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Leadership Development in Higher Education in India Today, For Better Tomorrow

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ABSTRACT

Leadership in Indian higher education is at a pivotal juncture, as institutions strive to meet the demands of a rapidly evolving educational landscape. This paper reviews the current state of leadership development, highlighting efforts to cultivate academic leaders capable of guiding institutions toward excellence. It provides a comprehensive overview of leadership development in Indian higher education, exploring theoretical frameworks, their application in education, existing leadership programs in top universities, prevailing challenges, and the Four Es strategies of leadership: Engage, Empower, Enable, and Encourage. The study incorporates several leadership theories relevant to higher education, including transformational leadership, servant leadership, and transactional leadership. These theories offer a foundation for understanding the diverse approaches to leadership within Indian universities and the essential qualities of effective academic leaders.

Introduction

Leadership roles involve influencing, inspiring, and bringing out the best in others. Effective leaders motivate and influence teams to work towards achieving a common goal, by mentoring and providing various support to succeed. They set a clear vision, encourage innovation, and support personal and professional growth in others. Leadership quality of an individual must be developed from higher education, by providing various platform to exhibit their inner leadership potential to the core. Leadership development programmes (LDP) enhance effective students learning, strengthen their communication and collaboration skills, develop resilience, enforce adaptation, and help schools attract more high-ability students, distinguish themselves from peer institutions, and increase the value of student's education. Leadership development in students is encouraged to explore personal values, purpose and vision for the future and understand self-imposed limitations in mental, physical, emotional health and reach beyond them.

Objective of the Study: This presentation aims to explore the current landscape for leadership development in higher education in Indian schools. We will examine existing programs, highlight challenges, and propose strategies and theories for enhancing leadership training. It provides a comprehensive understanding of how leadership development can be effectively integrated into the Indian education system to prepare students for future leadership roles.

Leadership Development Programme's Goals: LDP aims to achieve some goals to turn a common man into a leader, like to take responsibility, expand knowledge, develop effective time management, create innovative technique, think wide, enhance soft skills, practice self-discipline, consistent upgradation and conflict management.

The Current State of Leadership Development in Indian Educational Institutions:

Leadership in Higher Education India's National Education Policy (NEP) 2020 recognizes that the upgradation of educational institutions must not only focus on structural reforms but also aim to produce visionary leaders. The NEP 2020 introduces the Leadership for Academicians Program (LEAP), designed to nurture leadership qualities among faculty members. In addition to LEAP, the NEP 2020 underscores the importance of leadership development programs within higher education institutions. Innovations and multidisciplinary techniques in higher education are fostered by visionary leaders. The perspectives of various stakeholders, including faculty members, administrators, students, and policymakers, are essential in understanding the NEP's impact on leadership development.

Leadership Theories: Leadership theories relevant to education discussed here, are transformational, transactional, and servant leadership.

Transformational Leadership:

Transformational leadership inspires and motivates their followers to reach higher level of success and improvise their performance to show progress. Leaders focus on common vision, intellectual stimulation, individual attention, and considerations.

- **Application in Education:**

Transformational leadership can be applied to inspire followers like teachers and students by fostering a sense of purpose and commitment to educational goals. They encourage creativity, innovation, and continuous improvement. By modelling ethical behaviour, they shape positive school culture. Example: A principal who encourages teachers to explore new teaching methods and supports their professional development.

- **Transactional Leadership:** Transactional leadership motivate their teachers and students by rewarding gifts or appreciation on achieving something. When the followers commit some mistakes, transactional leader addresses the mistakes, makes them to rectify by punishments or counselling. It set expectations, monitor progress, and provide feedback.
- **Application in Education:** Transactional leaders establish clear rules, routines, and regular mechanisms. They reward good performance (e.g., recognizing outstanding teachers) and address poor performance (e.g., addressing class control issues). Example: A teacher present a Badge to reinforce positive behaviour in the classroom.

Leadership Development in Higher Education University Programs:

Top leadership development programmes in various universities and colleges which helps a student to flourish into a dynamic leader are listed

- Post Graduate Programme in Management (PGPM) - Indian Institute of Management Ahmedabad (IIMA) that emphasizes leadership development to focus on case-based learning and real-world applications.
- Leadership for Academicians Programme (LEAP) - Ministry of Education, Government of India aimed at senior faculty and academic heads to improve leadership and governance skills in higher education.
- Faculty Development Programme (FDP) - Indian Institutes of Management (IIMs) Offered across various IIMs, focusing on enhancing teaching, research, and leadership skills among faculty members.
- Academic Leadership Programme - Indian Institute of Technology (IIT) Kharagpur Tailored for academic administrators to enhance their strategic planning, management, and leadership abilities.
- Higher Education Leadership Development Programme - Xavier School of Management (XLRI), Jamshedpur Focuses on building leadership capacities in higher education through workshops, case studies, and experiential learning
- Strategic Leadership Programme for Higher Education - Tata Institute of Social Sciences (TISS), Mumbai aims at developing strategic thinking, change management, and leadership capabilities among academic leaders.

Table 02. Leadership Development Programs in Indian Universities with the focus areas

Program Name	Institution / Organizer	Focus Area
Post Graduate Programme in Management (PGPM)	Indian Institute of Management Ahmedabad (IIMA)	Leadership, strategic thinking, case-based decision-making
Leadership for Academicians Programme (LEAP)	Ministry of Education, Govt. of India	Training senior faculty in academic leadership and governance

Faculty Development Programme (FDP)	Indian Institutes of Management (IIMs)	Teaching, research, and leadership capacity among educators
Academic Leadership Programme	Indian Institute of Technology (IIT) Kharagpur	Strategic planning, academic management, institutional leadership
Higher Education Leadership Development Programme	Xavier School of Management (XLRI), Jamshedpur	Workshops, case studies, leadership in education context
Strategic Leadership Programme for Higher Education	Tata Institute of Social Sciences (TISS), Mumbai	Change management, strategic leadership for academic heads

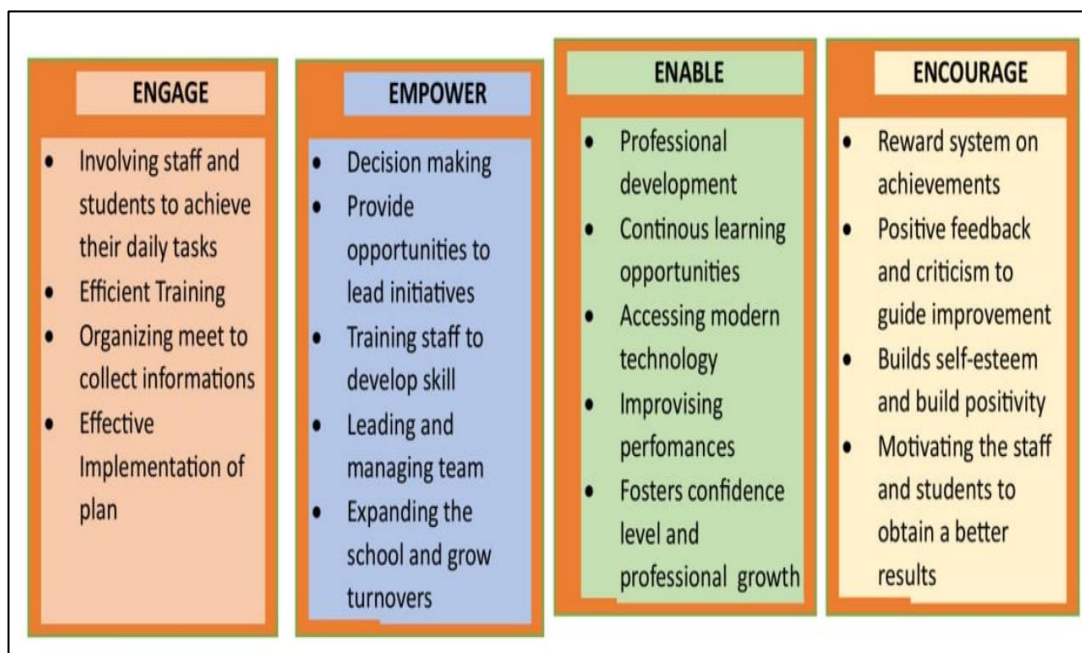


Figure 1: The four Rs leadership development

The Four Es of Leadership Development:

- **ENGAGEMENT:** Leaders actively involve all students and staff in the daily activities effectively. They create platforms for open discussion in meeting or forum, to gather input and address conflicts.
- **EMPOWERMENT:** Empowerment gives an individual the authority,

resources and power to make decisions and take actions that affect their work.

- **ENABLING:** Enabling provides necessary resources and environment to allow and individuals to perform their work effectively.
- **ENCOURAGEMENT:** Encouragement focuses on motivating and recognizing

individuals to sustain their efforts and achieve their full potential.

Systemic Challenges of Leadership Development in Higher Education:

Leadership development in higher education faces several challenges, including:

- **Resource Constraints:** Limited funding and resources hinder the implementation and sustainability of comprehensive leadership development programs.
- **Cultural Resistance:** Institutions may resist change due to long-standing traditions and established practices, making it difficult to introduce new leadership paradigms.
- **Diverse Needs:** The diverse backgrounds and needs of faculty, staff, and students require tailored leadership programs, complicating the design and delivery of such initiatives.
- **Lack of Support:** Inadequate support from top administration can undermine leadership development efforts, as institutional buy-in is crucial for success.
- **Balancing Roles:** Faculty and staff often juggle multiple responsibilities, making it challenging to prioritize leadership development alongside teaching, research, and administrative duties.
- **Measuring Impact:** Assessing the effectiveness of leadership development programs can be difficult, as outcomes are often qualitative and long-term.

- **Rapid Change:** The fast-paced changes in higher education, including technological advancements and evolving student needs, require continuous adaptation of leadership programs.
- **Inclusivity and Diversity:** Ensuring that leadership development initiatives are inclusive and promote diversity can be challenging but is essential for creating equitable opportunities.
- **Sustainability:** Maintaining momentum and enthusiasm for leadership development over time can be difficult, especially if initial excitement wanes or if there are changes in institutional priorities.

Conclusion and Recommendations

The research concludes with strategic recommendations to enhance leadership development in Indian higher education. These include adopting comprehensive leadership development frameworks, promoting collaborative learning environments, leveraging technology for ongoing professional development and encouraging policy reforms to support leadership initiatives.

Emphasizing the Four Es can cultivate dynamic leaders capable of navigating the complexities of the modern educational landscape and driving institutional success. Overcoming the challenges or addressing the challenges by strategic planning, commitment from all levels of the institution and organisations will support to improve leadership development efforts.



Figure 2: Challengers of Leadership Development

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