

**Departmental Advisory Committee Meeting  
Department of Higher and Professional Education**

**Background Note and Agenda**

**11 February 2019, Board Room, NIEPA**

**Department of Higher and Professional Education  
National Institute of Educational Planning and Administration  
New Delhi-110016**

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## **1. Department at a glance**

Department of Higher and Professional Education over the last quarter century 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 departments studied various dimensions of internationalization in higher education and organized seminars to debate and disseminate the same. The department has been supporting the process of finalization of different five-year plans for higher education and 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 and diploma programmes on Educational planning and administration and has been supervising research scholars on their dissertations.

### **Research**

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.

### **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 '11<sup>th</sup> 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'.

### **National Resource Centre**

National Resource Centre as an apex body "with the vision of developing teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing of existing resources in the competitive knowledge world" has been established as a centre with Prof. Sudhanshu Bhushan as the Head and Dr. Aarti Srivastava as the convenor of the centre. Advisory Committee of the NRC has been constituted and the first meeting was held on 13th February 2018.

## **2. 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 in 2018-19 based on case study report on Institutions 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 by March 31st 2018. 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.

### **3. Perspective Plan**

#### **Vision 2030**

To develop Professional Expertise in Higher Education through Teaching, Research and Training

#### **Strategy 7 Year (2018-2025)**

- 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) Empirical Approaches to Policy, (iii) Idea of a University, (iv) Higher Education Governance 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. Developing and Completing two papers on Higher Education (i) Normative Approaches to Policy, (ii) Empirical Approaches to Policy.
- vi. Initiating 2 long term research projects
- vii. Initiating 4 short term research projects
- viii. Initiating a Journal on Higher Education

#### **4. Roadmap: Research (2018-23)**

The department of higher and professional education proposes with the following in the next five years:

**4.1. Research:** Research on some of the themes identified below but not limited to the following themes will be taken up.

(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: What Do We Know and What Do We Need to Know and What Do We Do?
- Exploring links between qualifications frameworks and quality assurance
- rankings and quality assurance
- Library: Status and challenges

(c) Governance:

- Analysis of University level Academic Bodies' Governance across States
- 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 NUEPA has already proposed research projects. Hence those areas of research will be excluded from our current deliberations.

## **5. PG Diploma Programme Course in Higher Education**

**(Co-ordinators - Neeru Snehi and Sangeeta Angom)**

Within the context of globalization and the rapid developments in technology, higher education is undergoing unprecedented changes. In addition to questions of access and equity, institutions of higher education are called upon to cut costs, improve quality and compete in an environment of cross-border educational provision. Academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students.

In view of above the department proposes to launch a Diploma programme in higher education from the year 2019. The course contains 12 modules of four units each. The four modules and units of each module are as under. **(See Annexure 1)**

**Module 1: Idea of University Sudhanshu Bhushan**

**Module 2: Equity and social justice - Woman, minorities and disabled - Sudhanshu Bhushan and Nidhi Saberwal**

**Module 3: Equity and social justice - Social groups and affirmative action - Sudhanshu Bhushan and Nidhi Saberwal**

**Module 4: Privatisation in higher education - Sangeeta Angom**

**Module 5: Governance in higher education - Neeru Snehi**

**Module 6: Leadership in higher education - Neeru Snehi**

**Module 7: Financing in higher education - Sangeeta Angom and Jinusha Panigrahi**

**Module 8: Teaching learning in higher education - Aarti Srivastava**

**Module 9: Faculty recruitment and development - Neeru Snehi**

**Module 10: Internationalisation of higher education - Sudhanshu Bhushan**

**Module 11: Education and labour market - Aarti Srivastava**

**Module 12: Research, innovation and technology - Sangeeta Angom**

**Preparation and Finalization of the Modules are continuing.**

## **6. Series Publication on Higher Education Governance in States**

The department proposes to publish a series on "Higher Education Governance" for all states in the three years. Ten states will be selected in the year 2018-19. 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 (see Annexure 2).

## **7. Publication on the life of Colleges and Universities**

Department proposes to publish a book in 2018-19 based on case study report on Institutions 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. The case study will highlight the salient features of the life cycle of institution. Institutional dynamism and challenges of sustainability, ups and downs, leadership, teacher's motivation, effect of globalization, colonial practices in the distant historical past, connect with the society, teaching and research excellence and some of other special 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.

## 8. Progress overview of 2018-19

### DHPE Programmes Conducted

	Name of the Program	Date and Place	No. of Participants	Coordinator
1)	A Consultative Workshop on Shortage of Teachers and State wise Status of Temporary Teachers in Higher Education	20-21 November 2018, NIEPA, New Delhi	14	Sudhanshu Bhushan
2)	Workshop on Leadership in Higher Education	7-11 January 2019, NIEPA, New Delhi	18	Neeru Snehi
3)	Workshop on Faculty recruitment and Faculty Development in Higher Education	14-16 January 2019, NIEPA, New Delhi	21	Neeru Snehi
4)	Workshop on Research, innovation and Technology in Higher Education	28 January-1Feb2019 HRDC, Goa University, Goa	31	Sangeeta Angom
5)	An Evaluation of GIAN Scheme, MHRD	5-6 February 2019	24	Sudhanshu Bhushan

### Programmes Scheduled but Not Conducted

Name of the Program	Date	Coordinator
Consultative Workshop on the status of Ph D in Universities and Institutes of National Importance	8-9 January 2019	Sudhanshu Bhushan
Specialized Programme on Education and Labour Market Linkage	February 2019	Aarti Srivastava

### Programmes : National Resource Centre on Education- Subject Wise Resource Development

	Name of the Program	Date and Place	No. of participants	Coordinator
1	Preparatory Workshop	24 <sup>th</sup> May 2018	8	Aarti Srivastava
2	Workshop on Identification of Subject-wise Resources for Teachers in Higher Education	6-8 June, 2018	45	
3	Workshop on Identification of Research Methodology Resources for Teachers in Higher Education	11-13 June 2018	26	
4	Workshop on Identification of Teaching-Learning Resources for Teachers in Higher Education	18-20 June, 2018	23	
5	Tier Two Workshop on Life Science Resources	6-7 December, 2018	10	

	Name of the Program	Date and Place	No. of Participants	Coordinator
1)	Workshop on Student Satisfaction Survey	18-20 July, 2018, NIEPA, New Delhi	22	Prof. A Mathew
2)	The Workshop of Institutional Heads was organized on	10-11 December, 2018, NIEPA, New Delhi	39	Prof. A Mathew

**Programmes : National Resource Centre on Education- Student Satisfaction Survey**

	<b>Name of the Program</b>	<b>Date and Place</b>	<b>No. of Participants</b>	<b>Coordinator</b>
3)	Workshop on Student Satisfaction Survey	18-20 July, 2018, NIEPA, New Delhi	22	Prof. A Mathew
4)	The Workshop of Institutional Heads was organized on	10-11 December, 2018, NIEPA, New Delhi	39	Prof. Mathew

**9. Ongoing Research Studies**

1. Higher Education Governance in Bihar-Sudhanshu Bhushan (the pilot project will be submitted by April 2019)
2. Life History of Centenarian Colleges-Aarti Srivastava
3. Autonomy in Indian Higher Education Institutions -Neeru Snehi
4. A Study on Private University Acts and Regulations of Fee (MHRD project) - Sangeeta Angom
5. Library Facilities in Indian Undergraduate Colleges and its impact on Student’s academic performance–Sangeeta Angom

**10. Proposed Training Programmes for 2019-20**

Department of Higher and Professional Education is in the process of preparing modules for the proposed Diploma Programme in Higher Education. During the last three years first meeting/workshop for preparation of these 12 modules has already taken place. For the current year it is proposed to finalize the Modules in reference to its content, videos, assignments etc. Keeping this in view three programmes are being proposed below:

**Programme I: A five day Workshop for Finalization of Module on Equity and Social Justice.**  
**Sudhanshu Bhushan**

**Programme 2: A five day Workshop for Finalization of Two Modules-**

- 1. Governance in Higher Education**
- 2. Faculty Recruitment and Faculty Development in Higher Education**

**Neeru Snehi**

**Programme 3: A five day Workshop for Finalization of Two Modules-**

- 1. Privatization in Higher Education**
- 2. Financing of Higher Education**

**Sangeeta Angom**

**Programme 4: A five –day Workshop on Education and Labour Market Linkage.**

**Aarti Srivastava**

The interest in employability emanates from Becker's human capital theory. Whereby the aim of governments is to foster conditions that encourage growth in the stock of human capital, considered vital to the performance of knowledge based economies in a globalised world.

While trying to appreciate higher education potential for contributing to economic well being it is helpful to distinguish between subject specific skills and other skills demanded by the employers i.e. generic skills such as communication, team work etc. Thus employability may be understood as the capacity of the graduate to function in the job.

For higher education to aide development of graduates with relevant attributes, skills and knowledge so as to enhance their employability, it becomes pertinent to not only revisit the concept, approaches and curricular processes etc., but also delve upon ways to strengthen the link between education and employment.

**Objectives of the programme**

- To Understand the link between education and employment
- To Identify the impending gaps between education and employment
- To Strengthen the link between education and employment

**Programme 5: Two Day Consultative Meet on Developing tools for research Project on Library facilities in Indian Undergraduate Colleges and Its impact on Student's Academic Performance.**

**Sangeeta Angom**

**Introduction:** The study intends to study the various facets of library facilities in Indian Undergraduate colleges. It also tries to analyze the impact of library facilities on the academic performances of the students.

**Objectives of the program :** To discuss and develop the tools for collecting data for research study on Library facilities in Undergraduate Colleges and its impact on academic performance of the students

**Theme:** Library facilities and its impact on students' academic performance

**Participants/target group:** Subject Experts from universities (15 participants)

## **11. 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 by Dec 2018
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 2019

## **Proposal for Introduction of a Diploma Programme in Higher Education**

**(Co-ordinators - Neeru Snehi and Sangeeta Angom)**

### **1. Background**

The 21st century is marked by a paradigm shift in education which has resulted in unprecedented changes at all levels. Globalization and privatization are imposing new challenges but the nations are still entangled especially in solving the basic problems of accessibility to higher education for all. In addition to questions of access and equity, institutions of higher education are called upon to cut costs, improve quality and compete in an environment of cross-border educational provision. The challenges ahead are multifaceted and multidimensional. Academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students.

In context of Indian education sector, the ongoing process of globalization and rapid developments in technology in education sector is being accompanied by both threats and opportunities, especially in higher education. Enrollment in higher education in India has increased explosively in past few years. Though, the data reflects a massive growth in the number of students' enrollment in colleges/universities, holistic view reveals that still only a meager of the total population has access to higher education. In the wake of the transition from elitist to mass education, universities are under pressure to enhance access and equity, on the one hand, and to maintain high standards of quality and excellence, on the other. Today the notion of equity not only implies greater access to higher education, but also opportunities for progress. In recent debates on higher education, the notions of equity and access go beyond minority to diversity. Affirmative action, too, has become race exclusive and gender-neutral.

Another important concern is the continuing disparities in spread of institutions across regions and socio-economic realities. Despite efforts to spread the location of higher education institutions more evenly across the country, there is wide variation, particularly between urban and rural areas, but also between states. There are still significant multi-dimensional inequalities in enrolment rates between rural and urban populations, rich and poor, minority and mainstream



communities, men and women and people with disabilities. 'Inclusive growth' is a priority for reform in Indian education. With the growth in the middle classes, Indian universities must prepare themselves for considerable changes in student profile.

India's colleges and universities, with a few exceptions, have become large pool of under-funded, ungovernable institutions. At many of them, politics has intruded into campus life, influencing academic appointments and decisions across levels. Under investment in libraries, information technology, laboratories, and classrooms make it very difficult to provide top-quality instruction or engage in cutting-edge research. Due to rapid expansion of higher education, number of quality teachers in higher education is grossly inadequate. A doubling of faculty from the current 8 lakh to 16 lakh is envisaged during the 12<sup>th</sup> Plan. Moreover a large portion of those teaching in HEIs are currently casual or part time academic staff and this is likely to continue. To improve their performance, improvements in their hiring practices and working conditions, and engaging them in faculty development programmes, including using of online technology for faculty development are needed. In order to bring faculty development, there is need of a change in the content and methodology of such programmes.

The issues relating to the poor quality of teaching learning in higher education institutions across all levels are raised frequently, particularly at undergraduate level. The major reasons cited for this include: Lack of teaching skills in faculty and limited understanding of the learning process, the use of outdated pedagogies (input oriented, lecture-based approaches, rather than student-centred, enquiry driven and outcomes-based), outdated and inflexible curricula, a rigid evaluation and assessment system, which encourages rote-learning and does not test students' broader skills or deeper learning and lack of an effective quality assurance system for teaching and learning. However, initiatives for improving teaching learning and other academic reforms like introduction of semester system, choice-based credit systems have been started. The underlying concept, its implementation and related research across the wide sector is encountering various challenges and roadblocks.

The rise in the number of part-time teachers and the freeze on new full-time appointments in many places has seriously affected morale in the academic profession. The lack of accountability means that teaching and research performance is seldom measured. The system provides few

incentives to perform. Bureaucratic inertia hampers change. Student unrest and occasional faculty agitation disrupt operations. Nevertheless, with a semblance of normality, faculty administrators are able to provide teaching, coordinate examinations, and award degrees. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India. The need for skill oriented programmes with an aim to enhance national development is the demand of the day.

Research and innovation are now vital functions of higher education worldwide. The value of interdisciplinary research is recognized globally, as innovation is now happening at the intersections of disciplines. Collaboration is now central to innovation and entrepreneurship that leverages innovation is also an increasing part of higher education systems. Today, however, India does not have enough high quality researchers. The number of students taking PhDs and entering research posts is very low: 4,500 PhDs are awarded per year in science and engineering, compared to 30,000 in China and 25,000 in the US<sup>34</sup>. There is systemic segregation of teaching and research; most teaching-focused universities (the vast majority) do not provide students with research experience or the skills which would prepare them for research careers. Despite a growing reputation for ‘frugal innovation’, mainly driven from the private sector, the ecosystem for innovation in Indian research institutions is weak. The causes, among others, stem from a lack of multidisciplinary working, no development for faculty and students in areas to stimulate innovation and few links with industry. These constraints reveal themselves in the failure of Indian institutions to make their mark in the world global rankings.

In a rapidly changing and more technologically oriented society, students will need to acquire the knowledge and skills that will help them achieve success in institutions and in life. The evolving nature of institutions environments has placed new demands on educational leaders. Where knowledge of management of an institution, finance, legal issues and state mandates was once the primary focus for the preparation of institution leaders, education reform has created an urgent need for a strong emphasis on development of instructional leadership skills to promote good teaching and high level learning. Moreover, educational leaders must recognize and assume a shared responsibility not only for students’ intellectual and educational development, but also

for their personal, social, emotional, and physical development. The increasing diversity of educational institutions communities places a premium on institution leaders who can create a vision of success for all students, and use their skills in communication, collaboration and community building to ensure that the vision becomes a reality.

The earlier discussion reflects that the higher education in India suffers from several systemic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as – the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognized. Driven by populism and in the absence of good data, there is little informed public debate on higher education in India.

## **Rationale**

The influence of developments taking place around the globe and within the country, during the last six decades, has resulted in establishment of a large and extremely diverse higher education system. Nevertheless, there are many challenges confronting the higher education system in the country. Initiatives and reforms for improving the system are being undertaken. However, in this changing context there is a need to enhance awareness of contemporary challenges and prospects of the higher education sector among all stakeholders in general and faculty and administrators in particular. Secondly, the knowledge of new initiatives, strategies, reforms being undertaken to improve the higher education sector world-wide needs to be collected and disseminated. The ability to critically analyze these available options and adapt them for the local and global context is the fundamental requirement for making higher education competitive and relevant. Indian higher education system is highly diverse in terms of not only as higher education providers but also the quality of teaching faculties as well as administrators. At present, there is

no pre-induction training for both academicians and administrators. They all gain experience while working in the system. Knowledge / experience gain by this design might remain rather limited. Keeping this in view, the felt need is to widen the exposure, developing the expertise and skills and to disseminate the acquired knowledge to the larger academic community.

With this broader aim, DHPE, NUEPA is proposing to launch a diploma programme for academic and administrative community in Indian higher education institutions. The proposed duration of Diploma programme is one year. The programme will include 12 modules each of 2 credits.

### **Objectives:**

1. To enhance awareness about the recent developments in higher education sector
2. To deepen the understanding on higher education reform process through changing policy shifts
3. To enhance the capacity of the participants to face the administrative and academic challenges in higher education institutions.

### **Structure of the Diploma Programme**

The diploma programme would be of one year duration, comprised of 12 modules of 2 credits each.

The proposed areas of modules for the diploma programme are given below.

#### **Modules:**

**Module 1: idea of University Sudhanshu Bhushan**

**Module 2: equity and social justice - Woman, minorities and disabled - Sudhanshu Bhushan and Nidhi Saberwal**

**Module 3: equity and social justice - social groups and affirmative action - Sudhanshu Bhushan and Nidhi Saberwal**

**Module 4: privatisation in higher education - Sangeeta Angom**

**Module 5: governance in higher education - Neeru Snehi**

**Module 6: leadership in higher education - Neeru Snehi**

**Module 7: financing in higher education - Sangeeta Angom and Jinusha Panigrahi**

**Module 8: teaching learning in higher education - Aarti Srivastava**

**Module 9: faculty recruitment and development - Neeru Snehi**

**Module 10: internationalisation of higher education - Sudhanshu Bhushan**

**Module 11: education and labour market - Aarti Srivastava**

**Module 12: research, innovation and technology - Sangeeta Angom**

**Modules 1 to 5, 7, 8, 10, are almost ready and 6, 9, 11 and 12 will be prepared during 2018.**

**Annexure-2**

**Project Proposal**

**Series on Educational Governance of Higher Education Institutions in States**

## **Introduction**

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. Besides, University Grants Commission's main mandate is to maintain the standards of education of the universities. By virtue of higher education in the concurrent list since 1976 and in the state list since the beginning of the promulgation of the Constitution of India, 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.

Undergraduate colleges affiliated to state universities have a complex and diverse reality. Its importance is realized by the planners and policy makers in India because of its sheer size. There are 35829 colleges and 11443 Stand Alone Institutions. Total enrolment in higher education has been estimated to be 29.6 million. About 80% students are enrolled in Undergraduate level Programme. UGC in its attempt to maintain standards instructs these colleges through the universities through various guidelines and statutory binding regulations. UGC's regulation has, however, been also accompanied with funding support to the 2f and 12 B colleges which have slowly but steadily consolidated the strength of the colleges, notwithstanding the fact that problems remain. There has been concern in terms of the size of affiliating state universities to manage the large number of colleges and UGC and the Government of India have been directing the state governments to reduce the number of colleges per university. As a result the number of universities have increased but not necessarily the efficiency in managing the universities because of the resource constraints that new universities have been facing. Whatever efforts were made by the central government and the regulatory councils to govern and maintain standards in quality, it is argued, have not succeeded in developing a vibrant system of undergraduate education in India, barring of course few islands of colleges with excellence. Undergraduate colleges maintained and managed under different state governments have their complex relationship with the universities and the state governments, on the one hand, and with the regulatory bodies and central governments, on the other.

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.

### **Rationale**

The higher education governance varies across all states on various dimensions. It varies in terms of universities' relation with the state governments and that of the office of the Chancellor. The acts, statues and ordinances guiding the functioning of the universities also vary. The intensity of privatization of higher education varies. The social composition of students and intensity of the shortage of teachers also vary. State government policies and programmes vary across states. The autonomy and accreditation status of colleges and universities vary. There is, however, no systematic documentation of higher education governance of states. As a result even with respect to the basic information with respect to the governance of higher education, information has to be collected as and when need arises. Much of the policy and planning exercises are difficult to be conceptualized due to the non availability of basic information. The compilation of

information will also facilitate the researchers to plan the research with appropriate information. Against above background and rationale the department proposes to publish a series on "Higher Education Governance" for all states in three years from 2015-16 to 2017-18.

Therefore, the important 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.

### **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

### **Proposed Plan**

The department proposes to publish a series on "Higher Education Governance" for all states in the three years. Ten states will be selected in the year 2018-19, 10 in the year 2019-20 and 9 states and seven territories in 2020-21. There will be state wise publication on various aspects of governance in higher education. 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, professional institutions and privatization. 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.

Every state report on governance will be authored by an expert. There will be the memo of understanding signed with the author of the state report. Every expert will be assisted by research



project staff for a period of six months to be selected by an expert. The research project staff could be the teacher or a qualified doctorate or a postgraduate with research experience of two years. The responsibility of the research project staff will be to collect information pertaining to the state, tabulate the result and analyze. Finally expert will write the report.

The tabulation plan, chapter wise content plan and development of standard templates will be developed in a meeting of all state experts at NUEPA. The research project staff will also be invited to attend the meeting. During meeting he will be explained the information schedule, tabulation plan and ways of analyzing the results so as to maintain uniformity in the report across all states.

A mid-term review with the experts will be held when almost all information is obtained and tabulation of information is ready. The meeting will deliberate on the ways of utilizing the information so obtained. The mid-term review will set the stage for writing of the reports after careful scrutiny of all the information and the tabulations so prepared for analysis.

A third and final meeting with the experts will be held in NUEPA when the draft report is finalized. Based on the feedbacks the final report will be submitted by the state level expert.

The publication of all the state reports will be accomplished under the memo of understanding signed with the commercial publisher. The royalty on the sale of the book will be paid to NUEPA and half the royalty from the sale of the book will be paid to the respective state author.

The overall responsibility of executing the project will be that of Series Editor. Series Editor will be selected by the VC, NUEPA. A pilot project will be undertaken by the series editor during the month of April and before the first meeting of experts. The pilot project will help to conceptualize the templates and tabulation plan to help the discussion in the first meeting of state experts/authors of the report.

### **Project Supervision Committee (PSE)**

The series on governance of higher education will be supervised by PSE to be constituted by the Vice Chancellor, NUEPA. The members of the PSE are proposed as follows:

VC, NUEPA - Chairman

One Professor, NUEPA nominated by the VC - Member

One Associate/Assistant Professor of the DOHPE, NUEPA nominated by the VC -Member

Two outside experts nominated by VC - Members

Registrar, NUEPA - Member

Finance Officer, NUEPA - Member

Series Editor, NUEPA - Convenor

The function of the PSE will be to monitor the project and approve financial allocation to accomplish the activities.

### **Chapter Outlines (Proposed)**

1. Structure of Post Secondary Institutions and Governance Bodies

2. Participation of Students - Aggregate and Decomposition by Social Groups and Gender
3. Teachers - Status, Recruitment Policy, Capacity Development, Adhoc Teachers, salary structure, service conditions such as age of retirement and Assessment of shortages etc.
4. Classified Status of Intermediate and undergraduate Colleges and Governance Issues such as affiliation process, 2f and 12 B Status, Managing bodies at university and college level
5. Admission, Examination and Learning issues including online resources, library, sports and extra academic activities and a case study of few colleges highlighting typical issues of governance
6. University level governance - appointment of top officials and bodies and issues of governance, PG Departments, Centres
7. Technology and Governance
8. Content Analysis of Acts and Statutes of Universities and Analysing the role of Chancellors and State Governments
9. Privatization of Higher Education
10. Technical and Professional Education
10. Issues and Challenges of Governance
11. Financing of higher education
12. Conclusion