complex terrain of HEIs. From fostering strategic management skills to honing interpersonal communication abilities, from instilling financial acumen to promoting innovation and adaptability, these capacity-building endeavours are poised to sculpt a cadre of leaders capable of steering Indian HEIs towards greater heights of success and impact.

As a part of the capacity building programme for leadership, following two modes of training programmes are designed to facilitate the leadership competency development journey in the key modules including both Core leadership skill sets & behaviour and Functional aspects exercising leadership areas. The training programs are suggestive wherein HEIs can conduct Leadership development programs as per their needs and requirements.

1. iGOT (Integrated Government Online Platform) Training Programmes Module
2. Online Leadership Training Programme Module

1. **iGOT (Integrated Government Online Platform) Training programmes:** iGOT courses are utilised for self-learning opportunities. iGOT course modules are available through weblink : (<https://igotkarmayogi.gov.in/#/>)

2. **Online Leadership Training Programme Modules:** These modules include both Core leadership skill sets, behaviour and functional aspects exercising leadership programme as below:

S.No	Capacity Building Topic	Learning Objective	Intended Learning Outcome
1	<b>Understanding Self as an Individual</b>	To understand themselves and their capabilities and limitations better.	It will be based on concepts of self-awareness and self-actualisation.
2	<b>The Role of an Academic Leader</b>	To attain clarity about the Key Research Areas (KRA)'s, expectations and goals of an academic leader.	The prospective academic will have clarity about the roles and aims of an academic leader.
3	<b>Designing Vision Statement, Goal-Setting &amp; Strategic Plan Document</b>	Learning the art of designing vision statements and strategic planning for HEI.	Acquired skills for initiating strategic interventions and translating them into actionable ones.
4	<b>Governance (Interpretation of Acts, Statutes, Regulations, University Structure, and Governmental Policies) in line with the NEP 2020</b>	Navigating the changes in governance and clarity about operating in the framework of the University's Acts, regulations, etc.	Clarity about NEP 2020 regulations, government regulations and policies, and implementation of it.
5	<b>Stakeholder Interaction and Management</b>	Knowing who are the relevant stakeholders for HEI and the skills crucial to collaborate, network and coordinate with them.	Increased collaboration with stakeholders, and enhanced networking and communications skills.

6	<b>Setting up of R &amp; D Cell including IP</b>	Hands-on knowledge to set up research and development cells and IP for the HEI	Enable in learning the nuances of operationalizing and effectively administering the university cell
7	<b>Productivity Enhancement Tools</b>	Learning about the tools facilitating the productivity of HEI. The tools could be used globally by educational institutes.	Increased productivity and efficiency. Adoption of tech-oriented solutions to ease daily working by optimal utilization of resources
8	<b>Indian Ethos and Human values</b>	Learning the fundamentals of Indian ethos and Human values.	Awareness and sound understanding of Indian ethos and human values.
9	<b>Creating Ecosystem for Innovation, Interdisciplinary Research &amp; Doctoral Research Topic Selection</b>	Understanding the driving factors for innovation, a vibrant research ecosystem and developing the right approach for doctoral research topic selection.	Innovative HEI ecosystem with significant research outputs, further enabling making it a world-class HEI along with global ranking performance
10	<b>Transformational Leadership (with AI &amp; EI) and Effective Communication Skills</b>	Facilitate the creation of courageous and visionary, agile and exemplary leaders.	Mastering the art of communication and leadership to enable efficient decision-making for an effective academic leadership
11	<b>Fundamentals of Financial Management</b>	Learning the art of financial management, annual budgeting, accounting and interpreting budget statements for HEI	Awareness and sound understanding of running a financially viable and well-funded institute.
12	<b>Setting up of University's Incubation Centre</b>	Technical know-how of setting up the university's incubation centre for encouraging entrepreneurship	Practical understanding of operationalizing and functioning of the centre
13	<b>NEP 2020 Implementation Plan</b>	Creating toolkits to design implementation plans for NEP 2020.	Identify deliverables for smooth <b>implementation</b> of NEP on a realtime basis.
14	<b>Designing NEP-based Institutional Development Plan (IDP)</b>	Learning the skills for creating IDP for HEI in the backdrop of NEP 2020	Creation of time-bound actionable for <b>all</b> -round development of the HEI.
15	<b>Industry/Collaborative Partnerships - (Placement, Research &amp; Society)</b>	Learn the art of forging relationships/networking to establish the HEI as a reputed institution.	Devising real-time strategies to identify and reach out to prospective partners towards student placements, research collaborations, and addressing issues facing society
16	<b>Potential Partnerships with Universities w.r.t Multidisciplinarity</b>	Learning the art of partnerships, MOU signing, planning and management.	Enhanced collaborative partnerships with access to multidisciplinary courses for all.

17	<b>University Branding &amp; Alumni Relations</b>	Learning marketing and branding skills which are crucial for engagement with alumni base and establishing the HEI as a preferred brand	HEI will foster alumni relationships and gain prominence among prospective target groups
18	<b>Team Building &amp; HR Management</b>	Learning how to manage personnel and teams with devised toolkits.	Satisfied HR in HEI ecosystem and enhancement of collaborative skills
19	<b>Accreditation process</b>	Learning the process of accreditation and the key metrics used in this	Better accreditation ratings for the university
20.	<b>Digital disruption</b>	<b>Learning new-age digital skillsets, such as AI/ML/Data analytics</b>	<b>Use of digital tools to foster productivity and performance</b>
21.	<b>Personal Wellness</b>	Understanding the significance of personal wellness, including mindfulness, exercising and nutrition.	Better physical health and mental health to take on leadership responsibilities. A whole-person approach for organisational development and personal satisfaction.
22.	<b>Fundraising</b>	Learning the art of fundraising for educational institutions and optimal utilisation of the funds	Funds for the overall betterment of the institution will be generated and utilised for expanding the activities and goals of the institute.
23	<b>Conflict Management</b>	Learning the 21 <sup>st</sup> century art of conflict resolution and tapping the power of psychological modelling	Adept with practical solutions to handling conflicts and finding solutions
24	<b>Execution Strategy</b>	Learning the do's and don't's of successful strategy execution.	Better understanding of the execution of the strategic plan.
25	<b>Next-line Leadership through Coaching and Mentoring</b>	Learning the process of development of leaders and leadership styles.	Perspective leaders will have clarity about the roles in a given context.
26	<b>Developing World Class University (WCU)</b>	Understanding the characteristics of a WCU. Chalking out the plan to develop WCU	Roadmap for developing WCU



3. Institutes/ Universities may choose iGOT (Integrated Government Online Platform) Training programmes module, Online Leadership Training Programme Module or Hybrid Leadership Training Programme Module as per the HEI's needs and convenience.

**Expert Committee**

- 1. Dr. R. Balasubramaniam** **Chairperson**  
Member-Human Resource  
Capacity Building Commission  
20th, 21st & 22nd Floor, Jawahar Vyapar Bhavan  
Tolstoy Road, New Delhi-110001
- 2. Dr. Bhimaraya Metri** **Member**  
Director, Indian Institute of Management Nagpur  
Plot No. 1, Sector 20, MIHAN (Non-SEZ)  
Nagpur-441108, Maharashtra
- 3. Prof. Govindan Rangarajan** **Member**  
Director, Indian Institute of Science  
CV Raman Road, Bengaluru-560012  
Karnataka
- 4. Dr Archana Thakur** **Coordinating Officer**  
Joint Secretary, UGC)



ज्ञान-विज्ञान विमुक्तये



सत्यमेव जयते  
Ministry of Education

**University Grants Commission**  
Bahadur Shah Zafar Marg, New Delhi-110002