

REPORT
ONE-WEEK ONLINE WORKSHOP
ON
LEADERSHIP DEVELOPMENT PROGRAMME
(15-21 SEPTEMBER, 2020)

One-week online workshop on Leadership Development Programme was organized at UGC-Human Resource Development Centre (HRDC), Dr.HarisinghGour Vishwavidyalaya (A Central University), Sagar (M.P.) from 15 - 21 September, 2020. Dr. Sarvendra Yadav, Assistant Professor, Department of Anthropology and Dr. Rajesh Singh Yadav, Assistant Professor, Department of Criminology and Forensic Science, Dr. HarisinghGour Vishwavidyalaya, Sagar coordinated this short-term course under the adroit guidance of Dr. R.T. Bedre, Director, UGC-HRDC, Dr.HarisinghGour Vishwavidyalaya, Sagar (M.P.).

Universities are the spaces that continuously strive to produce new knowledge, wisdom, and truth for academic excellence and opening the minds of society. It is, therefore, essential that these spaces should be sensitized towards academic leadership and regularly thrives to inculcate visionary academicians for achieving excellence in higher education. With these broader objectives, this one-week workshop aim was to provide an opportunity to introspect, reflect, discuss, examine, and critically evaluate different policies, programs, strategies, processes, and involved stakeholders. So that, a shared vision, mission, and goal can be developed for academic leaders in Indian higher education. It can be realized through a multidisciplinary approach. Therefore, the workshop was planned in such a way that participants could contextualize and comprehend the idea of leadership in Indian higher education through multi-disciplinary perspectives viz. philosophy, sociology, management, psychology, anthropology, law, and life sciences, etc. Experts/ Resource persons from India's top academic institutions like IITs, IIMs and top-ranking central universities shared their views on leadership development covering management, governance, and administrative perspective of higher education and its organizations.

The workshop's one of the objectives was to cover major crises in Indian Higher education, i.e., scarcity of visionary leadership in Indian academic institutions at different levels. Although, many Indian academicians have rendered path-breaking leadership in their respective disciplines; but we need more efforts to establish ourselves and become global leader in academia. Considering these realities, the workshop was planned to explore different facets of leadership in higher education in general and in Indian academia in particular with the following objectives/ expected outcomes:

- Conceptual and historical development of the idea of leadership in Indian academia.
- Problems and challenges before academic leadership.
- Role of state and its policies in promoting academic leadership.
- Identifying managerial, legal and administrative bottle-necks in leadership development.

- Using multi-disciplinary perspective to identify the gaps between different discipline's cultures.

However, it was supposed to be in workshop mode but due to unusual circumstances of COVID 19, it was conducted in lecture-cum-discussion mode. Applications from participants were received from different corners of the India and finally 32 participations were selected. In this multidisciplinary participant group 18 participants were from Humanities and Social Science, 11 were from Life and Pure Sciences, and 3 were from engineering background. There were 7 Associate Professors and 15 Assistant Professors attended this workshop from different parts of India. Out of these 32 participants, two participants were from Chhattisgarh, one was from Goa, five were from Karnataka, one was from Madhya Pradesh, three were from Maharashtra, two were from Rajasthan, nine were from Tamil Nadu, two were from Uttar Pradesh and seven were from West Bengal.

The workshop started with welcome address of Dr. R.T. Bedre, Director, UGC-HRDC. Honorable Vice-Chancellor Prof. J. D. Ahi had deputed Prof. Kathal for the programme representing her. Prof. P.K. Kathal was the Chief Guest of the inaugural programme. In his inaugural speech Chief Guest Prof. Kathal shared his insightful reflections on the idea of Leadership in Academia. Programme was conducted by the coordinator of the workshop Dr. Sarvendra Yadav. He highlighted the framework, objectives, and possible outcomes of the UGC sponsored one-week online workshop on Leadership Development Programme. Inaugural programme ended with vote of thanks from Dr. Rajesh Singh Yadav, coordinator of the workshop.

In the second session of day one, coordinator Dr. Sarvendra Yadav gave a detailed presentation about the workshop and Dr. Rajesh Singh Yadav introduced the participants with Dr. Harisingh Gour Vishwavidyalaya, Sagar and its various departments and available research facilities.

In the post-lunch afternoon session Prof. Sukant Chaudhury from Department of Sociology, University of Lucknow started the workshop with his first lecture on qualitative research method and fieldwork techniques in social research. Later on Prof. Uday Jain, Ex-VC Rewa University gave a wonderful lecture on the psychological perspective of leadership. He shared his insights gained from the research in this area. His deliberation included the meaning of leadership, theories, and Indian research opening the new paradigm of understanding the leadership behavior in the cultural context as opposed to western Universal claims. It obviously reflected on the possibility of leadership development in a specific context.

Second day, Prof. Vinay Kumar Srivastava, Director, Anthropological Survey of India emphasized the role of supervisor as a leader in his deliberation entitled 'Supervising a Research Work: Reminiscence and Suggestions'.

Next speaker was Dr. Suresh Babu from Zakir Husain Center for Educational Studies, Jawaharlal Nehru University Delhi. His lecture title was 'Recasting the politics of Academic Governance and Academic Freedom'. He stressed that among the political circle and policy experts, there has been an intense debate on the urgency of academic governance and new regulatory framework. From time to time, the educational commissions and educational

policy experts have defended the indispensability of regulatory structures for achieving quality outcome in education. On the other side of the spectrum, academic communities articulate the significance of protecting institutional autonomy and academic freedom in the educational sphere. For the functional utility, though these two conceptions are necessary and meaningful for overall objectives of education, the way it drives out today signals sharp conflict and contestation. The given notion of autonomy, as the new political language pronounces, appears to be more problematic in the order of academic governance. Since the excessive usage of politics is involved in their articulation and imposition, the existing problem continues to remain unsettled than seeking solution. It will further complicate in understanding and explaining the problem in question.

In the third lecture, Dr. Anurag Srivastava, Assistant Librarian, Jawaharlal Nehru Library, Dr. Harisingh Gour University Sagar talked about different dimensions of Plagiarism that included awareness, detection and avoidance of plagiarism in academic writings.

Last lecture of the second day was delivered by Dr. M.K. Rao of IIT Kharagpur. Speaking about leadership in academic institutions Dr. Rao was of opinion that the higher education sector requires people who do not identify with a formal role of leader to engage in leadership. In this sector, leadership must be exercised on a continuous basis. Leadership development in higher education is influenced by an increase in managerial control, market competition, organisational restructuring and government scrutiny. Tensions between the need to meet requirements of industry versus academic requirements will continue as long as universities face these dual challenges in a competitive global economy.

Universities are expected to be efficient and cost effective, flexible in their offerings, while being increasingly responsive to student expectations and needs. These tensions have resulted in some resentment from academic staff members who perceive that their autonomy is being reduced. This discussion presents current debates about leadership with a particular focus on higher education and leadership development of academic staff.

Academic leadership is understood to incorporate the core academic functions of teaching/learning, and research and scholarship together with a broader focus on academic values and identity. The changing nature of this sector provides a background for current thinking about academic leadership. He concluded with key messages for academic staff making a case for building capacity of leaders in education at all levels.

Third day of the workshop started with excellent deliberation on the National Education Policy 2020 by Prof. Amman Madan of Azim Premji University, Bangalore. His talk focused on how social inequality and various identities have been dealt with by the New Education Policy 2020 (NEP). A comparison was drawn with previous education policies in India. The social and political vision of these policies was contrasted to present some features of the NEP 2020. It was argued that so far as dealing with social inequality is concerned the present policy moves significantly beyond the 1968 and 1986 NEPs. A number of important new initiatives are being proposed. At the same time, the NEP 2020's approach to privatization may not be able to hold back social inequalities from spiraling. The NEP 2020's way of looking at identities is not very different from that of older education policies. However, given the need to respond to the identity conflicts of our times, this may actually be a story of an opportunity lost.

Dr. Bharkarjit Neog from the Center for Philosophy, JNU talked various aspects of ethical leadership in his lecture. What is it to be an ethical leader? How do ethical leaders differ from other kinds of leaders? Are ethical leaders infallible? In this lecture, he engaged the participants with these questions from a philosophical point of view. The engagement was critical in nature, in that an effort was made to appeal for the expansion of the idea of leadership by making it essentially a matter of morality.

In afternoon session Prof. A. K. Sharma from IIT Kanpur discussed about advances in leadership theory and their implications for education. This lecture aimed to achieve two objectives: (a) to discuss the advancements in leadership theory, including development of an Indian theory of leadership; and (b) to suggest what the university and college teachers can learn from these theories. This presentation helped the teaching and research faculty in the management of the institution and in providing guidance to students. It started with a distinction between management and leadership. Then it went to theories of power. Various leadership styles were discussed. Finally, there was some discussion on Indian thinking on leadership. An attempt was made to apply these theories to problems and conditions of the institutions of higher learning in India. A transformational leadership style and the Rishi model of management were recommended.

Last lecture of the third day was delivered by Dr. Rajat Puri from National Institutes of Health, USA. Dr. Puri in his deliberation through an illustrious presentation discussed the different dimensions of leadership and management in laboratories and gave mantra for success in a scientific workplace. He drew a comparative picture of Indian science laboratories with the US science laboratories. During this process he identified problems in handling the laboratories at both places and how a successful leadership can overcome different shortfalls.

Fourth day of the workshop started with IIT Guwahati Professor, Dr. Sambit Mallick's wonderful talk on S&T, Politics and Leadership Formation. In this lecture, he examined the debates on the interface between S&T and society involving political leaders, scientists and technologists. The debates clearly show a consensus on the significance of modern S&T as forces that could transform the Indian economy and culture as part of the process of building a Nation, as a politico-cultural entity. The debates also exhibit an ambivalent attitude towards traditional knowledge and techniques. He argued that the antecedents of the S&T policies, as statements on the interface between S&T, on the one hand, and, economy, culture and polity, on the other, in independent India, could be traced to the debates and their outcomes. It is important to map the contours of the discourse on S&T as well as carry out an in-depth analysis of the thoughts and actions of an individual or institution. Despite initial reservations about the transformative potential of modern S&T (epitomised by Gandhi's perspective), and the possibility of promoting living traditions of knowledge in India, it becomes increasingly clear that modern S&T have to be given a prominent place in the process of nation-building in the realms of economy, culture and polity. The debate is, however, on the relative importance to be given to agriculture and industry, and the scale on which modern S&T have to be deployed. One sees a clear alliance between the political and scientific elite, drawn from different linguistic, religious and caste groups, most of whom were educated in Western institutions in conceptualising the role of modern S&T in nation-building. In the visions of most of the nationalist political and scientific elite, who shared the view of what Science is

and it's potential to transform consciousness and production systems, anti-imperialist and anti-colonialist ideologies were the common elements. In the case of Western nations, the alliance between Science and Politics was forged in situations of war and imperialist expansion, whereas in colonised countries, such as India it was the response to imperialism and colonialism, and the urge to build an independent nation free from imperialist yoke.

Dr. Nirmali Goswami from Tezpur University, Assam very eloquently deliberated on the issues of language and its associated debates in the NEP 2020. She talked about the three language formula which was very much existed in previous education policies and how it has been carried forward. She also deliberated on the different political implications of language and how it can be used as tool of oppression and exclusion.

Dr. Rajneesh Anupam from Dr. Harisingh Gour University, Sagar speaking about laboratory management said that management is a specialized skill required to successfully run any establishment. A faculty that assume the role of principle investigators usually do not have any formal training in management and they develop these skills either by noticing experienced principle investigators or imperially. The talk provided a roadmap to effectively and efficiently manage a laboratory which is based on noticing successful laboratories, personal experiences and interactions with colleagues.

Last lecture of fourth day of the workshop was delivered by Dr. Sanjay Kumar Singh from IIM Lucknow. He discussed extensively about the academic leadership in higher education. Through various illustrations from the Indian higher education he exposed the participants with the real picture of leadership at top levels.

Fifth day's workshop began with the lecture of Dr. Sunishtha Singh Yadav from Amity University, Noida. She raised a very pertinent question of women leadership in Science and Technology. Through her lively talk she discussed a global picture of women leadership and what role a women leader plays in the growth of an organization.

Dr. Biswanath Swain from IIM Indore highlighted the role of ethical leadership in decision making through a pre-designed case study which he had circulated among the participants one day before his lecture. He emphasized that the concepts 'good decision-making ability' and 'ethical leader' are intertwined with each other. One concept is not viable without the other. Anyone can be construed as a decisionmaker in an organization. Anyone can be considered as a leader in an organization. However, all the leaders by virtue of having decision-making ability cannot be considered as ethical leaders. Because, an ethical leader is the one who displays a prowess of demonstrating consistently-good-decision-making abilities and exhibits the potential to come up with successful and sustainable decisions. Further, she/he is an ethical leader who does not commit ethical breakdowns, who knows the traits of management, who has moral imagination, who differentiates ethical from unethical, and eventually, who as a mentor makes others ethical in an organization.

Post lunch session was taken by Mr. Satish Kumar, Deputy Registrar, Dr. Harisingh Gour University, Sagar. In his deliberation he very eloquently discussed different legal issues which an academician faces in his professional career. It covered common legal issues in academic Institutions particularly in the institutions of Higher Education like recruitment and admission, sex based harassment, discipline, grievance redressal mechanism.

Last lecture of the fifth day workshop was delivered by Prof. Nagaraju Gundemeda from University of Hyderabad. Through his lecture entitled ‘Quality leadership for reclaiming *Vishwaguru* in higher education’ he asserted that ideal leadership plays a crucial role in shaping the nature and direction of self-reliant India. Though national policies on education developed some of the best educational visions but didn’t give adequate importance to the educational leadership in the transformation of education policy into practice. The new education policy of 2020 accords critical importance to leadership to implement the vision into the mission. He examined the conception of educational leadership in NPE 2020? What is the unity and diversity in educational leadership with reference to school education and higher education? Critical understanding of the document shows that curriculum is used as means to inculcate the sense of leadership since the early stage of life, it also considers school not only as the centre of knowledge but also as a source of community engagement and social development. He argued that leadership need to be understood in a broader sense, educational leadership must instill the sense of the leadership qualities to learn how to innovate science and technologies to meet the needs of the upper and middle classes on the one hand and the underprivileged sections of a global society on the other in order to reclaim the *Visvagurustatus* on the global knowledge economy map.

Last day of the workshop began with an excellent deliberation from Dr. Sumesh S.S. of Tezpur University Assam. Before his lecture entitled ‘Making and Unmaking of Leaders: Changing Contours of Classrooms and Pedagogies’ he gave a Google Form link with a set of questions to the participants to share his/her views on daily lived experiences. On the basis of participants’ responses he explained how leadership is formed or curtailed in day to day class activities. It was purely in interactive mode and, through pre and post lecture engagement he was very successful in making his point among the participants.

Dr. Aribam Bijayadsundari Devi of Dr. Harisingh Gour University, Sagar discussed about the role of gender and its different dynamics in leadership. Through ethnographic case studies she pointed out the various challenges female gender faces in leading an organization and family.

Last lecture of the workshop was delivered by the Dr. Rajesh Singh Yadav coordinator of the workshop. Through an illustrative presentation, in his detailed deliberation Dr. Yadav discussed how leadership can be inculcated in a scientific organization? What are the different methods, approaches and strategies can be adapted to promote leadership qualities in a Science driven organization?

Last session of the workshop was valedictory session in which Prof. Rajesh Kumar Gautam, Head, Department of Anthropology, Dr. Harisingh Gour University Sagar was the chief guest. Dr. Sarvendra Yadav coordinator of the workshop gave a detailed report of one week deliberations and a brief picture of participants’ demographic profile. Participants were asked to give their comments and suggestions about the workshop and they happily shared their past 6 day’s experiences. Most of the respondents were satisfied with the battery of resource persons from India’s top educational institutions and their deliberations. Dr. Brijesh Singh Yadav, Assistant Professor, National Defense Academy, Khadakwasla, Pune, suggested that workshop on leadership could be arranged around themes that can be more insightful and meaningful for future workshops. Director, UGC-HRDC Dr R.T. Bedre addresses the online

gatherings with his critical comments about the workshop. At the end vote of thanks was given by Dr. Rajesh Singh Yadav.

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