

Departmental Advisory Committee 2021-22

Department of Higher and
Professional Education



**National Institute of Educational Planning
and Administration**

Departmental Advisory Committee Meeting

Agenda

22 February, 2021



Department of Higher and Professional Education

**National Institute of Educational Planning and Administration
New Delhi-110016**

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Department at a Glance

Introduction

The Department works in the policy, planning and management dimensions of higher and professional education. It encourages research on issues like quality, governance, financing, privatization and internationalization of higher and professional education. It undertakes training programmes and workshops for institutional heads and senior university and state officials in the Planning and management of higher and professional education. The department also provides technical and professional consultancy to policy, planning and implementing agencies of higher and professional education. Since its inception the Department has been constantly providing research support and policy advice to the Ministry of Human Resource Development, Government of India. The WTO cell in the Department played an important role in analyzing requests and firming up India's offers under GATS. The department studied various dimensions of internationalization in higher education and organized seminars to debate and disseminates the same. The department had been supporting the process of finalization of different five-year plans for higher education. Also, it has been constantly working with the University Grants Commission of India in holding seminars and conferences of experts, vice chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. It has also provided academic support to the regional conferences of UNESCO leading up to the world conference on higher education and Planning Commission and World Bank sponsored seminar on performance funding in Indian higher education. Among the annual features of the Department are regular training program for the principals of colleges of different categories. The department has been providing academic support to the Universities and colleges in seminars on various dimensions of access, quality and academic reforms. The department is actively engaged in the transaction of coursework for M Phil, PhD programmes; and the two diploma programmes namely International Diploma in Educational Planning and Administration (IDEPA) and Post Graduate Diploma in Educational Planning and Administration (PGDEPA). The Department has been supervising research scholars of M Phil, Ph.D, IDEPA and PGDEPA programmes on their dissertations.

Research and Teaching

The members of the department have been constantly researching on many critical and meaningful aspects of higher education such as 'Participation of Muslims in higher education', 'Financing of higher education', 'Self financing courses in colleges', 'Foreign education providers in India', 'Alternatives and innovative forms of higher education for left-out-youth',

'Mobility of teachers in universities and colleges, 'Foreign students in Indian universities' , 'Private universities in India' and 'Skills for employability in South Asia', Autonomy in Higher Education, Governance of Higher Education in Bihar and others states, Library Facilities in Indian Undergraduate colleges and its impact on Students' Academic performance.

Teaching is one of the major functions of the department. The faculty members have been constantly engaging in teaching the M.Phil/PhD scholars, trainees of Post Graduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning and administration (IDEPA). They also contribute in the programmes/ events organized by the other departments of NIEPA as well as colleges and universities all over India. The focus areas include Education Policy, Planning and Finance; Educational research; and various dimensions of Higher education such as access and equity issues, governance and leadership, privatisation, internationalization, teaching and learning, quality assurance and others.

Training

The Department has been actively engaged in training professionals engaged in the higher education sector and has conducted many programmes in Delhi and beyond such ' Principals programmes of different category (SC/ST Students concentrated , Rural colleges, Women colleges) in Planning & management, 'Technical Committee meetings on Trade in Education Services under WTO Regime', 'National Policy Committee meeting on "National Qualification Framework , 'National Conference on 'Internationalization of Higher Education: Issues and Concerns', National seminar on 'Privatization and Commercialization of Higher Education', 'Workshop on 'Development of Colligate Education and Role of Teachers Organization', 'Workshop of the Principals of Colleges on 'Making Leaders for Collective Excellence', 'Leadership Development Programme for Women in Higher Education Institutions', National Workshop on '11th Five Year Plan – Approach and Implementation: Analysis of Higher Education and Technical Education', 'Sub-regional Conference of South, South-West and Central Asia on Higher Education', 'Workshop on Academic Credit System in Indian Universities', 'India – UK Education Leadership Development Programme', 'Renovation and Rejuvenation of Universities', Workshop on 'Community colleges', 'Foreign Providers in Indian Higher Education – Issues of Entry, Regulation and Models of Engagement', 'Consultation Conference on National Commission for Higher Education and Research, National Seminar on 'Autonomous colleges: Challenges and Opportunities', National Workshop on 'Role of Academic Staff Colleges in Improving Quality of Teachers in Higher Education', 'Sub-Committee meeting on Institutional Management and Leadership Development in Higher Education', Meet on 'expansion of the higher education sector, issues related to equity and quality', National Seminar on 'Policy Reforms in higher education', 'Asia regional skills symposium'. In addition Workshops on the areas namely Idea of University, Equity and Social Justice - Woman, Minorities and Disabled, Equity and Social Justice - Social Groups and Affirmative Action, Privatisation in Higher Education, Governance in Higher Education, Leadership in Higher Education, Financing in Higher Education, Teaching Learning in Higher

Education , Faculty Management and Development, Internationalisation of Higher Education, Research, Innovation and Technology have been conducted during the last three years.

Envisioning Department of Higher and Professional Education

The Department of higher and professional education envisions initiating collaborative research in the area of governance, expansion, quality and privatization of university system. The objective of the collaborative research is to have a comparative experience of two or more large higher education systems and learn lessons for efficiently managing Indian higher education with a greater sense of autonomy, accountability and decentralized governance structure. The department would also like to initiate a diploma/degree programme on 'Higher Education management' through an innovative curricular design. The objective of such a course would be to critically engage in issues related to management in higher education with practitioners and functionaries. A Journal dedicated to the issues in higher education is a felt need and the department would like to launch a bi-annual peer reviewed journal. Further, the department proposes to publish a series on "Higher Education Governance" for all states in the three years. Department proposes to publish a book by 2020-21 based on case study reports on Institutions/colleges with excellence. The first selection of institutions will be based on the criteria of the age of the institution. 25 institutions of over 100 years of age will be selected from all parts of India. A quarterly news letter that covers the issues of current practices within and outside universities needs to be documented and experiences shared among practitioners, will also be undertaken by the department. Ministry of Human Resource Development is expected to come up with the New Education Policy. Our department is planning to have consultations with all important groups of stakeholders in higher education on various issues relating to teachers, students, quality and governance in Higher Education. As higher education system in India would face the challenge of mass expansion, the overarching issues of governance, quality and management acquire greater importance and department would like to engage in discourse - theoretical as well as practical - on the themes through policy workshops and seminars, national as well as international.

Perspective Plan: Vision 2030

Perspective Plan of NIEPA notes that the Institute strives to achieve its missions through strategic interventions to bring about substantial changes in the focus and orientations in its core mandates related to research programmes, teaching, capacity development activities and in extending policy support to MHRD and other policy making bodies at the national and state

levels. The focus research areas include :i) - Equity, diversity and inclusion ; ii) Quality and learning and employment outcomes; iii) Technology and teaching learning; and iv) Governance and Accountability. In addition, NIEPA is striving to transit from face-to-face mode to online programmes. In view of the above perspective plan, the Department of Higher and Professional Education has emphasised on developing blended course programmes and national level research projects. To develop Professional Expertise in Higher Education through Teaching, Research and Training, the roadmap made is given below.

A: Strategy 7 Year (2018-2030)

- i. Developing and Implementing Diploma Programme in Higher Education (1000 participants)
- ii. Developing and Completing Higher Education Governance in all States Series (35 Volumes)
- iii. Developing and Completing International Collaborative Projects in Higher Education Governance (2)
- iv. Developing and Completing Four papers on Higher Education (equivalent to one semester 16 credit course) - (i) Normative Approaches to Policy, (ii) Comparative structures of University, (iii) Higher Education Governance (iv) Leadership in Higher Education for a two-Year Master's Programme
- v. 4 Long term (3 years duration) Research Projects on themes such as Biography of Colleges and universities, Teaching and Learning, Research Promotion, Governance, Access and Equity
- vi. 12 Short Term (one year duration) Research Projects on areas related to contemporary interest
- vii. A Journal on Higher Education

Action Plan 3 years

- i. Launching Certificate Course in Higher Education
- ii. Completing 12 Modules for a Diploma Programme
- iii. Higher Education Governance Series 5 States
- iv. Initiating one international collaborative research project
- v. Initiating 2 long term research projects
- vi. Initiating 4 short term research projects
- vii. Initiating a Journal on Higher Education

B: Roadmap- Research

Research: The department of higher and professional education proposes Research on some of the themes identified below (but not limited to) to be taken up in the next five years.

(a) Access and Equity:

- Conceptual and Empirical Dimensions of Affordability
- Empowerment - Actual and Potential - of Marginalized Population in Higher Education
- Gender and Higher Education
- Participation and Exclusion - Theoretical and Practical Exploration
- Exploring Multi-Dimensional Deprivations in Higher Education

(b) Quality:

- Quality Assurance and Institutional Transformations: What is net value addition
- Understanding Pedagogy and Teaching in Higher Education
- Academic Corruption:
- Exploring links between qualifications frameworks and quality assurance
- rankings and quality assurance
- Library: Status and challenges
- NEP 2020: Quality related agendas

(c) Governance:

- Analysis of University level Academic Bodies' Governance across States
- Leadership in Higher Education
- System of Governance of Affiliated Colleges across States by the University
- Functioning of Internal Quality Assurance Cells in Universities
- Working of Examination Section in Universities
- Admission, Supervision and Evaluation of Ph D Students - Practices across Universities
- Shortage of Teachers

(d) Privatization and Internationalization

- Exploring Commodification and understanding its implications
- Public private partnership: feasibility and implications
- Corporate social responsibility in higher education
- Exploring models of philanthropy
- Diversity of private providers, including the for-profit sector.
- Trends and Issues in International Higher Education

(e) Education and Labour Market linkages

- Enhancing employability in higher education
- Education and Labour market linkages
- Vocationalisation and Private Partnership.

On some of the issues mentioned above, the Centre for Policy Research in Higher Education at NIEPA has already proposed research projects. Hence those areas of research will be excluded from our current deliberations.

C: National level project on Higher Education Governance in States

The department proposes to publish a series on "Higher Education Governance" for all states in the three years. Pilot Study on Governance of Higher Education in Bihar has been completed in 2019. Research study for the remaining states is planned to be initiated in 2021-22. There will be state wise publication on various aspects of governance in post-secondary education. The rationale of having such publication is to have different state governments strategies in governance of higher education collected at one place facilitating policy intervention and the understanding of inter-state variations in governance. The document will be based on primarily secondary information obtained from State higher education departments, Universities and colleges. The governance will consist of state wise basic information on institutional structure, governance modes, participation of students, teacher recruitment, programmes, financing, appointments of VCs, Chancellor's office, state government and relation with universities, autonomous and affiliated colleges, and Professional institutions. Chapter wise analysis will be based on templates developed at NIEPA. However, in each chapter there will be enough space for reflection of the author, besides having relevant information along the template.

D: Online programmes

The Department of Higher and Professional Education is plans to develop and launch two-three month long online programme for the academic and administrative personnel in the year 2021-22. This programme will be designed and made available through the MOODLE platform in the form of Online Programme/Course. The department envisages expanding the outreach of this program to faculty also in the coming years

E: Book on the Institutional Biographies: The Centenarians

Department proposes to publish a book in 2021-22 based on case study of colleges with excellence which have completed hundred years. 25 institutions of over 100 years were selected from five regions in India. The case study will highlight the salient features of the life cycle of institution. Institutional dynamism and challenges of sustainability, ups and downs, leadership, colonial practices in the history, connect with the society, teaching and research excellence and some of other salient features will be highlighted to understand the vitality and the long life of an institution. Unfortunately, in India we are short of such documentation on the institutions. Author's workshop was held in October 2018 to discuss the drafts based on the suggested

guidelines. Final drafts from 14 such institutions have been received and editing will commence soon.

DHPE Progress Overview of 2020-21

(i) Programmes Proposed and not conducted

S. No.	Name of the Program	Date and Place	No. of Participants	Coordinator
1.	Four days Workshop for Finalization of Modules on Governance in Higher Education; and Leadership Challenges in Higher Education	December 1-4 , 2020	15 Participants (Heads, Deans, College Principals and Faculty of universities)	Sudhanshu Bhushan and Aarti Srivastava
2.	Four days Workshop for Finalization of Modules on Institutional Leadership in Higher Education; and Teaching, Research and Innovation in Higher Education	December 14-17, 2020	15 participants (Heads, Deans, College Principals and Faculty of universities)	Neeru Snehi and Sangeeta Angom
3.	One Day Expert Committee Group Meeting for Vetting the online course on governance and leadership in Higher Education	December 21-22, 2020	10 Participants (Subject Experts)	Neeru Snehi Sangeeta Angom
4.	Leadership Training Workshop of the Principals of Colleges	January 18-22, 2021	35 Participants (College Principals)	Aarti Srivastava
5.	An online certificate course in education policy	October-November, 2020	20 participants	Sudhanshu Bhushan
6.	Course in Governance and Leadership in Higher Education	February-April 2021	35 participants (Heads, Deans, College Principals)	Sudhanshu Bhushan. Aarti Srivastava Neeru Snehi Sangeeta Angom

(ii) Academic Progress

Books / Article Published

Sl No	Details of the publication	Faculty name
1.	Governance of Higher Education in Bihar: Influence of Power Centers, Routedlege, 2021	Sudhanshu Bhushan
2.	<p>1.Co-edited book, in James Arvanitakis, Sudhanshu Bushan, Nayanthara Pothan and Aarti Srivastava eds. “Teaching and Learning in Higher Education in Indian and Australia”, 2020; Routledge. ISBN: 9780367275228</p> <p>2.Srivastava, A. and Lind, J. M. (2020). Women in Higher Education Research, in James Arvanitakis, Sudhanshu Bushan, Nayanthara Pothan and Aarti Srivastava eds. Teaching and Learning in Higher Education in Indian and Australia; Routledge. ISBN: 9780367275228</p> <p>3. Srivastava, A. and Ghosh, S. (2021). Form to Reform: The Shaping of National Resource Centre for Education, in Special Issue on Implementation Strategies for National Education Policy 2020 : Reimagining Teacher Education, Vocational Education and Professional Education; University News, Vol. 59 (4), January 25-31, 54-57. ISSN: 0566-2257</p>	Aarti Srivastava
2	Teaching-Learning: A Study of Undergraduate Level of Education in N. V. Varghese and Syantan Mandal, (Ed.) 2020. Teaching Learning and New Technologies in Higher Education. Springer: NIEPA. pp. 179.	Neeru Snehi
3	<p>i. Rethinking Higher Education In Northeast India (chapter) in the book titled, “Migration and Ethnicity in Northeast India” edited by M.Amarjeet Singh and H.Shukhdeba Sharma, Shipra , Pp136-152</p> <p>ii. Private Universities in India: Reflection on key findings in the book titled “Anthology of qualitative research in education” edited by Sandeep Kumar and M. Rajendran, 2020. Pp 91-108</p>	Sangeeta Angom

Teaching and Research

1	The department faculty is engaged in teaching MPhil/PhD, IDEPA and PGDEPA.	
2	PhDs submitted	Aarti-1
3	M. Phil completed	Aarti - 1 Neeru-1 Sangeeta-1
4	PhD ongoing	Sudhanshu Bhushan-6 Aarti-2 Neeru-2 Sangeeta-1
5	M Phil ongoing	Aarti-1 Neeru-1 Sangeeta-1
6	PGDEPA Dissertation evaluated and awarded	Neeru-2 (1 awarded; 1-ongoing) Sangeeta-2 (1 awarded; 1-ongoing)
7	IDEPA Dissertation guided	Neeru-2 ongoing Sangeeta-1 (ongoing)
8	IDEPA Dissertation evaluated and awarded	Aarti – 1 Neeru-1 Sangeeta-2

(iii) Research Projects Overview

S. No.	Title of Research	Progress overview
Ongoing/Completed		
1.	Higher Education Governance in Bihar Sudhanshu Bhushan	Completed
2.	Series on Educational governance of Higher Education Institutions in States NV Varghese, Sudhanshu Bhushan, Aarti Srivastava, Neeru Snehi, Sangeeta Angom	The proposal has been duly examined by two external experts, approved by DAC and EC has been submitted. Pilot Research on Bihar is complete. To upscale it for all the states discussed with the Vice-Chancellor. DAC has to make an overview and suggest ways for the take off of the project. (annex 1)
3.	Institutional Biographies: The Centenarians Aarti Srivastava	14 chapters have been received. Review and editing are in progress.
4.	Autonomy in Indian Higher Education Institutions Neeru Snehi	Report is prepared and submitted for feedback

5.	A Study on Private University Acts and Regulations of Fee (MHRD project) - Sangeeta Angom	Completed. (Final document after revision on the basis of reviewers' comments and editing, submitted in August, 2020.)
6.	UGC scholarship evaluation –Sudhanshu Bhushan, Aarti Srivastava, Neeru Snehi, Sangeeta Angom	Completed and submitted to UGC on October, 2020.
7.	Library Facilities in Indian Undergraduate colleges and its impact on Student's academic performance -Sangeeta Angom	Pilot study is completed. Field work which was supposed to conduct from March, 2020 onwards is being delayed due to COVID 19 pandemic.
8.	Evaluation of Travel Grant of UGC	Sudhanshu Bhushan
9.	COVID 19 and higher Education	Sudhanshu Bhushan

Programmes Proposed for 2021-22

1. Research Programmes proposed

- i. Governance of Higher Education in States proposed (see Annexure 1)
- ii. Leadership in Higher Education Institutions: Pathways for Improving Institutional Performance- Aarti Srivastava (see Annexure 2)
- iii. Institutional Development Plan in Higher Education by Neeru Snehi and Sangeeta Angom (see Annexure 3)

2. National Seminar/Training Programmes Proposed for the year 2021-22

Programme 1: National Seminar on Higher Education in Post COVID situation

Title of the Programme	National Seminar on Higher education in Post-Covid situation
Introduction	<p>Pandemic has created a chaotic influence all round life and activities of the people. There is a talk of a new normal in post pandemic world. What will be the new normal is difficult to conjecture, yet a new normal needs a discussion in the context of higher education? During pandemic there has been a disruption of teaching, research and other functions in higher educational institutions. The disruption was partly compensated by technology. Notwithstanding the limits in terms of access to technology, some leading institutions continued teaching activities. There was large scale training of teachers by the HRDC's. There were webinars on a large scale. Some teachers also found time to intensify research based on available information as field visit was not possible. So far there is no analysis of the effect of online teaching and what was the impact of online teaching upon students' learning? How was the research activity impacted by the pandemic? How did doctoral students coop with the pandemic in the absence of effective supervision by the research supervisors?</p> <p>While the pandemic disruptive effect is essential to understand, we need to understand the transition to a 'new normal'. First of all, the important question is: what is new normal? The way technology was of help during pandemic, will the new normal be a world of new technology. What will be the modes in which new technology will express itself? Will it be blended mode? Will it be innovative apps and software leading to new education platform, new methods</p>

	<p>of assessment, new methods of teaching? Will education lose touch with human interaction? Will the questioning, debating and discussion give way to confirmation? How will then knowledge generation process be shaped? How will then technology shape both teachers and students in the absence of social environment of an educational institution.</p> <p>Market is an ally of technology. Technology thrives when market process supports it in terms of demand for education technology. This means that marketization of technology product and services will have to be promoted as a matter of policy. Will a new normal be a situation in which privatization will be promoted? Will the commodification process get a boost? What kind of support mechanism for students, teachers and institutions will be needed in a new normal when technology and market will propel the system in a new direction?</p> <p>An important aspect of a new normal will be the role of the state. On the one hand, the indication is that budgetary support for higher education will decline in nominal terms, paving the way towards increasing privatization of higher education. On the other hand, the displacing effects of market and technology will mean high state funding to vulnerable groups and institutions. Caught amidst the contradiction, state will increasingly be a site of conflicts. There may be repression on a larger scale to deal with the conflict. Technology, market and state may form a triad to support each other. The neoliberal tendency may witness a boost.</p> <p>Amidst above triad formation a new normal in post pandemic period will affect any sustainable development goals as agreed internationally. This will affect access, equity and quality of higher education. The university may see an intensification of more and more vocational programmes. Public universities, in the absence of the support of public funding, may see a decline in terms of the purpose, function and process of education in a university.</p>
Theme	Higher Education in Post Covid situation
Objectives	<ul style="list-style-type: none"> • To understand the developments during active phase of Covid in higher education sector • To conceptualize the “new normal” in post Covid scenario • To understand the role of technology in new normal • To understand the role of market in new normal • To analyze the role of state in new normal • To understand the likely effect of new normal on access, equity and quality • To understand the likely scenario in sustainable development in higher education
Competencies to be developed	<ul style="list-style-type: none"> • Adapting to new changes in Higher education in post- Covid scenario

Expected Outcomes	1. Enhancement of understanding the current changes in HE education in the country 2. To develop strategies for enhancing teaching learning, research and leadership skills
Participants/Target Group	Experts on Higher Education, Teachers and Researchers
Programme Duration, Date and Venue	20-21 January, 2022
Programme Coordinator(s)	Prof. Sudhanshu Bhushan

Budget Estimates

Budget Estimates	Estimated Expenditures (in Rs.) Rs.
TA for 20 participants @ Rs. 20,000 per person	4,00,000
Boarding Charges for 20 participants (@ Rs 800*3 days)	48,000
Lodging Charges for 20 participants (@ Rs 500*3 days)	30,000
Refreshment for 30 person @Rs 100/-per day *3 days	9,000
Miscellaneous -Stationary, Photocopy, etc	50,000
Honorarium to the expert @2000 per person	40,000
Total	1,00,000

Programme 2: Faculty Development Programme in Higher Education (online)

Title of the Programme	Faculty Development Programme in Higher Education
Introduction	Higher education is gaining significant attention over the last few decades. This may be due to the changing external environment of universities and colleges most specifically during the pandemic. The impact of globalization, technology, the massification of tertiary education, the emergence of knowledge economy, the intrusion of market forces and other drivers into the sector has resulted in universities growing rapidly, becoming larger and diverse. While our country still

	<p>faced number of challenges in Higher Education sector, important issues among them, are related to quality education, faculty related issues, funding issue, governance issue etc. Some of the issues for deliberations include: How the traditional forms of university governance are changing in the present consent context? How does change in financing patterns of the government affected the university governance? What is the impact of university leaders' perspective on efficient functioning of the university? How to manage the concerns related to selection and recruitment of senior officers of the university? How to manage the quality of teachers? What are the major reforms being undertaken in university governance globally? And how to improve academic research undertaken in Indian universities in order to create innovative research leading for more patent filing?</p> <p>In this context, with an aim to provide capacity development for the college faculty, the Department of Higher and Professional Education, NIEPA, New Delhi proposes to launch a one month (online) Faculty Development Program in higher education in the year 2021-22.</p>
Theme	Faculty Development Program for college teachers
Learning Objectives	<ul style="list-style-type: none"> • To provide an understanding about the changing trends in Higher Education policy/ governance • To explore the role of university/college leadership in institutional governance • To understand the changing trends in teaching learning process • To understand the privatization in higher education and current challenges • To provide an understanding of the current changes in research and innovations in higher education
Competencies to be developed	<ul style="list-style-type: none"> • Adapting to new changes in Higher education scenario • Leadership and governance skills • Responding and managing individual issues of teaching learning and research • Encouragement for developing networks and

	collaborations
Expected Outcomes	1. Enhancement of understanding the current changes in HE education in the country 2. To develop strategies for enhancing teaching learning, research and leadership skills
Participants/Target Group	College teachers
Programme Duration, Date and Venue	Two months (online) September 2021- October, 2021
Programme Coordinator(s)	Dr. Sudhanshu Bhushan - Module on policy Dr. Aarti Srivastava – Module on teaching learning Dr. Neeru Snehi – Module on governance and leadership Dr. Sangeeta Angom – Module on privatization

Budget Estimates

Budget Estimates	Estimated Expenditures (in Rs.)
Module Development and Printing	50,000
Miscellaneous -Stationary, Photocopy, etc	50,000
Total	1,00,000

Program 3: Leadership Development for College Principals

Title of the Programme	Leadership Development for College Principals
Introduction	One of the crucial areas which needs to be worked upon for raising the standards of higher education is “Leadership in Higher Education Institutions”. The National Policy on Education 2020 also identifies that Effective leadership leads to formation of world class institutions and is a must for raising the standards of higher education in the country. The document further says that, leaders must demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in team work, pluralism, ability to work with diverse people and a positive outlook. The effort must be to build strong diverse teams, comprising both academic and non-academic members. Coherent, shared plans rather than the decisions made by a few individuals must be the basis for progress towards institutional

	goals. Since leadership crisis is a big challenge faced by the Higher education sector today, any serious effort to improve the quality of higher education must include development of leadership qualities and skills among the senior academicians who are currently holding such positions.
Theme	With a view to cater to the challenge of leadership crisis being faced by the Indian Higher Education sector, the Department of Higher and Professional Education aims to conduct a workshop for undertaking systematic leadership training of the principals of colleges in India. The workshop shall aim to develop the knowledge, skills and attitudes of the principals so as to effectively perform the leadership and governance roles assigned to them for the ultimate benefit of their institution.
Learning Objectives	<ul style="list-style-type: none"> • To understand and overcome the challenges of organizational change • To master new approaches to leadership • Develop and implement effective strategies • Review and assess the impact of changes in the higher education competitive environment • Evaluate the impact of new initiatives and alliances • To facilitate innovation and creativity among the college faculty • Realign faculty performance and needs and financial resources
Competencies to be developed	<ul style="list-style-type: none"> • Leadership and governance skills • Adapting to new changes • Responding and managing individual issues of both the teaching and non-teaching staff of the college • Liasoning and Networking with other institutions in the sector • Encouragement for collaborative work • Initiator and catalyst for new activities
Expected Outcomes	<ol style="list-style-type: none"> 1. Training of principals for leadership and governance roles in a college. 2. Building network of the principals of colleges.
Participants/Target Group	Principals of colleges in India
Programme Duration, Date and Venue	5 Day Workshop (October-November, 2021)
Programme Coordinator(s)	Dr. Neeru Snehi, Associate Professor, Department of Higher and Professional Education

Budget Estimates

Budget Estimates	Estimated Expenditures (in Rs.)
TA for 35 participants @ Rs. 20,000 per person	Rs.700,000
Boarding Charges for 35 participants (@ Rs 800*7 days	Rs.1.96,000
Lodging Charges for 35 participants (@ Rs 500*7 days	Rs.1,22,500
Refreshment for 35 person @Rs 100/-per day *5 days	Rs.17,5 00
Miscellaneous -Stationary, Photocopy, etc	Rs. 20,000
Honorarium to the expert @2000 per session *two persons	Rs. 40000
Total	Rs.1060000/-

Program 4: Leadership Development Workshop of Deans of Faculty/HODs of Universities

Title of the Programme	Leadership Development Workshop of Deans of Faculty/HODs of Universities
Introduction	The institutional head/college principal/University department head plays major role in management of their institution based on the overall University governance structures and policies. Institutional heads are responsible for administrative functions, financial and budgetary management, management and development of academic and non-teaching staff, student related and teaching-learning-research related responsibilities. As, leadership development is the process which helps expand the capacity of individuals to perform in leadership roles within organizations, it plays an important role in institutional management. Therefore, facilitation for capacity enhancement of university academia to play the leadership role is pertinent issue. In this context, with a view to understand and develop leadership capabilities of Deans and heads of the department in the university, the Department of Higher and Professional Education is proposing to conduct a 5-day Leadership Development Workshop of Deans of Faculty/HODs of Universities
Theme	Leadership Development of Deans of Faculty/HODs of Universities
Learning Objectives	

	<ol style="list-style-type: none"> 1. To understand and overcome the challenges of academic administration 2. To master new approaches to leadership 3. To develop and implement effective strategies for academic enhancement
Competencies to be developed	<ol style="list-style-type: none"> 1. Leadership and governance skills 2. Adapting to new changes 3. Responding and managing individual issues of both the teaching and non-teaching staff of the faculty 4. Encouragement for networking and collaborations
Expected Outcomes	<ol style="list-style-type: none"> 1. To understand the challenges and responsibilities of faculty and Head of departments 2. To develop strategies for enhancing leadership skills
Participants/ Target Group	Deans and heads of the department in the university
Programme Duration, Date and Venue	5 Day workshop; November-December 2021
Programme Coordinator(s)	Dr. Sangeeta Angom, Assistant Professor, Department of Higher and Professional Education

Budget Estimates

Budget Estimates	Estimated Expenditures (in Rs.)
TA for 35 participants @ Rs. 20,000 per person	Rs.700,000
Boarding Charges for 35 participants (@ Rs 800*7 days)	Rs.1.96,000
Lodging Charges for 35 participants (@ Rs 500*7 days)	Rs.1,22,500
Refreshment for 35 person @Rs 100/-per day *5 days	Rs.17,5 00
Miscellaneous -Stationary, Photocopy, etc	Rs. 20,000
Honorarium to the expert @2000 per session *two persons	Rs. 40000
Total	Rs.1060000/-

Program 5: Leadership Challenges of 21st century workshop of VCs/Pro. VCs/ Senior Academic Functionaries of universities

Title of the Programme	Leadership Challenges of 21 st century workshop of VCs/Pro.VCs/Senior academic Functionaries of universities
Introduction	<p>Leaders today face new challenges due to the speed of technological, social, and economic change. In case of higher education, institutional leaders face various challenges such as digital disruption, changing faculty recruitment criteria/ approaches, increased decentralised governance and management, diverse student body etc. This calls for institutional leaders to develop strategies and mechanisms for preparing the higher education institutions to face these challenges. There is need to explore and identify the challenges faced in highly diverse institutional scenario of the country. This would then lead to develop initiatives/ strategies to overcome the challenges faced by the institutional leaders for efficient management of the HEIs.</p> <p>In this context, the department is organising a 3-day Workshop of VCs/ Pro.VCs /Senior Academic Functionaries of universities to ascertain the challenges and develop the roadmap for smooth functioning of the HEIs.</p>
Theme	Leadership Challenges of 21st century
Learning Objectives	<ol style="list-style-type: none"> 1. To understand the challenges/issues faced while managing the institutions 2. To identify the skills /capabilities required for efficient management of the institution 3. To develop and implement effective strategies for effective leadership
Competencies to be developed	<ol style="list-style-type: none"> 1. Leadership and governance skills 2. Adapting to new changes 3. Responding and managing individual issues of both the teaching and non-teaching staff of the faculty 4. Encouragement for developing networks and collaborations
Expected Outcomes	<ol style="list-style-type: none"> 1. To understand the leadership challenges/issues faced while managing the institutions 2. To develop strategies for enhancing leadership skills
Participants/Target Group	VCs/Pro.VCs/Senior academic Functionaries of universities; November-December 2021
Programme Duration, Date and Venue	3 Day workshop
Programme Coordinator(s)	Dr. Aarti Srivastava , Associate Professor, Department of Higher and

	Professional Education
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Budget Estimates

Budget Estimates	Estimated Expenditures (in Rs.)
TA for 35 participants @ Rs. 20,000 per person	Rs.700,000
Boarding Charges for 35 participants (@ Rs 800*3days	Rs.84,800
Lodging Charges for 35 participants (@ Rs 500*3days	Rs.52,500
Refreshment for 20 person @Rs 100/-per day	Rs.10,500
Honorarium to the expert @2000 per session *two persons	Rs. 4000
Miscellaneous -Stationary, Photocopy, etc	Rs. 20,000
Total	Rs 871,800

Annexure 1

Governance of Higher Education - State Wise Series

1. Background

Academic Council, NIEPA in its meeting held on March 18, 2019 has approved the research project on Governance of Higher Education - state wise series for all states in India along with the budget. The research proposal was earlier reviewed by two experts. As per the plan the pilot project in one state (Bihar) is complete. The research report has been reviewed by an expert committee in a meeting held on 21st May 2019. After the feedbacks from the experts the research report on Governance of Higher Education in Bihar has been finalized. The stage is now set for the rolling out of the National Project on Governance of Higher Education - State Wise Series for all the states in India, as per the approval of Academic Council and Board of Management, NIEPA.

2. Rationale

It is pertinent to briefly mention the rationale for the National Project on Governance of Higher Education - State Wise Series for all the states in India. As stated in the proposal, trajectories of development in higher education has been varied in different states notwithstanding the uniform standards approach to be enforced by UGC and other councils. The different states have experienced varying social political contexts. At the level of practice the governance structures, the financing patterns, response to demand for higher education in terms of privatization, the policies on recruitment, promotions of teachers and non teaching employees, etc. vary. Such state wise variance is necessary to understand both at the level of information and at the conceptual level. This is what forms the rationale of the study.

3. Objectives

1. The series on governance of higher education in different states will help to provide basic information on institutional structure, governance, policies, practices, funding of higher education institutions
2. The series on governance will highlight the good practices in some states and incentivize other states to follow
3. The series will help the central government and the regulatory councils to understand the variance in the governance and streamline the practices through policy and planning intervention
4. The series on governance will help to develop the network - academic, governance - and promote collaboration across states

5. It will help to understand the student in terms of social composition, disciplinary preferences, support systems and also variations in the composition of teachers, terms of superannuation and their remuneration.
6. The series on governance of higher education will help to introduce reforms in higher education in a systematic manner based on correct information and inter-state variations in actual practices

4. Structures of Governance

Indian higher education system consists of a small number of central universities, large state run universities, state private universities and deemed universities. Although central government is responsible for funding all central universities, the central government has also been supporting the state universities under plan funding. Besides, University Grants Commission's main mandate is to maintain the standards of education of the universities. By virtue of higher education in the state list since the beginning of the promulgation of the Constitution of India and in the concurrent list since 1976, the state run universities have varying development trajectories, notwithstanding the uniform maintenance of standards under the directives from the University Grants Commission. As a result different state governments have influenced the development of higher education in respective states in varying ways being determined by different socio-economic and political circumstances.

Educational governance of higher education institutions in the state consist of governance of universities being guided by the respective acts, statues and ordinances. All colleges are affiliated by the universities and academic governance are controlled by the university whereas finance and administrative aspects are controlled by the state governments. All universities are also being governed under the office of the Chancellor which has important role under the acts and statutes of the universities. There are three aspects of the governance of universities and colleges - academic, administrative and financing. Higher education is also, in many states, effectively under the supervision of higher education councils in the states. With respect to the technical and professional education many states have established respective state universities which control specific technical/professional colleges. For example, all agricultural colleges in a state are governed by the respective agricultural universities of the state and so on for Engineering, Law and Medical education. Different universities have constituent colleges and constituent postgraduate departments where teaching and research are imparted through the three programmes - postgraduate, Masters of Philosophy and Doctoral studies. Universities and colleges are also accredited by NAAC and in recent years have institutionalized the management of quality through Quality Assurance Cells. Some universities have also Academic Staff Colleges for the professional growth of teachers.

Universities are typically run under the various Committees, Councils and Bodies. A typical state university may have 50-100 affiliated colleges. However the size of university in terms of

number of colleges, teachers and students vary across universities and there is hardly any decentralized governance for a large affiliating universities. The system of governance has hardly undergone changes except for some innovation in IT practices, admission and examination etc. Teaching and learning processes are largely old fashioned. On many issues the decisions are centralized at state government level or at the university level, leaving little autonomy for colleges. For example, curriculum is one area where colleges have almost no control for the simple reason that university level examination is centralized. There are no doubt virtues of centralization in managing large system but that is not without having certain trade off with the autonomy.

In recent years there has been the intensification of academic reform programmes imposed upon the undergraduate colleges without understanding the lived situation in which the colleges exist. There is a growing fear that the large undergraduate colleges will not only fail to implement academic reform programmes. It will rather distort the existing structure with overburdening teachers. The half baked reforms introduced from top has to take into account the lived reality of the colleges. An important point to note is that structures of governance and its functioning is important to understand before introducing change in higher education system.

5. Review of Literature

Issue of governance of higher education has been a matter of critical scrutiny by many academics. The fundamental point is whether university governance has been able to preserve the idea of university, namely, the academic freedom for the search of knowledge. Whether governance has been through the community of scholars who alone are thought to be responsible and capable to run the affairs of university, namely, teaching and research. (Corson, 1960) Within the framework of public funding whether state and university has built the trust so as to allow universities to function autonomously with the required funding support from the government. The issue of governance also acquires importance in view of the expansion which the university system is facing today. There is demand for increase in the faculty and infrastructure and governance has to respond to meet the needs. Pankaj Chandra (2017) has noted eight features of governance in an academy. At the level of practice governance faces challenges on perhaps all accounts. Challenges of governance have to be understood in terms of rapidly changing social fabric and political contexts.

The governance system in higher education varies largely from a large affiliating university where issues of affiliation, examination, admission, recruitment and promotion etc, are important and they sap the energy of central administration through complex policies, rules and processes. It is the governance in state funded universities which pose more challenges in terms of sheer size. Here the question of roles and responsibilities are more muddled. (Chandra, 2017). Referring to the complexity of academic governance the system of higher education in India has been subject to fulfilling the constitutional responsibility of maintenance of standards. As a result the central government established different commissions and councils, namely, UGC, AICTE,

MCI, etc. These commission and councils have begun to regulate and sometimes they were in conflict with others. There has been charges of over regulation by the National Knowledge Commission (Government of India, 2007). It noted that "The system, as a whole, is over-regulated but under-governed." (ibid. p. 62). There has been further argument that "the rules and regulations that the UGC wishes to impose on our universities do not recognise ground realities" (Ramaswamy, 2018, p. 87). UGC has been in the present state "an ineffectual body that implements government policy with a mind numbing adherence to bureaucratic rules and norms" (ibid. p. 87). UGC has been severely criticized for creating inefficiencies in the universities. (Deshpande, 2000; Singh, 2004; Kapur and Mehta, 2007; Kapur, Mehta and Vaishnav 2018; Hatekar, 2009; Chandra, 2017) It is, therefore, said that governance from this point of view has not been able to preserve the idea of a university.

Autonomy has become a new pillar of education reform. Dr Anil Kakodkar committee on Indian Institute of Technology, 2011 suggested that innovation is necessary to support knowledge fuelled economic development and this requires a roadmap for the autonomy. It was argued that institutional autonomy will result in IIT's becoming world-class institutions. N R Narayan Murthy Committee report, 2012 went on to suggest that corporatization of of research. Autonomous institutions will have much greater degree of freedom to collaborate and partner with universities in India and abroad. The very concept of liberal has been universities ensuring financial autonomy will facilitate availability of resources to improve the quality extended to the support of private funded universities.

The idea of Higher Education Commission in place of UGC and AICTE is put forward for a different set of arguments than the National Knowledge Commission. Whereas NKC favors the move towards removing the barriers to entry in the expansion, Yashpal committee report finds it necessary to realize the autonomy of University. It is important to note that autonomy has been further exploited behind the idea of a new HECI Bill, 2018 which also sought to abolish UGC. In the case of a proposed bill autonomy was further confused with the centralizing tendency which will have enormous power to monitor and freedom given to the academia will be subject to being accountable through performance appraisal (Bhushan, 2018). Ambiguity and ambivalence in the meaning of autonomy is at the root of confusion what governance is meant to achieve? Whether governance mean the self regulation of university under state support or it means allowing market rule to prevail under laissez faire principle with minimum state support?

In practice the governance is said to be flexible and free from rigid rules and regulations. Such an ecosystem suitable for global University cannot be achieved, it is argued, with rigid rules and regulations. The role of the government needs introspection. "They ought to become facilitators and ensure autonomy and independence of the Universities" .(Kumar, 2017). High degree of flexibility in the governance of higher education is required. (Agrawal, 2009) How can that flexibility be achieved? This is possible through the breaking of the dichotomy between public and private institutions. This is possible through entrepreneurship in the governance of universities. This is possible through a stronger private initiative in the field of higher education.

"Innovative solutions need to be found in addressing the challenges of higher education." (ibid. p. 20) Hence governance has to face new idioms in reimagining the Indian University, perhaps suited for the future.

The issue of the quality of institutional leadership assumes importance in the governance of higher education. Quality of leadership is important particularly under the circumstance that the power of the Vice Chancellor is centralized in many universities. It is argued that if the integrity of the Vice Chancellor as the Chief Executive of the University is not maintained then the autonomy of University, crucial objective of the governance, can hardly be ensured (Bhushan S, p. A 201 Varghese edited book). "The biggest threat to the academic freedom of an institution comes from the appointment of leaders who, by dint of inexperience, are typically overly compliant with norms imposed from the outside, while being susceptible to pressures of an unfamiliar kind." (Ram, 2018, p. 91). Pankaj Chandra notes that "MHRD and state governments both have subverted the university by interfering with the choice of leadership." (Chandra, 2018)

The new managerialism has been the hallmark of education reform. In the new scenario governance has been guided by the canons of efficiency. There has been surveillance and monitoring in order to ensure the accountability of the faculty members. This has led to much of the faculty time being devoted to filling out forms and compliance with the guidelines. The idea of a University is lost with so much burdening of academic faculty with the administration. Teacher is no more teacher but a manager. The new managerialism is not free from the politics of power. The surveillance mechanism also controls the power of academic faculty in the name of accountability and performance. For example the national institutional ranking framework becomes a tool of control as ranking becomes the indicator of the performance. The national assessment and accreditation framework also becomes the indicator of the performance by declaring the grade of an institution. (Chattopadhyay, 2018, p. 136-50)

However, there is a completely different dimension to the governance when higher education has to achieve the equity objective. When the entry of students from marginalized sections of the society becomes the dominant feature of higher education there has to be inclusive leadership. It means that the governance structure needs to be such as to facilitate the entry of those sections of society both at the administrative as well as academic terms.

Governance of higher education has also been looked at from the perspective of power relation. In the social field various actors struggle for power, status and influence (Bourdieu 1984; Kogan, et. al. 2000). The process of change in the governance takes place amidst contestation between academia and administration. Former generally responds to governance change introduced from above and passively adjusts with compromises and conflicts. In this approach the study of social field where politics, economics and group dynamics matter become important. (Gornitzka, et. al. 2005) In the present volume the field reality is captured in terms of those dynamics as well as the politics that state brings in those dynamics.

Much of the review on governance is at the macro level and information on state specific micro details on governance is highly scattered. The purpose of the proposed study on higher education governance is to understand some important dimensions of governance from a realist perspective. The aim is to document recent policies of centre and states and examine how these policies have been implemented? At the level of practice we want to understand why certain institutions of governance have not been established even in spite of central and state governments policy and programmes. Even if they have emerged why functions have suffered from a myriad of problems? How higher education has navigated through different historical and social circumstances and in a way governance has path dependence. The conflict resolution process through rules and court judgments have not produced solutions. How with the failure of university administration there is growing centralization? At the level of university the failure of college administration is witnessing the centralizing tendency. There has been a complex scenario of governance where agency of teacher has become ineffectual and teachers hardly feel motivated to engage in teaching learning process with passion. It becomes very difficult to reverse the process when quality of recruitment of teachers is low. The low quality teachers once appointed gradually destroy the system. The meaning of freedom of academia is lost. The meaning of university is lost. Governance is at the verge of collapse. While some institutions survive and perform well the bigger chunk fails to work properly. The present book is an attempt to understand the governance of higher education as it has survived till the present time.

6. Research Design

Unit of Analysis: State will be the unit of analysis. The governance of higher education at the state level institutions, university and college level will be examined. To understand governance the selection of a public state university and college will be made to understand the internal governance. State university may be taken as unit. A case study approach may be used for understanding internal governance - academic, administrative and financing - of a representative state university through the proceedings of senate, syndicate, academic council, etc. Besides the teacher management and student satisfaction on issues related to governance will be analyzed through the representation of sample of teachers and students. To understand the internal governance - academic, administrative and finance - of a college the case study approach may as well be used. In the case of internal governance of a college the variation on the management type may be taken by understanding the case of private (self financing and government aided) as well as government colleges.

Source of Information: Quantitative information on enrolment, teachers, colleges, universities etc. will be tabulated from unit level data of AISHE. Financial information will be collected from state level budget as well as Analysis of budgeted expenditure, all India and States, MHRD, Government of India. About schemes and programmes various government reports and the relevant websites of Higher Education institutions will be analyzed. information will be collected through the interview, FGD with various stakeholders - administration as well teachers and

students. Two workshops at state level will facilitate the collection of information. To understand issues and problems of governance Supreme court and High court orders will be analyzed.

In particular, the focus will be on understanding the government as well as professional council regulation and the process through which the regulations are put into practice. The discordance between the field reality at the level of implementation and regulations/guidelines need to be understood through the interview, focus group discussion and workshops.

In the pilot study on the governance of higher education in Bihar the following chapterization has been followed which may be used as exemplar. However, state series on governance of higher education in states will not be the exact replica. Similarities and differences at the state level will be captured.

1. Introduction
2. State level governance
3. University level governance
4. College Level Governance
5. Teacher Management
6. Privatization
7. Financing
8. Students Satisfaction
9. Synthesis
10. Conclusion and Suggestions

7. Implementation Approach

i. Project Advisory Committee (PAC)

The series on governance of higher education will be supervised by PAC to be constituted by the Vice Chancellor. PAC shall be responsible for guiding the project.

ii. State Level Core Committee

A state level core committee shall be constituted. The core committee will facilitate the collection of authentic information. The core committee will be headed by the State Project Co-ordinator who will be responsible to prepare the research report. Core committee shall be constituted by the State Project Co-ordinator. Members of the core committee may be out of the following.

1. State Project Co-ordinator

2. State Government representative of Higher Education
3. Representative of State Higher Education Council
4. One or two Vice Chancellors
4. Principal of a college
5. Expert in higher education

iii. Departmental Committee

There shall be a departmental committee of the Department of Higher and Professional Education to guide the functioning of the series of state wise research projects. The departmental committee will be actively engaged in the implementation of the project. Members of the departmental committee shall be responsible for completing at least one state level research project on governance of higher education. They will also undertake the responsibility of implementing and overseeing the research projects of some of the states under the overall supervision of the Head, Department of Higher and Professional Education. All the faculty members of the Department of Higher and Professional Education shall constitute the Departmental Committee.

iv. Duration

The implementation of the research project will be phasewise. The duration of the project will be April 2020 to March 2024.

v. Persons/Institutions

The Department of Higher and Professional Education, NIEPA will identify persons and institutions of state who will be the State Project Co-ordinator. State Project Co-ordinator will be responsible for preparation of research report after the information is collected from primary and secondary sources of information. A list of persons are identified for some of the states. The state project co-ordinator will work with the state level core committee.

vi. Memorandum of Understanding

The memorandum of understanding will be signed between the two parties with respect to the implementation of the research project and the financing of the project where both parties will mutually give consent to an agreed plan of implementation. The First party will be Registrar NIEPA. The second party will be the State Project Co-ordinator. Project will be deemed to begin from the date of signing of MOU.

vii. Role of Series Editor

The Series editor will be responsible for the editing of each state level report. He will work under the overall supervision and guidance of the VC, NIEPA and the Project Supervision Committee. He will be responsible for implementing the MOU in every state. He will co-ordinate between the state level core committee headed by the State Project Co-ordinator and NIEPA to facilitate the research. He will ensure timely implementation of the research project. He will also search for the publisher and inform NIEPA to facilitate the timely publication of the state wise series on governance in higher education.

viii. Implementation schedule (To be revised)

Implementation of research project is planned to begin from April 2020.

Implementation schedule of the research project will be as per the chart given below.

	First Phase (10 states)	Second Phase (10 states)	Third Phase (8 states)
	2020-21 and 2021-22	2020-21 and 2021-22	2022-23 and 2023-24
Identification of State Level Persons/Institutions	April 2020	April 2021	April 2022
Meeting of Project Supervision Committee	September 2020	May 2021	May 2022
Approval of State Level Persons/Institutions	October 2020	May 2021	May 2022
Meeting with State Experts at NIEPA	October 2020	June 2021	June 2022
MOUs with State Experts	October 2020	June 2021	June 2022
Rolling Out of State wise research project with Ist Instalment (25%)	October 2020	June 2021	June 2022
Ist Mid-term Assessment Meeting of state Experts at NIEPA	July 2021	January 2022	January 2023
Release of 2nd instalment (25%)	July 2021	January 2022	January 2023

2nd meeting of state experts at NIEPA	December 2021	July 2022	July 2023
Release of 3rd instalment (25%)	December 2021	July 2022	July 2023
Final research report December 2020	February 2022	Dec 2022	Dec 2023
Release of 4th instalment	March 2022	Dec 2022	Dec 2023
Publication process	February. 2022 - June 2022	Dec. 2022 - March 2023	Dec. 2023 - March 2024
Publication of state reports	December 2022	December 2023	December 2024

8. Budget

(1) State : unit

		Unit (variable)	Cost/unit (Rs.)	Total (Rs.)
State level co-ordinator meeting at NIEPA	Air travel for Meetings (1. MOU and project design meeting, 2. Mid term, 3. Final)	3 times	25,000	75,000
Research Staff	Salary for 12 months	1 person	30000*12=360000	3,60,000
Field Investigator	Salary for 6 months	2 person	25000*6=150000	3,00,000
Field visit	state co-ordinator, research staff, field investigator	1 state	50,000	50,000
State level meetings	Workshop of senior officers	4 times	25,000	1,00,000
Contingency	Stationary, etc.	Whole project	25,000	25,000
				9,15,000

(2) NIEPA (1st April 2020 to 31st March 2024)

		Unit (variable)	Cost/unit (Rs.)	Total (Rs.)
National level co-ordinator	Air travel for Meetings twice	56	25,000	7,40,000

meeting in states	in all 28 states			
Project Consultant	Salary for 48 months	1 person	50000*48=24,000,00	24,00,000
State visit of Project Consultant	In all 28 states	1 person	10,000*28=2,80,000	2,80,000
Office expenses	Food, lodging, stationary, venue management	28 persons*3 meetings	5000*84=	4,20,000
Editing of all reports		28	28*95000= 266000	2,60,000
Contingency	Stationary, etc.	4 years	4*2,00,000	8,00,000
Total				49,00,000

3. Yearly budget

Year	State level	No. of states	Total all states	NIEPA	State + NIEPA
Ist Phase (2019-20 to 2020- 21)	9,15,000	10	91,50,000	16,33,333	1,07,83,333
IIInd Phase (2020-21 to 2021-22)	9,15,000	10	91,50,000	16,33,333	1,07,83,333
IIIrd Phase (2021-22 to 2022- 23)	9,15,000	8	73,20,000	16,33,333	89,53,333
Total			2,56,20,000	48,99,999	3,05,20,000

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Annexure 2

Leadership in Higher Education Institutions: Pathways for Improving Institutional Performance

Investigator
Aarti Srivastava

Introduction

Leadership in higher education in India is not only difficult to define, but has also not held any policy space in particular. The NEP, 2020 as well some leadership programmes have thrust the need for focus on understanding leadership in higher education more closely. It thus becomes important to delve deeper into understanding Leadership in Indian Higher Education.

In the way Estela M. Bensimon (1989), and others see it, a study of leadership in colleges and universities is problematic because of the dual control systems, conflicts between professional and administrative authority, unclear goals, and other special properties of normative, professional organizations. That, leadership in higher education must be examined from the perspective of leadership theories and organizational frames, even though an explicit conceptual orientation is absent in many of the works.⁷ (Estela M. Bensimon, and Others, 1989)

Leadership has been increasingly recognized as an issue of paramount concern owing to the fact that universities are the complex organizations in which the person in leadership position confronts with challenges on several fronts. On the one front, the leader has to deal with diversified cohorts of people constituting academic, administrative, technical and other supporting staff and students as well, on the other hand he/she has to deal with complexities of administration, finance, academic and a plethora of other issues in managing the university (Pani. A, 2017:17).

According to Simon A. Black (2015), the emergence of various leadership approaches within the higher education sector can be observed in many institutions across all regions, ranging from hierarchical models, individual models, collaborative models, collegial models, transformative models, and assimilating models.

Sandra Jones, Geraldine Lefoe, Marina Harvey and Kevin Ryland (2012) go a step further by stating how the higher education sector requires a less hierarchical approach, taking into account its highly specialised and professional context. That leading edge change is possible only by developing a more distributed and collaborative leadership approach, best achieved by including academics, executive and professional staff. 74

That, for universities to build sustainable leadership, a new, more participative and collaborative approach to leadership is needed that acknowledges the individual autonomy that underpins creative and innovative thinking. The distributed approach to leadership proposed by Sandra Jones, Geraldine Lefoe, Marina Harvey and Kevin Ryland (2012) involves not only acknowledging the focus of traditional leadership on the traits, skills and behaviours of individual leaders, but one that encompasses the need to take account of contexts, situations, environments and contingencies in which leadership occurs. 68

For Darshna V. Banker and Kanika T. Bhal, (2020), leading a higher education institution to an international standard is purely a social endeavour. Its collaborative approach promotes a sense of shared mission. However, Academic Leaders (ALs) have to face the uncertainty of dualities inherent in global institutions. These longitudinal dualities require them to connect boundaries across cultures (Keller, 2015). Further, HE is built mainly of intellectuals; hence, academic leadership requires a unique skill set. 574

Leadership is a function of what leaders do. Teaching and research are embedded into the core functionality of academic leadership, sometimes referred to as instructional/ intellectual leadership also. While focusing on teaching–learning, intellectual leaders deal with intellectuals such as faculties and students, whereas, instructional leaders focus on long-term growth and improvement by aligning programs and guiding the staff in the right direction. ALs also play the role of managers where they solely focus on tasks, functions and behaviours. When they perform as managers, staff work is facilitated. According to Thompson and Harrison (2000), ALs perform four managerial roles: management of activities, resources, change, and self. Since these roles emphasize on the implementation of practices mandated by higher authorities, they might be more relevant for countries where education is centralized. (Darshna V. Banker and Kanika T. Bhal, 2020: 575)

ALs also engage in administrative activities such as negotiating on important decisions (Montez et al., 2003), raising funds and engaging smartly into political activities along with strategic

activities such as maintaining an egalitarian culture, fostering fair and anti-discriminatory policies, keeping up with technological changes and implementing them. ALs play a crucial role in maintaining interpersonal relationships in turbulent/changing times. Transformational leaders, in such times, elevate employees' awareness regarding the institutional vision and inspire them to think more about the institution, sidestepping self-interest. However, this model has weaknesses too. Transformational leadership might turn into a vehicle to control faculties; hence, this model must be revised considering the nuances of the national culture. Further, ALs cannot manage huge transformational tasks single-handedly since they are involved in multiple tasks. Hence, they need to distribute authority among second-level or third-level people in order to successfully achieve institutional goals. This leadership style is known as distributed leadership. Although interpersonal relationships can be built with the help of credibility, experience and human skills, modern networked institutions provide leaders with the opportunity to span boundaries and engage in activities across levels, eliminating any major human interaction. This networked leadership is a key change driver in the educational sector and capable of optimizing performance by building a more collaborative culture. (Darshna V. Banker and Kanika T. Bhal, 2020: 575)

Research traditions in leadership as described by Estela M. Bensimon, and Otherr (1989: iii) can be grouped into six major categories: trait theories, which attempt to identify specific personal characteristics that appear to contribute to a person's ability to assume and successfully function in positions of leadership; power and influence theories which consider leadership in terms of the source and amount of power available to leaders and the manner in which leaders exercise that power over followers through either unilateral or reciprocal interactions; behavioural theories which study leadership by examining patterns of activity, managerial roles, and behaviour categories of leaders- -that is, by considering what it is that leaders actually do; contingency theories, which emphasize the importance of situational factors, such as the nature of the task performed by a group or the nature of the external environment to understand effective leadership; cultural and symbolic theories which study the influence of leaders in maintaining or reinterpreting the systems of shared beliefs and values that give meaning to organizational life; and cognitive theories, which suggest leadership is a social attribution that permits people to make sense of an equivocal, fluid, and complex world.

While elaborating on power and influence theories, Bennis and others (1989) point to how leaders also accumulate power by virtue of their expertise and as they produce and fairly distribute rewards expected by the group, leadership therefore is related to the expectations of followers. That to be successful, leaders must either fulfill these expectations or change them. That the difference between fulfilling or changing expectations is at the heart of the distinction between transactional and transformational leadership. 10

Bennis and others (1989) use MacGregor Burns' idea of transactional leadership as a relationship between leaders and followers based on an exchange of valued things, which could be economic, political, or psychological in nature. From this perspective, leaders and followers are seen as involved in a bargaining process rather than in a relationship with an enduring purpose. The monitors of transactional leadership are modal values like honesty, fairness, and honouring commitments. 10

Transformational leadership on the other hand goes beyond meeting the basic needs of subordinates. It engages followers in such a way as to raise them to new levels of morality and motivation. Leaders' and followers' purposes become fused under transformational leadership rather than separate but related, as under transactional leadership. Transforming leaders are concerned with end values such as liberty, justice, or equality. Neither transactional nor transformational leadership says Burns, should be confused with what commonly passes for leadership- "acts of oratory, manipulation, sheer self-advancement, brute coercion...conspicuous position taking without followers or follow-through, posturing on various stages...authoritarianism. 10

One way to differentiate transactional from transformational leadership is that while the transactional leader accepts the organizational culture as it exists, the transformational leader invents, introduces, and advances new modal forms. Three factors associated with transformational leadership are charismatic leadership, individual consideration, and intellectual stimulation. 11 (Bennis and others, 1989)

To be a charismatic leader, one must possess certain traits, including self-confidence, self-esteem, and self-determination. Individualized consideration refers to aspects of consultation and participative decision making. Intellectual stimulation from the perspective of transformational leadership is seen as the leader's ability to change the way followers perceive, conceptualize, and

solve problems. The ability to use images and symbols to project ideas is one way in which leaders provide intellectual stimulation. 11 (Bensimon and others, 1989)

The nature of colleges and universities appears to make the exercise of transformational leadership extreme:- difficult except under certain conditions. Three such conditions have been suggested-- institutional crisis, institutional size, and institutional quality. 42 (Bensimon and others, 1989)

Bensimon and others (1989) also state that one of the most useful organizational typologies from the perspective of leadership suggests that organization can be looked at through four different vantage points or coherent perspectives, identified as "frames". The structural frame emphasizes formal roles and relationships, the human resource frame focuses on the needs of people, the political frame considers the conflict over scarce resources, and the symbolic frame views organizations as cultures with shared values. iii-iv

Leadership in academic organizations can be viewed as taking different forms, depending on whether the university is regarded as a bureaucracy, a collegium, a political system, or an organized anarchy. 66 (Bensimon and others, 1989)

In higher education, views of effective leadership vary according to constituencies, levels of analysis, and institutional types. When academic leaders want to know how well they are doing, it might be more beneficial to ask themselves how they are viewed by their constituents rather than assessing themselves against an arbitrary standard like charisma, decisiveness, or courage. 70 (Bensimon and others, 1989)

For Adrianna J. Kezar, Rozana Carducci and Melissa Contreras-McGavin (2006), the leadership literature in higher education has changed from: earlier focusing primarily on the college president to shifting focus on leaders throughout the institution- deans, department chairs, and directors. The notion of a more collective approach to the practice and study of leadership has taken root in higher education. Secondly, there has been a shift in the 1990s especially, from a functional perspective to a social constructivist view of leadership, particularly from a cultural and symbiotic perspective and work in a cognitive framework. Thirdly, research on leadership in higher education also concerns the representation of successful leaders. While early descriptions of effective leaders projected heroic images of individuals who were distant from their followers, acquired resources, wielded power and influence, and acted in political ways. The recent focus is on effective leaders seen as individuals who work for the shared good of their organizations by

collaborating with others and sharing power, balancing their orientation to people and tasks, and working to interpret and make meaning in the organization. 102

According to Pamela L. Eddy and Kim E. VanDerLinden (2006), the current context of higher education is shaped by the decline of institutional resources, changing student demographics, shifts in teaching to student centered learning (Barr & Tagg, 1995), the impact of technology on faculty roles, and the paradigm shift from an industrial age to an information age. 1

Discussions of leadership throughout the organization, team leadership, servant leadership, transformative leadership, inclusive leadership, and the role of followership have replaced the traditional discussions of the 'great man' or 'hero' leader. Central to this rethinking is the transition from theoretical discussions of appropriate leadership to the actual practice of leadership at colleges and universities. 2 (Pamela L. Eddy and Kim E. VanDerLinden, 2006)

Good leadership is about ensuring unity and cohesion upon decisions up and down the line. Academic leadership is a special case of general leadership in as much as it refers to leadership in an academic setting or institutions. Academic institutions present a different setting than private or public sector organisations. Private organisations are guided solely by considerations of maximising shareholder value. The government agencies and public sector organisations are guided by considerations of maximising the value to stakeholders, which includes community at large. In academic institutions, maximising stakeholder value refers to maximising value to stakeholders such as students, staff, community, and funding agencies. Thus, the stakeholders in academic institutions are more diverse. These special features of academic institutions pose a different set of challenge to leadership. (Milind Sathye, 2004)

In the way Paul Ramsden (1998) sees it, effective academic leadership in higher education is a function of several factors or characteristics. These include: leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance and interpersonal skills.

Thus as emerges from the above discussion, appropriate characteristics are extremely important to be embodied within those who are to take leadership positions in the higher education institutions. Being the sites of social change and innovation, such institutions must be led by dynamic and well-versed personalities, since, a good leader determines the rise and fall of his/her institution and its people. Thus, as concerns Indian higher education, it is extremely crucial to

study the diverse patterns in the Indian HEIs which shall be useful for identifying successful leadership styles and characteristics which can be suggested for the training, preparation and selection of people for leadership positions, as well as charting the pathways for improvement institutional performance.

Leadership Enhancement in Indian Higher Education

S. Parker and N. Baporikar (2013) consider academic leaders as the gatekeepers of the quality standards, imagination, creativity and innovation in higher education. Whereby, the quality of their leadership makes a significant difference to Higher Education Institutions (HEIs) and student outcomes. A major crisis facing Indian Higher Education System involves developing such skilled, trained, insightful, transparent and transformational academic leaders who could bring about the required change in the higher education system. 265

For Darshna V. Banker and Kanika T. Bhal (2020: 575-576), what works best for Indian academic leadership depends purely on the Indian context. They refer to Academic Leader for their study as involving the top-most authority of an HEI, and aim to draw a comprehensive framework for various roles and responsibilities of Indian ALs.

De- lineating the role of academic leaders in the Indian context becomes difficult, given the diversity of higher education institutions, ranging from central and state universities, colleges, institutes of national importance and standalone institutions.

Banker and Bhal's study sample consisted of three central universities, three IITs, two IIMs, one state private institute, one public university (Indian Institute of Science/ IISc) and one deemed university, followed by identification of fourteen functional themes – teaching and research, strategic management, social contribution, safeguarding, negotiation, resource management, people management, mentoring and coaching, facilitation, institution building, external affairs, development and growth, administration, and learning. Banker and Bhal's framework of roles and responsibilities of academic leaders, through their study of academic leadership includes: boundary spanning, nurturing human talent, social contribution, operations. (Darshna V. Banker and Kanika T. Bhal, 2020: 577-578)

The boundary spanning role focuses on the ALs' ability and orientation towards different external stakeholders while envisaging the future of the institution. Leaders are expected to deal with external constituencies in their daily life. This requires not only the ability to smartly manage these stakeholders when it comes to strategic management and fund raising but also the ability to resolve critical yet significantly important problems for the institution, which calls for safeguarding the institution from environmental threats with the help of strong negotiation powers apart from engaging in routine external affairs. Thus, this role involves three main responsibilities: visioning; fund raising; and safeguarding the institution. (Darshna V. Banker and Kanika T. Bhal, 2020: 578)

The process of nurturing an intellect starts with hiring the best pool followed by forcing their early development and continuously increased challenges up to evaluating the weed (Quinn et al., 1997). Apart from focusing on their individual development, keeping their morale high and managing productive relations amongst peers becomes top priority for the leaders (Benoit, 2005). Since Indian ALs focused more on faculty and students, this role includes managing intellectual faculties and attracting the best students as two important responsibilities. (Darshna V. Banker and Kanika T. Bhal, 2020: 578-579)

Social contribution indicates ALs' moral duty towards society. This role resembles the 'servant leadership' approach, as the best test of servant leadership is knowing 'what is the effect of leadership on the least privileged segment of the society' (Greenleaf, 1973). Universities are expected to perform as 'corporate enterprises' in order to produce bright graduates who can steer the nation into the competitive global economy and produce critical citizens who can contribute towards a vibrant society. Apart from education, these institutes are expected to contribute towards the welfare of society in terms of educating the rural population, skill development and empowerment of women, and social uplifting of other deprived sections of society. Leadership being the face of such HEIs, effective leadership is an essential ingredient for this positive social transformation. This role includes two sub-themes, namely, social inclusion and social responsibility. (Darshna V. Banker and Kanika T. Bhal, 2020: 581)

Activities under Operations are purely routine, yet significantly important for institutional growth. Miller and Miller (2001) explained a similar notion in their transactional approach to leadership. Two types of activities, academic and administrative, emerged under this role.

Performing academic duties concerned with teaching and professional learning of students along with faculty (Southworth, 2002) calls for the instructional approach to leadership. Administration in the education sector means more than mere implementation of the strategic and operational plans, where they require decision-making/managerial capabilities along with political smartness in order to get things done (Bush et al., 2006). The managerial approach to leadership given by Leithwood et al. (1999) suggests that ALs focus on operational functions such as planning and budgeting, and some governance functions such as implementation (Caldwell, 1992). The political approach to leadership is explained as when the conflicts between stakeholders are resolved in favour of the most powerful protagonist (Bush, 2003). Following are the details of both of these responsibilities. (Darshna V. Banker and Kanika T. Bhal, 2020: 582-583)

Although Banker and Bhal state how there is no particular order in which the importance of these four roles can be appraised, they do attempt at putting them in the following order: (a) nurturing human talent; (b) social contribution; (c) boundary spanning; and (d) operations. However, focus on a particular role depends on the evolution stage of the institute along with its requirements for smooth functioning. For example, a newly started institute might have its focus on raising funds. Once the minimum is achieved, other roles come in as priority. (Darshna V. Banker and Kanika T. Bhal, 2020: 584)

Banker and Bhal do point to how addressing such a diverse sector based on the views of a very niche-based institutional sample becomes the limiting factor. India has varied sets of institutes ranging from autonomous, single-program, and small-scale private institutes to comprehensive, government funded, large public universities operating in all disciplines. This means that the Indian HE system cannot be neatly organized under a single typology (Sen, 1982). However, it can be better understood with the help of five dimensions, which include: governance; financing; degree levels; programs offered; and language (Stolarick, 2014). Every Indian institute/university has unique needs based on its evolution stage. It is thus important for ALs of these institutions to understand the primary need for the institute and to focus on fulfilling that particular need ensuring gradual growth of the institute and moving to higher-order needs. ALs can try to raise the status of their institutes so that they can gain the resources and support required from the external environment. Once they have achieved the minimal desired state for survival, attaining the required resources, and eliminating micro-level issues within the institute, they can focus on

the macro-level guidelines for leadership roles, as described in this paper, for achieving excellence. (Darshna V. Banker and Kanika T. Bhal, 2020: 584)

This paper adopts the framework developed by Salmi (2009) for WCUs. As discussed in the 'Indian context and challenges' section, we conclude that Indian institutions face challenges pertaining to all the criteria suggested by Salmi. However, these challenges are generic and rooted into more country-specific aspects than institute-specific aspects. For example, the economic background of people and their diverse demographic profile along with the huge Indian population are the main attributes of these challenges leading to issues such as brain drain, academic paralysis, lack of autonomy, and political interference. Taking undue advantage of the increasing demand for education and a susceptible Indian context, many institutes lay their foundation on unethical grounds, and are run by imposing fraudulent practices. On the other hand, the roles discussed above strongly appeal for a fair and ethical modeling of an AL. Hence, we suggest that Indian ALs set the right fundamentals from the beginning by adopting ethical quality measures in hiring talent across levels starting with students, faculties, and up to the leadership till they exit, rather than just focusing on superficial measures of being world-class. Once this ideology is implemented, replicating the above roles becomes an easy task for ALs on the way to academic excellence. (Darshna V. Banker and Kanika T. Bhal, 2020: 584-585)

The NEP, 2020 as well some leadership programmes have thrust the need for focus on understanding leadership in higher education more closely.

The National Education Policy (NEP), 2020, puts important focus on leadership, when it states that among the major problems currently faced by the higher education system in India includes suboptimal governance and leadership of HEIs (9.2.h). Whereby, the policy's vision is aimed at reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service (9.3.e).

That excellence will be incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership (13.5).

The NEP, 2020 emphasizes on the presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty.

Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders (13.7).

As per 19.1 of the NEP, 2020, effective governance and leadership is what enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

Leadership initiatives are also visible in two components of the flagship scheme Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT), namely the Centre of Academic Leadership and Education Management (CALEM) and the Leadership for Academicians Programme (LEAP).

While the CALEM is focused on enhancing the leadership development of already serving higher education leaders, such as Vice- Chancellors and Registrars, the LEAP is for potential higher education leaders.

These leadership initiatives, whereas providing great opportunity, have brought forth challenges of accountability, autonomy, technological integration and fulfilling goals of institutional development plan. A study on understanding leadership in Indian higher education is thus merited to not only address some of these challenges but also identify the leadership styles and practices which could be helpful in charting pathways for improved institutional performance.

Research Questions

The research questions of the proposed study are as follows:

1. What is leadership in Indian higher education?

2. What are the different leadership styles in Indian higher education?
3. Which style of leadership works well in higher education institutions of India?
4. What are some of the exemplar cases of good leadership in Indian higher education?

Research Objectives

The research objectives of the proposed study which can be derived from the above research questions can be stated as follows: -

1. To understand leadership in Indian higher education.
2. To identify the different leadership styles in Indian higher education.
3. To compare and contrast the diversity of leadership styles in higher education institutions of India.
4. To delineate the successful leadership styles in Indian higher education institutions.

Research Methodology

The proposed study will adopt a mixed methodology approach to capture the complexities of the data collected and the topic concerned.

Sampling Frame

The proposed study aims to identify, and examine leadership styles in higher education institutions in the country. Diverse institutions like Central Universities, IITs, state universities including private will constitute the sample for the study.

The sample will be representative of all the regions in India, as it will be an all India study. A total of 8 higher education institutions will be covered under the sample, keeping in mind the regional and sectoral representation.

The 8 institutions selected are as follows:

Type of Institutions		Name of University
Central University	Old Central University	Banaras Hindu University, Varanasi
	New Central University	North Eastern Hill University, Shillong
State University	State Public University	Savitri Bhai Phule Pune University, Pune

		Jadavpur University, Kolkata
		Kerala University, Trivandrum
		Panjab University, Chandigarh
	State Private University	Shiv Nadar University, Dadri
Institute of National Importance	Indian Institute of Technology	Indian Institute of Technology, Bombay

The 8 higher education institutions constituting the sample include two central universities (one old and one new), namely Banaras Hindu University, Varanasi and North Eastern Hill University, Shillong; four state public universities, namely Savitri Bhai Phule Pune University, Pune, Jadavpur University, Kolkata, Kerala University, Trivandrum, and Panjab University, Chandigarh; one state private university, namely Shiv Nadar University; and one Indian Institute of Technology, namely Indian Institute of Technology, Delhi.

Tools for the Study

The research for the present study shall comprise inquiry at all the three levels of the hierarchy of the Higher Education Institutions, namely:

- a. The Vice Chancellor/ Director level – A semi-structured interview schedule will be prepared for the interview of the Vice Chancellors. One current VC will be interviewed and one former VC will be interviewed.
- b. The Head of the Departments/ Deans level – A Focused Group Discussion will be conducted with the HoDs/Deans in order to obtain their views and opinions regarding the expected and ideal leadership patterns in HEIs.
- c. Faculty of the HEIs – A questionnaire will be prepared for the faculty of the colleges in order to obtain their views and opinions regarding the expected and ideal leadership patterns in HEIs.

As mentioned above, separate tools will be prepared for the three different categories of the respondents which will include: a semi-structured interview schedule, a focused group discussion

document, a questionnaire for the faculty. Observational notes on the field will also be maintained during the field visits to respective institutions.

Proposed Budget

Budget Estimate	Estimated Expenditure during 3 years (in Rs.)
a) TA/DA for field visit (16 field visits- 16 X 15000)	2,40,000
b) Boarding & Lodging during field visit (16 X 5 days X 5000 per day)	4,00,000
c) Expenditure on Stationery, photocopying	50,000
d) Contingency expenditure, if any	30,000
Total	Rs. 7,20,000

Project Staff requirement:-

Budget Estimate	Salary p.m. (in Rs.)	Salary for 3 years (in Rs.)
1. Field Investigator / Consultant (Two)	50,000	36,00,000
2. Junior Project Consultants (Two)	35,000	12,60,000
3. Data Entry Operator (One)	17,000	6,12,000
Total	1,02,000	54,72,000

The total budget requirement shall be Rs. (7,20,000 + 54,72,000) = **Rs. 61,92,000.**

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Annexure 3

Proposed -Project proposal **Institutional Development Plan (IDP) in Higher Education**

Investigators
Dr. Neeru Snehi
Dr. Sangeeta Angom

Introduction

Globally, higher education is experiencing rapid changes, requiring postsecondary institutions and their students to adapt accordingly. These rapid changes are associated with increasing and competing stakeholder demands. Colleges and universities need a clear focus to achieve their missions—deliberate decisions are needed to steer an institution in a particular direction (Cowburn, 2005). The situation is not the exception in India too. There is various driving force for bringing change in in the education scenario today. Many academic institutions began seeking new processes and procedures to respond to these emerging challenges.

IDP has an important institutional role in NEP 2020 to shape institutional development by utilizing the potentials of leadership at the institutional level. IDP is a vision document that would guide the institution into gradually evolving higher quality, inclusive and autonomous higher education institution. NEP 2020 envisages all institutional stakeholders to re-energize towards development through the instrumentality of IDP. The academic plan of the institution of higher education, human resource management, transparent and responsible governance, upgradation of quality, ensuring the participation of socially and economically disadvantaged groups and resource mobilization shall all be guided in a targeted manner and as per the vision and mission of the institution contained in the institutional development plan. In particular, the role of IDP is envisaged to develop the institution in to the new architecture of knowledge institution conceptualized in the national education policy 2020 document.

Relevance

Every institution reflects a trajectory of growth and development over the years. During this period, there is implementation of strategies/planned initiatives for academic improvement of all

students and faculty, resource management, and for effective governance. This study proposes to look into the mechanisms, activities and strategies developed by the sample institutions for their growth and transformation. The study of institutional plans in the diverse institutions of the country would also bring forth the variance in vision, mission, goals and targets, and strategies/ initiatives designed and implemented by different institutions. It will also look into the process and methodology involved in preparing of these plans. The relevance of this study gets enhanced in reference to the importance of Institutional Development Plan which is cited by NEP 2020 as a tool/ instrument for holistic development of students both inside the classroom and outside formal academic environment. Further, NEP 2020 recommends for preparation of Institutional Development Plan by every HEI so that ‘they can develop initiatives, assess their own progress and reach the goals set therein, and which could then become the basis for further public funding’. The IDP is envisaged as a vision document that would guide the institutional transformation. In this context, this study is being proposed to explore, understand and identify the mechanism of strategic planning by different institutions.

Research questions

1. Why it is important for any institution to have detailed development plan?
2. What different strategies/practices are being employed by institutions to enhance the status/outcome?
3. How NEP 2020 is promoting the goal of institutional development?

Objectives

1. To understand the concept and importance of IDP
2. To explore the strategies for developing IDP at international context
3. To identify strategies for development of IDP for Indian HEIs
4. To develop framework for IDP for Indian Higher Education Institutions

Expected Outcome

IDP framework for Indian Universities and colleges

Methodology

The proposed study will be based on qualitative research. Sources of data will be both primary and secondary. Tools for data collection will be questionnaire and interviews. The sample of the study will be 2 public university each (one central and one state) from five states and two affiliated colleges from each university. Teachers, administrators, students and the members of the university body/management body of the college will form the sampling units. Data will be analysed qualitatively using content based method of analysis.

Time Frame

Activity	Time frame
1.Literature review and tools making	2 Months
2.Data collection	3 months
3.Data analysis	3 months
4.Report writing and finalisation	4 months
Total duration	12 months

Estimated Budget

Total Budget Proposed for the project period of One Year (12 Months)

Items	Break-up of the budget	No. of person	Duration	Total Amount
Junior Project Consultant	Salary@ Rs.33,000/-	2	12 months	Rs.7,92,000/-
A. Total Salary				Rs.7,92,000/-
Field work Expenses				
Stay arrangements and food for field work (2)	Rs. 50,000/	-		Rs. 50,000/
Travel of project staff and principal investigator (Flight/Train/Bus)	Rs.1,00,000/	-		Rs.1,00,000/
Hiring vehicle for field work	Rs. 1,00,000/	-		Rs. 1,00,000/
B. Total expenditure for Field work				Rs.2,50,000/-
Stationary, photocopy	Rs.50,000/	-		Rs.50,000/

Miscellaneous	Rs.50,000/	-		Rs.50,000/
C. Total expenditure for Miscellaneous and stationary etc.				1,00,000/
Total expenditure (A+B+C)				Rs.11, 42,000/-
D. Contingency	10%			Rs.1,14,200
Grand Total (A+B+C+D)				Rs.12,56,200

Journal on Higher Education

The department proposes to launch a bi annual journal dedicated to higher education. This journal will be a professional forum to which both social scientists and practitioners around the world will be invited to share their research output in the area of higher education. The journal will publish research papers of high quality, review articles, book review and abstract from completed research degrees. The journal may be named as 'Journal of Higher Education Research ' and will be registered with an ISSN number. In addition it is proposed to publish monthly News Letters for dissemination of information to all the higher education institutions in higher education.

Strategy: The following strategy will be adopted to operationalise the publication of journal and news letter.

1. Project proposal and approval
2. Identification of senior person to look into administrative aspects of the journal
3. Identification of the publisher and marketing

Launch of the journal and newsletters by January 2022

Total Budgetary Demand

	Co-ordinators	Rupees
Training Programmes		
National Seminar on Higher education in Post-Covid situation	Sudhanshu Bhushan	1,00,000
FDP in Higher education (Online Course)	Faculty of Higher Education	1,00,000
Leadership Challenges of 21st century workshop of VCs/Pro.VCs/Senior academic Functionaries of universities	Aarti Srivastava	Rs 871,800
Leadership Development for College Principals	Neeru Snehi	Rs.1060000/-
Leadership Development Workshop of Deans of Faculty/HODs of Universities	Sangeeta Angom	Rs.1060000/-
1. Total		31,91,800
Research Programmes		
Higher Education Governance State wise	Faculty of Higher Education	1,07,83,333
Leadership in Higher Education Institutions: Pathways for Improving Institutional Performance in Higher	Aarti Srivastava	Rs. 61,92,000.
Institutional Development Plan (IDP) in Higher Education	Neeru Snehi Sangeeta Angom	Rs.12,56,200
Total		Rs. 182, 31,533

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