



सत्यमेव जयते

Government Of India



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair on Experiential
Learning, Work Education
and Community Engagement
Mahatma Gandhi National
Council of Rural Education, India



Where there is Rural Wellbeing
there is Universal Prosperity

Mahatma Gandhi National Council of Rural Education
Department of Higher Education, Ministry of Education, Government
of India
&
UGC Human Resource Development Centre, University of North
Bengal

Organise
7-Day Faculty Development Program
on

Management Development Program
for Academic Leadership

1st September 2022 to 8th September 2022

Venue: UGC-HRDC, NBU

Initiate, Manage, Evaluate, Lead



समानो मन्त्रः समितिः समानी



ज्ञान-विज्ञान विमुक्तये

An Experiential Learning Opportunity for Faculty of Higher Education Institutions

Registration Link: <https://forms.gle/2EhigjVd2xLewyF9>

Note:

- (i) College and University teachers may participate.
- (ii) No registration fees is involved to participate in the course.
- (iii) For outstation candidates' accommodation will be provided subject to the availability of rooms.
- (iv) For more details contact the coordinators Dr. Sanjib Bhattacharya, Associate Professor-Deputy Director, UGC-HRDC, NBU, Email: dhirhrc@nbu.ac.in, Tel: +91-9064254957 (M) and Dr. Mossaraf Hossain, Assistant Professor – Assistant Director, UGC- HRDC, NBU, Email: adirhrc@nbu.ac.in, Tel: +91 9434337820 (M)

Sd/-
Professor – Director,
UGC-HRDC, NBU

About the FDP

Objectives

- Orienting faculty to align with the goals of their Organization
- Skilling faculty with tools and techniques of academic leadership, thereby contributing to their growth in career
- Instilling academic discipline in faculty
- Mentoring faculty on coping up with situations requiring high IQ levels
- Orienting faculty to make use of available resources
- Guiding faculty with experiential learning with appropriate research methodology and contemporary research tools and techniques

This Faculty Development Program aims to groom faculty to make innovative strides and reforms in teaching-learning environments. Mentoring of faculty will go a long way in achieving institutional and organizational goals. Higher education is responsible for creating knowledge for welfare of mankind. But this aspect has been changed in last two decades when knowledge has been transformed into knowledge economy and higher education in almost all the countries is being driven by this concept. That is why HEIs of today are facing stiff competition.

Higher Education Institutions are judged by the performance of the students and their employability profile. The global ranking of universities is done on parameters like academic reputation (teaching and research), employer reputation, research carried out by teachers and their citations. Ranking has created an atmosphere wherein only the best academic institutions will survive and rest will perish away.

HEIs need to strive for an academic culture wherein best of the research and teaching should be carried out by faculties, and best of the curriculum should be developed by the Institution so, that it provides a cutting edge to the students enrolled in a programme or course and which will help them to be easily placed in the job market. Constant change in academic policies has created a flux in the higher education institutions and many of them are finding it taxing to survive in the market of higher education. This can be easily overcome by an institution if it is led by a visionary leadership.

An academic leader needs to convince the people to share his/her vision, enable others to act, show himself/herself as role model, and encourage and motivate others to accomplish and achieve institutional goals.

All the premier institutions of the world have become premier not because of good infrastructural facilities, great teachers, good students and huge financial resources but because they are being successfully led by visionary academic leaders. An academic leader is normally the head of the institution who decides what would be the fate of the institution ten years on. So, a leader who has the ability to translate the vision into reality by leading from the front is what is required in higher educational institutions.

Target Audience

The Faculty Development Program aims to invite faculty from Higher Educational Institutions in India who are keen to bring about innovative changes in their organization through their leadership skills.

Content

- Team Building/Networking
- Experiential Learning in Management
- Vocational Education, Skill Development – the Need and Importance
- Mentoring and Facilitation Skills for Academic Leaders
- Emotional Intelligence for Academic Leadership
- Strategy for Governance in HEIs

- Using Case Discussion Methodologies
- Implementing Change for Excellence
- Developing Organization Aspiration
- Visionary leadership in HEIs

- Strategic Planning for Teaching, Research and Extension Work of Higher Education Institutions
- Goals and Strategic Objectives
- Measurable Targets / Performance Indicators
- Role of Academic Heads in Enhancing Higher Education
- People Management / Quality Assurance

- Managing Financial Resources
- Administrative Leadership
- Instructional Leadership
- Operational Leadership
- Accountability
- Understanding Markets for Employability of Students
- The Value Propositions of Accreditations
- Academic Leadership – Ground for Accreditations
- Government Policies/Schemes/Factors for HEIs becoming regionally and nationally recognized
- Key strategies and skills for effective leadership
- Fundamentals of Strategic Leadership
- Characteristics of Strategic leaders

Learning Outcomes

- ✓ Faculty will develop self-awareness by analyzing events and people who have shaped them
- ✓ Faculty will develop managerial qualities, will identify key talent, teach for success, and manage high standards for success

- ✓ Faculty will practice applying a systemic view to set and communicate performance expectations.
- ✓ Faculty will cultivate the skills to initiate, build and maintain positive human interactions, develop human potential, build learning communities and generate resources

Schedule

| Date | 10.00 am - 11.00 am | 11.15 am - 12.15 pm | 12.15 pm - 01.15 pm | 01.45 pm - 02.45 pm | 03.00 pm - 04.00 pm |
|--------------|--|--|--|--|---|
| Day 1 | Introduction, Overview of FDP | Academic Leadership: Why, What, How - Urban and Rural Engagement Perspective | Importance of Project Management Case Studies | Academic Leadership Recognition in Higher Educational Institutions | Group Discussion - Nurturing Leadership Values |
| Day 2 | Managerial Aspects of Academic Leadership | Team Building, Case Discussions, Role Play Experiences and Academic Leadership | Mentoring Skills for Academic Leaders | Group Work – Situational Analysis | PRA tools and techniques used in field visits - briefing – forming groups giving inputs for field visit |
| Day 3 | Entrepreneurship and Academic Leadership | Review of Management practices | Facilitation Skills: A Perspective from an Academic Leader | Communication and Presentation Skills for Academic Leadership | Literature Review - Focused Group Discussion |
| Day 4 | Field Visit | | | | |
| Day 5 | Debriefing of the Reports to be collected in the field | Video studies – issues and solutions – situational analysis | Research Methodology | Problem solving – different Approaches | Negotiation Skills Role Play Situational Analysis |
| Day 6 | Motivational talk | Learning Outcomes – Key Takeaways | Feedback and Distribution of Certificates | Valedictory Session | |

Travel and Accommodation to Representatives of Academic Partner Institutions:

❖ Second AC Train Fare/equivalent of that fare on production of the supporting bills will be reimbursed to selected representatives of Academic Partner Institutions.

❖ Accommodation will be arranged for representatives of Academic Partner Institutions if given prior information

Instructions

- Attendance on all 6 Days and Submission of Assignments of all sessions is mandatory for the Certificate to be issued.
- The sessions will start at 10.00 am and end at 4.00 pm.
- Participants are requested to follow the Coordinator's instructions on the days of Field Visit and assemble one hour prior to the visit.

About MGNCRE

Mahatma Gandhi National Council of Rural Education (MGNCRE), seeks to strengthen the rural higher education curriculum and the faculty members transacting it through Faculty Development Centre (FDC) under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching on the issues related to Gandhian philosophy and Rural Engagement. FDC MGNCRE is now an advisory interface and a curriculum development agency for the Government of India, having made path-breaking initiatives such as developing curriculum, manuals, text books; and networking and engaging with Higher Educational Institutions across the country with focus on Empowerment of Faculty, Capacity building and professionalization of Higher Educational Institutions, Vocational Education, Experiential Learning, Skill development for livelihood, Rural and Social Entrepreneurship, Community Engagement, Curriculum and Academic contributions, Action Research Projects and Psycho-social Guidance (specifically pre and post COVID).

Linking work and education have earned MGNCRE an UNESCO Chair for its interventions in Gandhiji's Nai Talim – Experiential Learning. The formation of more than 12000 Institutional Cells/Committees involving Vice Chancellors, Directors, Heads of Institutions, Faculty and students has engaged about 2.5 lakh students and 30,000 faculty members. MGNCRE also recognized, certified and awarded 800 Higher Educational Institutions with District Green Champion Awards as part of its Swachhta Action Plan activities. The Higher Educational streams of focus for MGNCRE include: Rural Studies, Rural Development, Rural Management, Social Work and Education.

Organizing Committee

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