LEADERSHIP DEVELOPMENT IN HIGHER EDUCATION

Report of the Workshop for Vice-Chancellors

Under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

24-25 January, 2019

(Department of Higher and Professional Education)
National Institute of Educational Planning and Administration (NIEPA)
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Acknowledgements

The Workshop on "Leadership Development in Higher Education" for Vice-Chancellors was the second programme under the Centre for Academic Leadership and Education Management (CALEM), as part of the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT), organised at Hotel Pride Plaza, New Delhi, on 24-25 January, 2019, and well attended by about fifty academic leaders.

We are thankful to the Honourable Union Minister for Human Resource Development, Shri Prakash Javadekar Ji, for gracing the occasion and interacting with the participants. He was a huge enabler and motivator for the workshop.

Our sincere thanks to Dr. N. Saravana Kumar, Joint Secretary, MHRD, for his gracious presence at the Inaugural Session which set the tone for the ensuing workshop. We appreciate the support and help extended by Shri R. Subrahmanyam Ji, Secretary, Higher Education, and Dr. Shakila T. Shamsu, OSD, NEP, MHRD on behalf of the PMMMNMTT, at every stage of organising the workshop.

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duration of the workshop - from preparation to execution - especially Prof. Sudhanshu Bhushan, who led the entire team.

A special mention for Dr. Aarti Srivastava, for meticulously coordinating and taking copious notes for preparation of this workshop report.

N.V. Varghese
Vice-Chancellor, NIEPA

New Delhi
Date: 24 January, 2020

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1. Introduction

Higher education in India expanded massively in the 21st century. Institutional transformation, through leadership, becomes central owing to technological change and massification of the sector. The diversity of institutions, in terms of size, age, infrastructure, endowments and financing, faculty and students, programmes of teaching and research, etc. pose the additional challenge of steering institutions to higher levels of accomplishment and credibility.

India has an affiliating system, which compounds the problem of providing effective academic leadership and support. Institutions of national importance are another category of institutions in India which are diverse, and have specific goals and objectives in many disciplinary or inter-disciplinary areas and, over a decade, governments have promoted them to prepare graduates and serve the country with specific areas of specialisation. The emergence of private universities from the turn of this century adds another dimension to the complexity of governing the higher education system in India.

The move towards massification of higher education also reflects a change in the public policies in the sector. It is important to note that massification in India does not entirely rely on the public funding and resources. There are compulsions in a mass higher education system to shift the incidence of financial burden from the public sources to households and students. The introduction of cost-recovery measures and self-financing courses help overcome the challenges posed due to financial crunch.

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Mobilising resources at the institutional level also induces competition among institutions of higher education. An institutional leader today needs to balance the financial targets with distributive justice and the inclusive agenda of higher education. In other words, all institutions of higher education need to make efforts to raise resources from non-governmental sources, in order to maintain an optimal balance between efficiency and sufficiency. This indeed is a tight rope walk and calls for a new discourse on understanding issues of competitiveness, efficiency and equity in governing and managing institutions, without commercialisation.

The leaders of higher education institutions are further constrained by social, economic and political factors. More importantly, teacher shortage in higher education institutions severely impedes the teaching-learning process, which is the heart of higher education. Further, different types of appointment for the same teaching position create unrest among the teacher community and leads to high attrition rates.

Another challenge to teaching-learning process is the student diversity in the classrooms. Students come from diverse social, linguistic and economic backgrounds. The traditional methods of classroom practices may sound less effective. We need to deliberate upon ways to strengthen the faculty, enhance their competency to deal with managing the changed social and technological context of teaching and learning. Further, we need to understand the ways of providing incentives, developing teaching and research skills along with curriculum planning and assessment practices. Institutions need to prepare themselves for accreditation and internal monitoring of quality on a continuous basis. Besides, the work environment has to be conducive so as to promote work culture among the faculty in teaching and research. The constituents of work environment need to be understood in terms of freedom, co-operation, effective communication among faculty members and between academia and administrative agencies. The workshop will have special focus on the role of Academic Leaders in creating incentive system and capacity development of teachers and nurturing a work environment in the institutions of higher education.

An important problem of governance at the institutional level is autonomy. At times, compliance of regulations issued by the government and regulatory councils creates conflicts due to a multiplicity of control under the federal structure. Some of these issues need to be highlighted and discussed to arrive at probable solutions to avoid conflicts and protect the autonomy of universities and institutions. The authorities of universities/institutions have decision-making powers that guide the functioning and determine the directions of development. The academic leaders find it difficult to democratise the decision-making processes in view of personal interests and whims of individual members which often hamper smooth governance. The real issues, challenges and ways of addressing them require discussion in the workshop.

In the case of affiliating universities, the management of large number of colleges located in long distances from the university headquarters is yet another dimension of the problem. The varying and rich experiences need to be shared, and good practices followed in one university may be followed by another set of universities. There is great scope for technology adaptation both in small and large universities. The conduct of examination and declaration of results may have time-tested solution in a unitary set up of university/institutions where internal assessment is the practice. However, in an affiliating university where there are lakhs of students, fair assessment practices and timely conduct of examination are challenges of governance. Management of student affairs, including admission, monitoring of student progress and conduct of student union elections in an increasingly political environment is also an important challenge for the leaders of universities.

There have been several initiatives by the government in the recent past to relax regulatory systems, and enhance quality improvement measures. The establishment of 20 institutions of eminence, tiered autonomy, the ranking exercise and efforts to formulate new policy on education are some examples of the new initiatives which the workshop also discussed.

The workshop focused on such strategies through sharing of ideas, experiences, case studies and action plans at the institutional and national levels.

The Vice-Chancellors' Workshop

The Committee of Group of Secretaries constituted by the Prime Minister recommended for programmes to develop academic leadership targeting current Vice-Chancellors, Registrars, etc. This workshop is the second in the series of workshops to be organised by NIEPA as a follow-up to the Committee.

This workshop was organised by the Centre of Academic Leadership and Education Management (CALEM), under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT), of NIEPA, New Delhi.

Objectives of the Workshop were:

- To familiarise the participants with the changing landscape in the governance and management of higher education in India;
- To share experiences on innovative initiatives at the institutional levels; and
- To discuss challenges in bringing about institutional transformation.

The workshop began with discussions on the challenges faced by the higher education sector to bring about changes to facilitate institutional transformation. New pathways of taking the sector forward with inspiring institutional leaders to improve the higher education system in the country was brought to centre-stage in the discussions. The Indian academia commands great respect internationally but higher education institutions of India do not enjoy high levels of credibility. Improving the image of the institutions needs effective leadership to enhance research capacities and teaching competencies for contributing to the intellectual traditions and knowledge generation.

Developing effective institutional leadership requires selection of best candidates and orienting them to the compulsions of institutional transformation. The Vice-Chancellors require support for institutional change. This workshop attempted to

initiate a discussion on issues confronting the higher education sector and the pathways to revitalise institutional initiatives.

The discussion in the workshop centered mainly on the following themes:

- Equity and Quality in Higher Education
- Leadership Strategies for Improved Institutional Performance
- Financing in Higher Education
- Governance in Higher Education
- Experiences from the Vice-Chancellors
- Teaching and Research in Higher Education
- Future Pathways for Institutional Transformation

2. Inaugural Session

The workshop started with a welcome address by Prof. N.V. Varghese, Vice-Chancellor of NIEPA. This was followed by introduction to the workshop and the detailed programme by Prof. Sudhanshu Bhushan, Head, Department of Higher and Professional Education.

The Inaugural Address was delivered by Shri Prakash Javadekar, Honourable Union Minister for Human Resource Development. An hour-long interaction between the Hon'ble Minister and the participating Vice-Chancellors set the tone for subsequent discussions in the workshop. His assurance of wholehearted support to the initiatives to reform the sector to make it the engine of growth and development of the country and leading the nation to greater heights was indeed well received by all the participants.

Shri Prakash Javadekar Ji highlighted the key aspects of leadership development, Foremost being the Vision, Targets and Action Plan observed in the selection process of leadership positions for the institutions. This is followed by the national expectation from Vice-Chancellors to have the vision for the institute, targets as well as an action plan to achieve the targets and the vision. This, in turn, indicates the commitment of the leader towards the growth and the development of the institute. The example of the vision of the

Honourable Prime Minister to create New India by 2022 was cited, along with initiatives such as Swachh Bharat Abhiyan, Corruption Free India, Jatiwaad Mukt Bharat, etc. The learned Minister pointed to how unfortunately, very few Vice- Chancellors and leaders of various higher education institutions have a complete action plan in the face of new initiatives or targets envisioned to be achieved in a stipulated time.

It was suggested that institutions can improve quality of higher education, by identifying and creating specific specialties and expertise, improving innovation culture and improving the research scenario, and quality initiatives. Institutions must decide their one uniqueness and for this, must have a plan, and a series of programmes to facilitate in achieving this vision.

A quality of leadership must involve and initiate discussions with various stakeholders (faculty members, students, and other stakeholders in the communities) to evolve the plan and the vision for the institutions; the vision is common to all stakeholders and therefore should be shared with all stakeholders. In creating infrastructure, it is important that the leaders of the institutions have a concrete design, which takes into account future institutional needs. Along with this, providing support during the planning stages, monitoring and supervision are equally important components of infrastructure development; a project monitoring unit has been created which consists of senior/experienced/retired officers.

Faculty selection is critical because quality of institute depends on quality of faculty. And therefore faculty selection has to be the main focus of any academic leader. Besides advertisements and interviews, it was suggested to track, attract and initiate dialogues with students studying abroad, from their third year of research, to encourage them to apply for various positions. This was an important way of attracting good faculties to the institution. The importance of faculty cooperation, managing group-formation and building a team were highlighted as important components of improving overall quality of the institutions.

A component of vision and an aspect of responsibility of leadership also included improving the teaching-learning process. Taking faculty members into confidence, guidance and being part of the teaching process (by taking classes regularly) were important ways of impressionistic leadership and leading through example.

A cordial relationship with students, continuous dialogue and channeling the energy of students in activities would bring laurels to the institution. It was highlighted that students who get laurels in various fields are because of the myriad activities that students engage in. Other than only creating the atmosphere of discipline, it was suggested that students must be encouraged to engage in co-curricular activities as this also helps in development of the personality.

The Minister concluded his interaction by re-emphasising on the leadership development in higher education as key to enabling leaders to make a difference not only to the systems and institutions, but also to the country concurrently.

It was expected from the workshop that the participating Vice-Chancellors consider these suggestions and prepare an action plan with their vision and targets.

Honourable Union Minister for Human Resource Development
Shri Prakash Javadekar Ji, addressing the participants

Dr. N. Saravana Kumar, Joint Secretary, MHRD, gave an overview of the current challenges facing Indian higher education and recent initiatives of the government, namely, Leadership for Academicians' Programme (LEAP), Annual Refresher Programme in Teaching (ARPIT), which are the new programmes to improve research and innovations and university-community partnerships. It was highlighted that the current initiatives have been taken up to address issues such as equal access, quality education for all, flexibility in education and employability. The LEAP and ARPIT are two programmes that are the latest initiatives in the teachers' training programme. Related to the LEAP, it was highlighted that the President Office examined the Flyer and brochures of fifteen LEAP institutions and rated NIEPA's as the best .

On LEAP, it was shared that 10 important attributes for a leader have been identified to be imparted through LEAP training. MHRD has defined 10 attributes and assessment parameters to assess this attributes for every individual that are undergoing the training. It was also shared that President has suggested that those who are found to be really good in the LEAP training programme, should be sent further for another scaled up advanced training; MHRD is open to this idea of providing an advanced leadership programme to academicians.

Elaborating on ARPIT, which is an annual refresher course for the higher education faculty disseminated through Massive Open Online Courses (or MOOCs India's Platform – SWAYAM), it was shared that this course has been running for the past 3 months i.e. November onwards. Within a short period of three months, 52000 teachers have enrolled for ARPIT and are already undergoing the training. The course will be completed by 28 February, 2019. The faculty will be subjected to summative evaluation before 16 March, 2019. MOOCs model of training the teachers has been employed to widen the coverage of training higher education faculty members.

Emphasis has also been extended to research and innovation; Imprint Scheme and Uchchatar Avishkar Yojna have been already initiated. To add more strength to the research ecosystem, MHRD

has initiated more schemes, namely, IMPRESS scheme (Impactful Policy Research in Social Sciences), and the second is SPARC (Scheme for Promotion of Academics and Research Collaboration). Under SPARC scheme, the top rank Indian institutions will be allowed to have a tie up with top rank global institutions. It is institution to institution collaboration and MHRD will be funding it. SPARC programme encourages mobility of students and faculty members from institutions like NITs or emerging level institutions to engage in serious collaboration with foreign institutes. The concept of nodal institutes was highlighted. The nodal institutions are established Indian institutions that will handhold and guide other Indian institution to engage in collaboration with foreign institutions located in SPARC 28 countries like US, UK, France, Canada, etc where research ecosystem is good. For each of these 28 countries, 1 established Indian institution has been selected as nodal institution.

Another programme is the Global Initiative of Academic Networks (GIAN) which has been there for the last 2 years, and more than 1400 proposals have been approved and the foreign faculty has come to Indian institution to teach. Now, the MHRD is looking to initiate GIAN plus. The objective of GIAN plus is to encourage faculty mobility for stipulated time to the developing countries to advance academic competencies and capabilities. This will also help improve internationalisation of higher education in India.

To improve internationalisation in a systematic manner, Study in India initiative was also highlighted. A systematic effort under this programme included one: setting up of a centralised admission portal, second: institutes are offering some kind of fee waivers and some scholarships also, and the third: branding of India as Educational Destination.

The importance of accreditation and framework for ranking of educational institutions was highlighted. It was suggested that, without a framework, it was difficult to figure out what it is lacking and where improvements are essential. These are all measures to ensure the quality of institutions.

Finally, Digital Initiatives were also shared that were being implemented with the aims of providing equal access of education to all, to improve learning outcomes and improve access to multiple sources of knowledge. These initiatives included: SWAYAM which is India's most known online MOOCs platform. Additionally, UGC, CEC, NIOS, NCERT are all offering online courses. At school education level, 12 lakh untrained teachers are trained through SWAYAM. As a leader, we should really be open to embrace this digital education. Along with this, to promote the digital education, it is also now accompanied with credit transfers. To safeguard the interest of students and other stakeholders, regulation called "online regulation" has also been prepared. We are working on how SWAYAM portal can be utilised. It can be both private and public sector. How this can be utilised to offer 100% virtual online courses. In India, seeing the cost involved, we want to provide our own SWAYAM portal so that institutes can easily implement that. The initiative, Uchh-Bharat Abhiyan, which is a flagship programme that aims to leverage the strengths of higher education institutions to enrich rural India was viewed to be of advantage for both the sides.

Inaugural Session in progress

3. Theme-wise Proceedings

3.1 Equity and Quality in Higher Education

The session began by pointing to how changes in higher education in the developing countries started much later than that in the developed countries. In many cases, developing countries are repeating the same steps which were earlier adopted (and sometimes rejected) in the developed countries. But the challenges are different as per the contexts, and there are many players and stakeholders involved. How to negotiate within the context of national priorities and move ahead is perhaps the real challenge for higher education leadership today.

To understand this issue, it becomes important to look at the major trends in contemporary higher education (HE) which have their implications in India. HE today, has become a global good with decreasing public funding and support. In the decline of the public support, market became the leader in decision making, where profitability becomes the major driving point. As a result of that, market failure is proving very costly for the higher education institutions (HEIs), the students and all its stakeholders. Hence, the major challenge is to manage market and massification for an inclusive HE.

Higher education in the developing countries started expanding in late 1985-95, and the first wave of recent changes in HE started around the 1990s. With the emergence of knowledge, economic value of HE came as an internationally recognised policy mandate, and due to the technological changes, the sector needed to adopt faster. The OECD suggested that the most important factor to improve national competitiveness is focusing on education, particularly on HE. HE and research is going to be the driving force in tomorrow's world. This is contrary to the claims of the World Bank (WB) which propagated higher returns to primary education than that in higher education. Nevertheless, massification of HE is now a reality, and in developing countries, the demands and enrolment in HE is increasing extremely fast. This raises questions on addressing the issues of diversity, inclusion and accessibility.

The fast paced massive expansion resulted in more than 7 million of net addition of students per year. India and China account for 40 per cent increase of HE enrolment. GER in India has gone up from 8.4 per cent to 25.3 per cent, which is also representing the potential of the sector to grow even further. However, for that to happen, the base or the school education needs to be expanded.

The second trend is that of increasing privatisation, especially privatisation of public HE institutes. After UK, Australia and a few other developed countries, some developing countries started to follow the strategy. Today in India, there are more than 60 per cent HEIs which are private. This mushrooming of private HEIs can also lead to an unequal system which can be disastrous. There should be a robust system in place to manage the growth and development of private HEIs in India.

The global trend, however, indicates that the less developed countries relied on market to expand HE whereas developed market economies relied on public institutions to massify the market. The result is the proliferation of profit-making HEIs all over the world. In India, private HEIs do not make profit, but make surpluses, which demand a closer attention to their way of operation.

The third trend comes with the new forms of globalisation. Student mobility has increased, but is limited mostly to the Anglophone countries such as USA, UK, Australia. The second stage of mobility is the mobility of HEIs as Educational Hubs. Many international institutions are establishing campuses abroad to attract major chunk of the students (consumers) at an affordable cost. In India, the government encourages institutional collaboration with top-ranked institutions. Whereas collaboration with other HEIs is permitted in India, international HEIs cannot open their branch campuses in India.

At a later stage, with the introduction of the digital era, MOOCs became a widespread name in the HEI sector. The online platforms improved the enrolment massively. Along with expansion of HE, there was increased discussion on quality assurance. EQA and IQA were set up in the HEIs. There was a push for accreditation,

but, till date, very few HEIs in India are accredited, as it is a time consuming and slow process.

There is increased regional cooperation, even in HE sector, although the comparability of qualifications and degrees are still issues to make a unified HE sector. It is, however, important to remember that knowledge is international and all the HEIs are international to some extent, in terms of their nature of knowledge production. However, there are two dimensions of internationalisation - (a) Internationalisation at home – changing the local system to make them at par with the international standards, and (b) Internationalisation abroad or the conventional mode of internationalisation. Both have their pros and cons.

The demand for quality HE also led to the stress on improving institutional ranking. It came as a main policy mandate in Indian HE sphere in recent times. The global ranking of HEIs in India is not very high. Many of the global rankings value research and its alignment. China progressed very well on this front. Recently, India also started its own ranking National Institute Ranking Framework (NIRF) in addition to its effort to improve in the global ranking. Institute of eminence is another step to promote the best of the Indian HEIs, both public and private in this regard.

In recent times, there has been a sea change in terms on public funding to public HEIs. Instead of supporting the HEIs financially, the trend is to provide student support through scholarship, bank loans, etc. In India, it is disciplinary distortion, where market forces in HE overrule the social motive of HE. In many southern Indian states, nearly 80 per cent of Tech HEIs were private and below quality, and many engineering graduates are unemployable or their salary level is minimal. As a result, there is a devaluation of the degrees in the labour market. As a consequence, many HEIs are closing down. With support of the fee reimbursement scheme, some can survive, but not all. Managements of the higher education institutions (not the top ranking) also meet the same fate. It is important to find a sustainable model of development for the HEIs with immediate effect as market demand cannot be the sole determinant in this regard.

With the introduction of HEFA, HEIs now can take loans to improve their quality. However, only a handful of HEIs are the beneficiaries of this scheme so far and most of them are premier elite HEIs. The trend of innovative funding also came post economic crisis era, although Indian HE was not severely affected by the adversities of it. In fact, HE was seen as a medium to get out of the economic crisis by skilling and re-skilling people to make them employable. The earlier conception of the goal of HE for self-improvement has changed. Today, it is different, as market has taken the lead role. However, along with massification of Higher Education, inclusive education became equally important.

Large scale data analysis shows that India's share in the global consumption is 7.5 per cent, which is less than that of China. But, by 2050, share of India will be 49 per cent. It also tells us that emerging middle class will dictate the global trends where projection of Asia's progress is higher than the global average. It also indicates that India is the fastest growing economy with an average of 7.1 per cent projected growth rate. However, it is only possible if skills development and investment in HE are secured and improved, which is very less at present. It needs faster and inclusive skills development.

To answer how to addressing equity, we may need to look into the labour force without certain level of education. Analysis of NSSO data shows that a large section of population enters labour force without completing 14 years of education. Percentage of tribal women is higher in work force entry. Moreover, there are high dropout rates among rural, SC, ST, Muslim population. Examining the data, it can be inferred that the variation in literacy rates among SC, ST, Muslim are lower than the others. Dropout rates are also highest in Muslim and ST followed by SC population. There are problems in access to HE which are often aggravated by the socio-cultural factors of the castes, tribes or religions. In addition, there are financial constrains, lack of parental interest and so on, which need to be addressed. The studies also show that the enrolment of SC, ST are the lowest, followed by Muslim in the age group of above 16 in the higher secondary level. Going further, it can be found that improvement rate is also low for SC, ST

population. Whereas graduation rate is higher in other religions, it is still low among SC, ST population in India. The entire education system in rural and tribal areas is not up to the mark.

Another study has found that the probability of the rural students to enter into any modern job is almost zero. Privatisation and inequality is thus emerging as the most important issue. Whereas in the developed countries, the income inequality is close to 30 per cent and, in health, it is less than 10 per cent. Educational inequality is lesser. In contrast, in the developing countries, income inequality is 35 per cent, and the same for education and health is at a staggering 40 per cent.

Hence, it can be predicted that the macro economic growth will be affected by the lower attainment of education, regional diversities and so on. Addressing this issue is complex and an imperative.

The session had the following important recommendations:

On Access

a) To understand this issue, it becomes important to look at the major trends in contemporary higher education (HE) which have their implications in India. Higher education today has become a global good with decreasing public funding and support. In the decline of the public support, market became the leader in decision making, where profitability becomes the major driving point. As a result of that, market failure is proving very costly for the HEIs, the students and all its stakeholders. Hence, the major challenge is to manage market and massification for an inclusive higher education.

b) There should be a robust system in place to manage the growth and development of private HEIs in India. The private HEIs, in India, do not make profit, but make surpluses, which demand a closer attention to their way of operation.

c) It is important to find a sustainable model of development for the HEIs, and immediate or market demand cannot be the sole determinant in this regard.

d) Large scale data analysis shows that India's share in the global consumption is 7.5 per cent, and by 2050, the share is expected

to be 49 per cent. India is the fastest growing economy with an average of 7.1 per cent projected growth rate. However, it is only possible if skills development and investment in HE are secured and improved, which is very less at present. It needs faster and inclusive skills development.

e) It was suggested that there is a need for introducing skill-based and vocational courses at the undergraduate level, which will provide avenues for students who are not academically good. This may also improve quality without adversely affecting access and enhancing overall employability in the sector. Therefore, strengthening and encouraging vocational courses in higher education is an imperative.

f) Language proficiency seems to be an important aspect of the problem when the system is massifying and students from disadvantaged background are enrolled in the system. There should be institutional arrangements to strengthen the language proficiency of students from rural areas and those coming from government schools.

g) There exist wide variations in terms of subject competencies of the students. Therefore, remedial classes to all needy students should be introduced. The UGC has schemes on these lines; however, these are not effectively functioning. There is a need to introduce remedial teaching in institutions wherever they do not exist, and make the scheme of remedial classes more effective in those institutions wherever they already exist.

h) An important issue is to develop institutional tolerance to diversity. This will need to make all the specialised cells established for this purpose to be made functional and effective. This also needs a change in the mind set of academic community towards students coming from disadvantaged backgrounds so that they get more academic support in classrooms and get more integrated with rest of the students in the campus. The question is how to develop inclusive campuses.

On Quality

a) It was felt that the focus should be on improving quality of higher education rather than   ranking. The key to the improvement of any academic institution is to create an ecosystem, where universities can perform well. Adequate financial support and facilities play an important role in this regard.

b) There is an urgent need to address the issue of shortage of teachers to improve quality at the institutional level.

c) Autonomy is another important issue. Many institutions feel that interventions from government are more frequent which affect their autonomous functioning. Therefore, there is a need to grant autonomy with measures that will ensure accountability.

d) Autonomy also depends on how the leadership selection process is organised. An effective leadership at the institutional level can bring about considerable changes in the academic orientation and quality of higher education.

e) Most institutions in India do not prepare institutional plans, and their day-to-day activities are not guided by any long-term perspective or plan. Therefore, institutional planning should form part of the management concerns.

f) Both internal and external quality assessments are necessary to improve institutional performance. More importantly, internal quality assurance cells should operate effectively. They function mostly as arrangements for data collection and preparation of reports. There is a need to strengthen the academic resources in the cells to make the internal quality assurance an effective mechanism to improve institutional effectiveness and standard in outcomes.

g) The institutional diversity is wide and large in higher education in India. There is a need to adopt separate ranking parameters to reflect the institutional diversity. This will facilitate different institutions set standards, achieve targets and improve their positions on the ranking list.
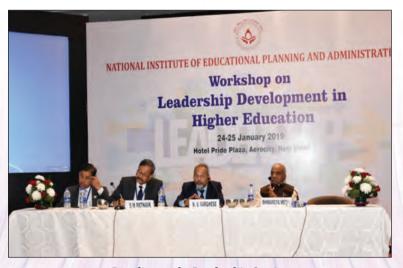
h)   Outsourcing of accreditation has to be stopped.

i)   There are instances of accreditation by two agencies of the same institution. The example of agricultural universities was cited. These universities are subjected to accreditation by ICAR and NAAC. The parameters of accreditation and ranking not customised for agricultural universities.

j)   Accreditation should have a uniform core component of 60 per cent applicable to all institutes and 40 per cent of specific relating to specific discipline.

k)   There is no ranking of open universities; therefore, a look into the parameters is required. Support of the government need to be taken into consideration. Some international parameters should be taken into account.

3.2 Leadership Strategies for Improved Institutional Performance

Leadership is a dynamic phenomenon and leads to thousands of blooming flowers. A self- assured leader purposefully deals with future leaders in university and is able to deal with contested cosmologies i.e., to deal with different viewpoints regarding performance of system, addressing responsibilities along with discovering and locating them in right perspective of university life. The danger is of falling into trap of transactional leadership of give and take. Although it may help a leader to sail through turbulent times, yet a leader, in addition, needs to focus on transformational leadership i.e., to enable transformation in the stakeholder to attain the desirable behaviour. Universities are neither government structures, nor corporations, or private family business. But leaders, students, teachers and bureaucrats, administrators form the composite whole. Universities are part government, corporation, and family. A university needs leaders who have kindness in heart, boldness in mind and physical strength to stand the rigour. Universities are spaces in which leadership is nurtured.

Institutional leaders must remember the famous prayer which asks for the serenity to accept things one cannot change. The

courage to change things, which one can and wisdom to know the difference. The management might be doing things right but leaders do right things. Educational institutions are like living organisms establishing dynamic equilibrium with surroundings involving socio-economic and environmental perspectives. For a leader, it is important to know division of labour amongst team members, mutual respect for area of jurisdiction of each of the key leaders and functionaries of the institution - registrar, finance officer, etc., understanding stakeholders, generating trust that the leader will place issues to an appropriate level of decision making. A successful leader with vision is one that galvanises everyone in such a manner that everyone moves in the same direction. This is a challenge. A vision of Himalayan heights and Oceanic depths is needed.

Panelists at the Leadership Session

There are different kinds of strategies to improve the institutional performance. Among the key leadership strategies include technology and digital strategy, collaboration and competition strategy, activity management, connectedness strategy, quality assurance, and talent management strategy. Leadership and management are often confused with each other. But, while

leadership is about influencing the decision and guiding the people, management is implementation and administration of the decisions and policies. That knowledge and skills as leader are extremely important.

As far as Technology and Digital Strategy is concerned, in the era of industry 4.0 technolgy, there is a need to redefine the roles and responsibilities of the university to align with the corporate and business world. It is important to address the gap between what universities teach and what industries require. To keep the university syllabi and systems updated, it is important to focus on technology and digitalisation. Only face-to-face mode of education is not enough. We need a blended education system through online, e-learning, MOOCs. To meet requirement of the corporate world and HE, we have to have face-to-face as well as online learning. Traditionally, for universities, only physical infrastructure has been discussed. Today, there is a need to shift to technological infrastructure and to also focus on information infrastructure. In the times of big data and business analytics, it is important to convert data into valuable information for best and fast decision making. Further, the university leaders require tools, techniques and software, which build the analytics infrastructure. This is going to help us gain in analytics. In the future, robots may act as secretaries, and give data and information to the Council and Senate to help them make decisions. University leaders should be the first one to adopt technology to remain competitive in the education sector.

On collaboration and competition strategy, it must be kept in mind that usually collaboration is seen as internationalisation but there are good practices in the country in different kinds of universities. Collaboration with competitors is important to create a win-win situation. Education systems can also do the same through leading departments in the universities infused with student exchange programmes.

For activity management, the universities have to firstly maintain routine activities and they shouldn't deteriorate through mundane daily work management. Secondly, there must be continuous

improvement, which is also known as Kaizen Strategy. Thirdly, technology can be properly channelised in redesigning new programmes through breakthrough improvement.

The strategy to connect must enable the university to be engaged with global, industrial, local levels, i.e., the states, connecting with culture and system thus becoming partners in the development of the state. Quality assurance is important, whereby accreditation is going to be mandatory and will be helpful in getting more benefits and be in league of top-notch universities. Talent Management Strategy must involve a leader to adopt a strategy to recruit the best faculty and retain adjunct professors who can come on sabbatical through building confidence in the faculty. Managing talent in HEI is very important. The functions of university i.e., creation of knowledge, application of knowledge and dissemination of knowledge are important. Leaders must promote research and interdisciplinary centres of excellence to break the silos of the departments. There is a need to have an interdisciplinary approach to research; working in a team, and creating synergy. It is also important to devise ways of nurturing the talent of students who come to university, for them to make an effective contribution to the HE sector.

We need to rethink our universities by looking within, bringing changes according to the current disruptive world, where majority of jobs are going to disappear and new jobs will emerge which require different skills, looking around - what is happening globally and looking beyond. Redesigning curriculum courses, governance structures, policy should follow this rethinking. We may need to re-write guidelines for universities, and re-build, based on the future industry requirements such as professionals for business analytics, data science, etc. These strategies can help small institutions make fast decisions and take universities to the next orbit. Competitors must not be seen as rivals but it is important to build bridges to work as a team. We are on the brink of 4th industrial revolution. Disrupt or get disrupted. Human beings are getting replaced by robots. The prediction is that future will be in Cloud universities and human teacher will get replaced. Only the best teachers will survive.

Leaders need to manage energy with time: physical, intellectual, emotional energy must be focused upon by leaders. Physical, Digital, Intellectual and Emotional Infrastructure are important for the institutions, and a leader should keep these in mind. Emotional connect with all stakeholders and alumni, and building trust among them is important. True leaders also have to deal with the question of the future without replicating and being repetitive. Pitching local issues in a global platform is important for a leader. Leadership should keep anxiety in check. Possible thing solved in a minute, impossible thing takes time. University is a contested territory. Confidence in a leader depends on how many reasons we give a thousand blooms to flourish. Trust decides credibility of the leader in the institution.

3.3 Financing in Higher Education

Higher education is expanding both in terms of students as well as institutions. It has multiple implications. Financial constraint is not the main reason rather government is not enthusiastic for spending due to some other reasons. Non-governmental measures were introduced in India and other countries. Student fee is common as a cost-recovery measure. Student loan programmes are also introduced. Rapid growth is also experienced in the growth of private HE sector across the globe. Since independence, private sector participation was basically philanthropic which, in current days, is for profit provided by the corporate. The system has become less affordable impacting quality in terms of number of teachers. There is a significant shift in the development paradigm from policies of welfare statism to neo-liberal policies. Whether HE is a public good or private good or an individual good is questioned. A big shift is experienced from public to private financing, particularly through households, families or students.

Public institutions are going towards partial privatisation through increase in fees, self-financing courses. Resources are explored that can cross-subsidise non-self-financing courses. A shift is experienced from scholarships to loans. Countries in Scandinavia and Sri Lanka provide free HE. In other developing countries, state financing has come down. Japan and Korea have predominant

private sector. USA is experiencing more community/philanthropic contribution. UK and Australia depend on international students. We should recognise that HEIs are not revenue generating rather revenue spending entities. Voluntary contributions and donations need to be tapped. More consultancy and sale of services are explored. Fee can't be a sustainable source of funding.

Two important aspects need to be addressed. First, the challenges of leadership in the realm of financing and second, political economy of Higher Education. Politics determines the direction of HE. Reservation is the result of some democratic compulsion. Role of politics is through university out of inefficiency and un-productivity. A leadership challenge is that politics guides in one way, and economic compulsions manage in another way. To manage both, is a real challenge. Four important factors to determine access and participation include: education of parents, income, public expenditure and cost of HE. The various measures of affordability; residual income approach and impoverishment approach are all important for Higher Education leaders to delve upon. We can't be insensitive if we have to be really inclusive. Fee hike really affects affordability, particularly in engineering and medical courses. This is a Catch 22 situation. There is a need to increase inclusive support system and give scholarships to a large number of students. There is a serious need to also find ways of balancing politics and economy.

The session had the following important recommendations:

a) Both revenue and capital expenditure are important. A differential fee structure, as per the paying capacity of the students, may be considered in future to compensate for the lower fees paid by marginalised groups.

b) Some seats may be earmarked for students with higher capacity to pay, without compromising on the merit.

c) There is a need to mobilise resources from other government sources also.

d) Attracting students from other countries will contribute to the additional resources of the institution.

e) There is a shift in the production process. Innovation centres may be started for projects with innovative approaches. Develop a corpus through funding research like Japan and Korea.

f) There is a need to encourage 'earn while learn'.

g) Managing financing must focus on providing financial autonomy to the state universities for utilising the grants timely.

h) Relaxation of IT/GST regulations on the revenue generated by a university.

i) Special development fund of Rs 10 crore should be granted to new universities till they are admitted for funding by UGC or RUSA.

j) The 12 B status be delinked from financing new state universities. Adequate resources like land, manpower, etc. be allocated at par with the Centrally-funded institutes.

k) Duration of one year should be given from the date of release of funds for optimal utilisation of funds.

l) Increase in fund mobilisation through higher tuition fees, user charges, consultancy fee, introducing self-sustaining courses, etc.

m) More systematic and timely support from government for initiating international collaborative ventures.

n) Promote industry-driven-and-owned self-financing courses.

o) Vice-Chancellors' committees may be constituted to chalk out modalities for mobilisation of funds for innovative ideas (e.g., Virtual labs in new universities).

p) The modalities and break-up for the periodicity and amount of grant to be released phase-wise, be well spelt out by MHRD/UGC/State government.

q) Methodology of contracting within certain financial limits may be changed so that universities can directly contact agencies for the purposes of establishing university-industry relations and mobilising resources.

r) Universities should have sustainable finances. In the given circumstances, the most reliable source is student fees. Since

general increase in fees may go against affordable higher education, higher education institutions may be encouraged to introduce self-financing courses. These courses may be organised parallel to the regular courses or separately.

3.4 Governance in Higher Education

All Vice-Chancellors have a twin role in Governance and Management of higher education institutions. Governance involves regulation, policies, budgets, etc. while Management involves implementation of the envisioned goals through efficient and effective utilisation of human and financial resources.

Vice-Chancellors implement policies and goals through bodies like the Academic Council, Senate and Syndicate, etc. However, VC is the link that ensures these bodies are properly constituted and also function optimally. These bodies are not involved in routine matters but can be truly instrumental in achieving aims and objectives of the university. Thus, the proper constitution of these bodies is very important. Governance in higher education involves a vision which is achievable and realistic. For what you do today, defines tomorrow. We need to understand the different aspects of regulation. A university is ideally conceptualised as fully autonomous and self-regulatory (State within the State). Over a period of time, things changed drastically in the Indian higher education. When IIMs were set up, they did not want to be a university. They wanted autonomy. The university system also, for a long time, tried to protect its autonomy.

The Inter University Board set up in 1925 stated that the universities will remain autonomous but common, which, in turn, will enable a cohesive template to emerge. Hence, till 1925, there was no regulation of higher education at all as from 1925 to 1956 there was the Inter University Board where there was loose coordination. From 1956, the UGC Act came and it made UGC the single regulatory body. The term 'regulation' is not there in the UGC Act. Further during the period 1956 to 1991 other regulatory councils came up to regulate and see standards of professional practice in various fields. This led to setup of multiple regulatory bodies. There is enough evidence to show that quality of higher education is inversely proportional to the intensity of regulation.

The period of 1925-56 was a better era for universities in our country. After this the proportion of universities doing better declined systematically. After 1992, universities of excellence sprang up. Universities as they grow over time, they mature. Intensity of regulations is not good for a good higher education system. Universities need to be kept at an arm's length for coordination and maintenance of standards.

IITs and IIMs have never been regulated under the UGC, they are regulated directly by the Ministry. The universities who are making to the world rankings are not those under the regulatory bodies. An independent regulator does not promote quality and excellence in higher education. Absence of regulation also does not ensure the same. Those institutions doing better will be getting more autonomy under graded autonomy.

The elusive triangle of Quantity, Equity and Quality remains a major challenge for governance in higher education. The variation in the type of colleges has to be carefully discerned because many colleges in India, like Law, B.Ed, etc. do not even have the sanctioned strength. As per the Kothari Commission, a College Development Council will help accentuate the quality in colleges. Further, quality can be harnessed through setting up of IQACs, The leading colleges should hand hold the lagging colleges. Equality of opportunity should be the focus of admission policies, with increased emphasis on employability, morality, humanity.

The session had the following important recommendations:

a) There is a need for a Model Act for universities/institutions in line with the Acts of the Central universities. The governing structures should be compact with less number of persons in the different governance bodies like Senate, Executive Council, Academic Council and Board of Studies.

b) At present, there exist multiple regulatory bodies. There is a need for a national umbrella body for higher education so that regulations from multiple agencies on the same institution can be avoided.

c) E-governance and open online courses should become acceptable and widely relied upon for educational decision-making.

3.5 Experiences from the Vice-Chancellors

The session included sharing of experiences by the participating Vice-Chancellors with regard to challenges and leadership strategies being employed to address issues of equity, quality, governance, financing and enabling teaching-learning at their respective institutions.

The common thread of issues included teacher promotions and delayed CAS, contractual faculty, increasing number of court cases, vacant seats during student admissions, classes not being held regularly in some departments, delayed evaluation as well as delayed viva-voce with regard to PhD students, leaving them in the dock, hostel allotment, and infrastructure to name a few.

Some of the Vice-Chancellors spoke about their engagement with the local community. These included farming on the university campus, which helped curb the mess charges, seeking grants from the local council, learning the local language. One of the participants also shared the experience of how the allotted land was not fit for construction, which forced the university administration to run the university on a rented site. Despite opposition, the university saw an increased number of students

Voices from the Vice-Chancellors

and faculty appointments which eventually also enabled it to get a suitable site. One of the participants also shared how there is no RTI pending in the university, owing to its transparency.

Another participating Vice- Chancellor also shared how the concerned university believes in balancing teaching through technology and teaching through community values. Whereby the students have to undergo core courses on cultural education, comparative study of religion, and on rural development, apart from also participating in the East-West forum on consciousness development.

A participating Vice- Chancellor also shared the experience of the university's regional as well as local outreach. Its regional alignment with the "look –East Policy", as a study centre for the ASEAN, on the one hand, and its efforts at renewing as well as an increase in grants as part of the Hill Area Special Allowance.

The session had the following important recommendations:

a) Increasing autonomy for strengthening the Selection Committees;
b) Making NAAC accreditation a compulsory exercise, and also improve it wherever required;
c) Effective and timely teacher promotions;
d) NIRF and RUSA exercise to be made compulsory; and
e) Streamlining the evaluation process of PhD students.

3.6 Teaching and Research in Higher Education

In the higher education sector, a University is expected to be a place where universal knowledge should exist, creation of new knowledge takes place and it is transmitted to the learners. On the lines of Humboldtian concept, a university is a complex institutional space where research and teaching go hand in hand.

On strategies for improving Teachers and Teaching in higher education institutions, the emphasis must be on developing a world-class university. 'What is required to build a world class university?' narrating an anecdote that a Harvard Professor asked for 200 billion dollars and 100 years for building it, i.e. efforts of

faculty, students and staff over the years makes it world class. Citing the amount spent by top 30 universities in the world the USA spends 17500 dollars per capita on student whereas India's expenditure per student its best institutions IISc is 17000 dollars, he pointed out that establishing a world class university requires both money and time as it is build and not set up. Building world class institutions requires leaders. Leader builds a team that can help achieve the vision; motivate and inspire team members to engage with that vision. The leader plays the role in achieving sustained academic excellence and ensuring faculty excellence in faculty's core functions (teaching, research and scholarship) and attributes (Subject expert, skilled researcher, pedagogical expert, excellent communicator, student-centered mentor, Systematic and continual assessor).

The provision of quality higher education experience to all the learners calls for faculty excellence. Initiatives that help achieve faculty and teaching excellence include Professional development programme for all incumbent academics; and induction programme for newly recruited Assistant Professors and many more strategies. According to him faculty excellence manifests itself in student satisfaction, completion, learning gains, and graduate outcomes. There is need to plan programmes for supporting and assessing faculty teaching excellence, research and innovation. At the end he suggested that the pathways for teaching leadership are by mentoring faculty at different stages of their career by the peer group.

The use of technology and its integration in higher education is again an important concern. In an internet minute across the globe, for instance, 3.7 million research queries on Google, 38 million messages, 375000 apps downloaded etc. The initiatives undertaken by UGC in harnessing the use of technology in higher education sector include: the e–content production for e-PG Pathshala, used for developing MOOCs on SWAYAM and for telecasting videos on 10 DTH Channels under Swayam Prabha project. E-Content developed is available in open access. The MOOCs –online courses are aimed at unlimited participation and open access via the web. The basic philosophy of MOOCs is 3A's i.e., Anytime, Anyone,

Anywhere. UGC –credit framework for online learning courses through SWAYAM regulation, 2016 has allowed 20% credits can be transferred can be from SWAYAM in an academic program.

The UGC is encouraging universities to adopt MOOCs and for this detailed guideline have been developed and disseminated. Major objective addressed through MOOCs is the problem of Access, Equity and Quality by addressing faculty shortage and lack of good quality faculty. Other digital initiatives include National Academic Depository (NAD), Public Finance Management System (PFMS), E- Schemes of UGC, National Scholarship Portal, Direct Benefit Transfer (DBT) and Public Grievance Portal.

Research capacity in Indian Universities is another important domain. Regarding the relationship between research capacity and growth - the speaker emphasized that universities are a major contributors to research in most part of the world. Strategies to enhance research activities are the trend and faculty gains maximum by undertaking research. However, a concern that arises is that similar trends are not visible in India. He stated that in India, high growth in higher duration has combined with huge diversity in institutional structures with unclear roles in research for instance growth in share of global S&T output is increased from 3.1% in 2009 to 4.8% in 2014 – 9th globally (China (19.9% - now exceeding the US). Unfortunately the rise is very slow. Further this increase is highly uneven and concentrated in some institutions. For instance in Social Sciences of top one percent articles, 19.8 % from Central Universities; 17.5 % from IIM/IIT/IISc, 9 % from ICSSR Institutes; 4.5 % from Deemed Universities; 2.8 % from State Universities and 6.7% from Private universities while in Sciences the top 10 institutions alone accounted for 25.6 % publications; top 30 institutions – 32.6%, and the top 100 institutions accounted for 45.3% publications. The reasons cited for this low research output at the macro level were: Lack of systematic strategy to improve research capacity in universities, paucity of both core funding and research funding, Rules and Lack of flexibility and autonomy and service conditions. The factors influencing at the institutional level were Physical infrastructure, Academic and research infrastructure, Quality of recruitment, Lack of a culture

of critical thinking and research in education and vicious cycle i.e. poor quality of faculty leading to poor training of young scholars and faculty.

He suggested that there is need to develop clarity regarding Research Roles and Responsibilities across Institutions, strengthening Inter-institutional Collaboration – Local, National, Global, Strengthening Inter-institutional Collaboration – Local, National, Global and developing proper research governance mechanism.

The session had the following important recommendations:

a) Interactive teaching pedagogy need to be made compulsory in all institutions. This will help students from all social backgrounds to benefit from the teaching-learning process more equally.

b) The communication skills of the teacher should be enhanced. Similarly, the teacher attitude towards students needs to be more friendly so that the classrooms become places of discussions and collective learning..

c) Faculty Development Programmes need to become a regular feature. An Induction Training Programme for 3-6 months' duration should be organised for newly recruited faculties. Similarly, continuous Professional Development Programmes of appropriate duration should be arranged for all teachers who are in the system. It is better to develop well defined professional development standards mechanism within the institution itself to have FDPs.

d) There is a need to introduce Leadership Programmes for senior professors who may be taking up administrative and managerial responsibilities in the same institutions or outside.

e) The teachers need to use modern tools and instructions to supplement and complement age-old method of chalk and talk. There is a need to harness technology in the teaching-learning process. It is important to create positive attitude for ICT/MOOCs for having less number of teachers. Since many teachers are not familiar with the use of technology in teaching, there is a need for giving special training as part of the Professional Development Programmes.

f) There is a need to research roles and responsibilities of institutions given the diversity of institutional arrangements to provide education. All institutions may not be in a position to carry out research activities at the equal level.

g) A clearer understanding of priorities accorded to education, the academic faculty members will be able to distribute their time between teaching and research activities.

h) There is a need for strengthening of Inter-institutional Collaboration at all levels – Local, National and Global. This will help sharing of scarce resources; providing critical space to weaker institutions; maximising research impact and building capacity as quality of research is very focused on collaborations in sciences and social sciences.

i) Strengthening a culture of research at the institutional level is very critical for research, and is largely intangible and depends on a number of small but important initiatives which can provide critical mass. System-wise teaching pedagogy which encourages a research attitude, widening forums for peer to peer learning, easy access to academic learning resources and signaling focus on quality, originality and research ethics.

j) Research governance is an equally important issue. Even when resources are earmarked to avail of the resources is a cumbersome process. There is a need to simplify procedures and grant greater autonomy, and provide support and guidance to young researchers and doctoral students is important.

k) Language proficiency among our students and teachers is also a constraining factor in research. Graduate level language and writing ability in at least two languages – English (international business) and an Indian language need to be promoted.

l) Research and teaching should go hand-in-hand; hence, all teachers must also be researchers, and students must be trained to have a research approach in their learning at every level of education.

m) A doctoral degree must be treated as a professional degree with rigorous requirements of building and reinforcing broad-based domain knowledge, graduate seminars to upgrade research capacities, teaching assistantship as a professional teacher training and permission to undertake dissertation work after a comprehensive exam.

n) Research Promotion Cell: To facilitate researchers through streamlining procedures, sensitising concerned support staff (accounts and audit) towards needs of researchers to have a smooth passage and of institutions to have willing and supported researchers.

3.7 Future Pathways for Institutional Transformation

The first theme on "Institutional Transformation through Improved Governance" enunciated that the most important thing about an organisation is its purpose. Unless the purpose is articulated well to the people, it is of no use if does not energise the people. Therefore, the purpose of the institution has to be reinvented, re-articulated and re- communicated and translated into operating mechanisms and processes. So, firstly, structures and processes must serve the purpose of the institution. Secondly, culture of the institution is also very important as it is eventually shaped by the teachers. So, a leader shapes institution culture every time he/she encourages something or discourages something. Each one of our action is shaping the culture and also modelling the behaviour. It is the small things that determines culture how you talk to driven shapes the culture. Another important thing is how a leader develops the institution culture. So, it is important to note that as a leader how much time a person is spending on developing and knowing people. Another job is to make sure that who will take a leader's job in future and also to figure out who will be his successor. Only way to develop a person is to share power or delegate the power or courage to share the power. However, the greatest fear of a person is to share the power. So, for a leader, it is important to develop people is by developing its culture and by sharing its power with other people. At the end, the reason to be a leader is to bring align his role with the purpose of the institution.

The second theme was on "Academic Leadership for Institutional transformation" focused on how individuals are shaped by the experiences or of how the institution have taught what they are. As an institution, there are strengths and weaknesses as well as opportunities and threats. The dilemma faced by higher education leaders is whether the university should focus on research or teaching or outreach. Or should they put energy on placement or on preparing students for life or should we defer students as a customer. Another dilemma generally faced by a leader of an institution is whether he/she should focus on faculty or on staff or in academic work or administrative work. As a leader, in this link, one needs to see what are the leakages and what is broken. Moreover, should we nurture the faculty or get out of the way. Further, when we focus on teaching we cannot focus on research.

Leaders have to practice skills such as dialogues, use of soft power like in fluency, persuading, negotiating, collegialities etc. and also to facilitate problem solving/motivating. When you are very good in what you do. Skill to have conversation may not be current realm. As a leader, you have to learn to motivate others or facilitate problem solving. Every person motivate at different time at different context. Leaders have to be comfortable with "not knowing". Leaders have to learn to foster innovation, the person abstract things; it is also need to recognize when the pressure is going to one. A leader has to encourage faculty to be entrepreneurial leaders, he needs to manage their emotions-hunger, greed- need for visibility. They have to learn to design systems to achieve desired behaviour. No matter how different a task is or how intimidating the surrounding is.

The third theme examined "Ethics and Values in Institutional Transformation", which highlighted that the nation has expectations from its universities to generate manpower that is well trained in knowledge and skills for a holistic outlook. The current nature of student population, includes those who are mostly insecure about their future and unsure of their own aspirations. Lack of relationship between students and teacher is perhaps another issue. Further, group conflicts leading to violence and contradictions in society creates corruption and group-ism.

Despite the expectations from the university, the question remains whether a student who enters and leaves the university, has imbibed all the characters that he /she suppose to learn from the institution. The greatest concern is how to bridge the gap that develops relationship between students and teachers. Some of the issues that is faced by some of the centrally funded universities/institutions is about motivating students towards studies, de-stressing them, bonding with them and making them feel a part of the college. It is also a challenging task to for a leader to make institution relevant by enlarging the vision beyond them to the larger society.

Nowadays, the students are not interested in research but in job. Excellence might require hard work. University stands for dialogue and democracy. And it also stands for truth and compassion. There is a lack of sensitivity towards others and values. Besides, show off, lack of seriousness in studies, falling attitudes and volatile behaviour leading to violence are some of the factors that affect the institutional ethics. In this case, external methods do not work well with respect to above. Therefore, in the institution, we have to transform the individuals, start from VC, then faculty then staff. This internal path has its own course. Course content is logical no does and don'ts. It should be verifiable, it is universal. To help students to discriminate between valuable and superficial is very important. Imparting a course on human values in the institution which teaches method of conduct is the need of the hour. Finally, human resource is not something which we make in a matter of one year, so culture is very important and so, how to inculcate human values is very important for an institution.

Summary of Recommendations

Access

Higher Education today, has become a global good with decreasing public funding and support. With descending public support, market became the dominant force in decision making, where profitability becomes the major driving point. As a result of that, market failure is very damaging for the higher education

institutions (HEIs), the students and all its stakeholders. Hence, the major challenge is to manage market and massification for an inclusive Higher Education. Further, there should be a robust system in place to manage the growth and development of private HEIs in India. In India, private HEIs do not make profit, but make surpluses, which demand a closer attention to their way of operation.

A sustainable model of development for the HEIs is an imperative as market demand cannot be the sole determinant in this regard. Large scale data analysis shows that India's share in the global consumption is 7.5%, and by 2050, the share is expected to be 49%. India is the fastest growing economy with an average of 7.1% projected growth rate. However, it is only possible if skills development and invest in HE are secured and improved.

While massification is a necessary phenomenon in the present stage of development of higher education, there should be some mechanism to ensure that only academically good students are enrolled in higher education. Otherwise quality maybe impeded. The solution suggested was to introduce aptitude tests at the entry level to attract quality students entering the higher education sector. It was suggested that there is a need for introducing skill-based and vocational courses at the undergraduate level, which will provide avenues for students who are not academically good. This may also improve quality without adversely affecting access and enhancing overall employability in the sector. Therefore, strengthening and encouraging vocational courses in higher education is an imperative.

Language proficiency seems to be an important aspect of the problem when the system is massifying and students from disadvantaged background are enrolled in the system. There should be institutional arrangements to strengthen the language proficiency of students from rural areas and weak school background. There exist wide variations in terms of subject competencies of the students. Therefore, remedial classes to all needy students should be introduced. The UGC has schemes to address this; however, the challenge is its effective functioning.

There is a need to introduce remedial teaching in institutions wherever they do not exist, and make the scheme of remedial classes more effective in those institutions wherever they already exist.

An important issue is to develop institutional tolerance to diversity. This will need to make all the specialised cells established for this purpose to be made functional and effective. This also needs a change in the mind set of academic community towards students coming from disadvantaged backgrounds so that they get more academic support in classrooms and get more integrated with rest of the students in the campus.

Quality

It was felt that the focus should be on improving quality of higher education rather than on ranking. The key to the improvement of any academic institution is to create an ecosystem, where universities can perform well. Adequate financial support and facilities play an important role in this regard.

One of the major problems faced by most of the public institutions (universities and colleges) is shortage of teachers. In some instances, a majority of the teaching positions are lying vacant. There is an urgent need to address the issue of shortage of teachers as an initial step to improve quality at the institutional level. Autonomy is another important issue. Many institutions feel that interventions from government are more frequent which affect their autonomous functioning. Therefore, there is a need to grant autonomy with measures that will ensure accountability. Autonomy also depends on how the leadership selection process is organized. An effective leadership at the institutional level can bring about considerable changes in the academic orientation and quality of higher education. Most institutions in India do not prepare institutional plans and their day-to-day activities are not guided by any long-term perspective or plans. Therefore, institutional planning should form part of the management concerns.

Both internal and external quality assessments are necessary to improve institutional performance. More importantly, internal

quality assurance cells should operate effectively. They function mostly as arrangements for data collection and preparation of reports. There is a need to strengthen the academic resources in the Cells to make the internal quality assurance an effective mechanism to improve institutional effectiveness and standard in outcomes.

The institutional diversity is wide and large in higher education in India. There is a need to adopt separate ranking parameters to reflect the institutional diversity. This will facilitate different institutions set standards, achieve targets and improve their positions on the ranking list. Outsourcing of accreditation has to be discarded. There are instances of accreditation by two agencies of the same institution. The example of agricultural universities was cited. These universities are subjected to accreditation by ICAR and NAAC. The parameters of accreditation and ranking not customized for agricultural universities. Accreditation should have a uniform core component of 60% applicable to all institutes and 40% of specific relating to local/specific problem. There is no ranking of open universities; therefore a look into this differentiation is required with government support. Some international parameters should also be taken into account.

Leadership Strategies

Leadership plays a pivotal role in institutional development. A self assured leader purposefully deals with future leaders in university and is able to deal with contested cosmologies i.e, to deal with different viewpoints regarding performance of system, addressing responsibilities along with discovering and locating them in right perspective of university life. Transactional leadership of give and take may help a leader to sail through turbulent times, but a leader in addition needs to focus on transformational leadership i.e., to enable transformation in the stakeholder to attain the desirable behavior. Universities are not government structures, nor corporations, or private family business. But leaders, students, teachers and bureaucrats, administrators form the composite whole. Universities are part government, corporation, and family. Universities are spaces in which leadership is nurtured.

For a leader it is important to know division of labour amongst team members. Mutual respect for area of jurisdiction of each of the key leaders and functionaries of the institution, understanding stakeholders, generating trust that the leader will place issues to an appropriate level of decision making. Among the key leadership strategies include technology and digital strategy, collaboration and competition strategy, activity management, connectedness strategy, quality assurance, and talent management strategy.

As far as Technology and Digital Strategy are concerned, in the era of industry 4.0, to keep the university syllabi and systems updated, it is important to focus on technology and digitalization. University leaders should be the first one to adopt technology to remain competitive in the education sector.

On collaboration and competition strategy, it must be kept in mind that usually collaboration is seen as internationalization but there are good practices in the country in different kinds of universities. Collaboration with competitors is important to create a win win situation. Education systems can also do the same through leading departments in the universities infused with student exchange programme. For activity management, the universities have to firstly maintain routine activities and they shouldn't deteriorate, through mundane daily work management. Secondly, there must be continuous improvement, which is also known as Kaizen Strategy. Thirdly, technology can be properly channelized in redesigning new programmes through breakthrough improvement.

Talent Management Strategy must involve a leader to adopt a strategy to recruit the best faculty and retain adjunct professors who can come on sabbatical through building confidence in the faculty. Managing talent in HEI is very important. The functions of university i.e., creation of knowledge, application of knowledge and dissemination of knowledge are important. Leaders must promote research and interdisciplinary centers of excellence to break the silos of the departments. There is a need to have an interdisciplinary approach to research; working in a team, and creating synergy. It is important to devise ways of nurturing the talent of students who come to university, for them to make an effective contribution.

We need to rethink our universities by looking within, bringing changes according to the current disruptive world, as far as redesigning curriculum courses, governance structures, policy are concerned. We may need to re-write guidelines for universities, and re-build, based on the future industry requirements such as professionals for business analytics, data science, etc. We are on the brink of 4th Industrial revolution. Leaders need to manage energy with time: physical, intellectual, emotional energy must be focused upon by leaders. Physical, Digital, Intellectual and Emotional Infrastructure are important for institutions and a leader should keep these in mind. Emotional connect with all stakeholders and alumni and building trust among them is important. True leaders also have to deal with the question of the future without replicating and being repetitive. Pitching local issues in a global platform is important for a leader. Leadership should keep anxiety in check. Possible thing solved in a minute, impossible takes times. University is a contested territory. Confidence in leader depends on how many reasons we give a thousand blooms to flourish. Trust decides credibility of the leader in the institution.

Financing

Higher Education requires both revenue and capital expenditure. A differential fee structure may be thought of. Voluntary payments by students from well-off background may be considered in future to compensate higher fees paid by marginalized groups. Payment seats may be re-explored without affecting merit. There is a need to generate resources from other sources. More foreign students would contribute to resource generation. There is a shift in the production process. Innovation centres may be started for projects with innovative approaches. Develop a corpus through funding research like Japan and Korea. There is a need to encourage earn while learn. Managing financing must focus on providing financial autonomy to the state universities for utilizing the grants timely. Relaxation of IT/GST regulations on revenue generated by a university. Special development fund of Rs 10 crore should be granted to new universities till they are admitted for funding by UGC or RUSA. 12 B status should be delinked from financing new State universities. Adequate resources like land, manpower etc. be

allocated at par with Centrally-funded Institutes. Duration of one year should be given from the date of release of funds for optimal utilisation of funds. Increase in fund mobilisation through higher tuition fees, user charges, consultancy fee, introducing self-sustaining courses, etc.

More systematic and timely support from government for initiating international collaboration ventures. Promote industry driven and owned self-financing courses. VCs' committees maybe constituted to chalk out modalities for mobilisation of funds for innovative ideas (e.g. Virtual labs in new universities). The modalities and break-up for the periodicity and amount of grant to be released phase-wise, be well spelt out by MHRD/UGC/State government. Methodology of contracting within certain financial limits maybe changed so that universities can directly contact agencies for purposes of establishing university-industry relations and mobilising resources. Universities should have sustainable finances. In the given circumstances, the most reliable source is student fees. Since general increase in fees may go against affordable higher education, higher education institutions may be encouraged to introduce self-financing courses. These courses may be organised parallel to the regular courses or separately.

Governance

There is a need for a Model Act for universities/institutions in line with the Acts of the Central universities. The governing structures should be compact with less number of persons in the different governance bodies like Senate, Executive Council, Academic Council and Board of Studies. At present, there exist multiple regulatory bodies. There is a need for a national umbrella body for higher education so that regulations from multiple agencies on the same institution can be avoided. E-governance and open online courses should become acceptable and widely relied upon for educational decision-making.

Open Session for the participant VC's

Most academic leaders felt that the selection committees need more teeth in order to select and appoint talented faculty. Having

credible accreditation is a non negotiable therefore making NAAC accreditation along with ranking a compulsory exercise will improve quality. Effective and timely teacher promotions will boost the morale of the teaching cadre and enhance their performance. Even streamlining the evaluation process of PhD students will infuse quality into the system.

Teaching, Research and Technology

Interactive teaching pedagogy need to be made compulsory in all institutions. This will help students from all social backgrounds to benefit from the teaching-learning process more equally. The communication skills of the teacher should be enhanced. Similarly, the teacher attitude towards students needs to be friendlier so that the classrooms become places of discussions and collective learning. Faculty Development Programmes need to become a regular feature. An Induction Training Programme for 3-6 months' duration should be organised for newly recruited faculties. Similarly, continuous Professional Development Programmes of appropriate duration should be arranged for all teachers who are in the system. It is better to develop well defined professional development standards mechanism within the institution itself to have FDPs.

There is a need to introduce Leadership Programmes for senior professors who may be taking up administrative and managerial responsibilities in the same institutions or outside. The teachers need to use modern tools and instructions to supplement and complement age-old method of chalk and talk. There is a need to harness technology in the teaching-learning process. It is important to create positive attitude for ICT/MOOCs for having less number of teachers. Since many teachers are not familiar with the use of technology in teaching, there is a need for giving special training as part of the Professional Development Programmes.

There is a need to research roles and responsibilities of institutions given the diversity of institutional arrangements to provide education. All institutions may not be in a position to carry out research activities at the equal level. A clearer understanding of

priorities accorded to education, the academic faculty members will be able to distribute their time between teaching and research activities. There is a need for strengthening of Inter-institutional Collaboration at all levels – Local, National and Global. This will help sharing of scarce resources; providing critical space to weaker institutions; maximising research impact and building capacity as quality of research is very focused on collaborations in sciences and social sciences.

Strengthening a culture of research at the institutional level is very critical for research, and is largely intangible and depends on a number of small but important initiatives which can provide critical mass. System-wise teaching pedagogy which encourages a research attitude, widening forums for peer to peer learning, easy access to academic learning resources and signaling focus on quality, originality and research ethics are also important. Research governance is an equally important issue. Even when resources are earmarked to avail of the resources is a cumbersome process. There is a need to simplify procedures and grant greater autonomy, and provide support and guidance to young researchers and doctoral students is important. Language proficiency among our students and teachers is also a constraining factor in research. Graduate level language and writing ability in at least two languages – English (international business) and an Indian language need to be promoted. Research and teaching should go hand-in-hand; hence, all teachers must also be researchers, and students must be trained to have a research approach in their learning at every level of education. A doctoral degree must be treated as a professional degree with rigorous requirements of building and reinforcing broad-based domain knowledge, graduate seminars to upgrade research capacities, teaching assistantship as a professional teacher training and permission to undertake dissertation work after a comprehensive exam. Research Promotion Cell: To facilitate researchers through streamlining procedures, sensitising concerned support staff (accounts and audit) towards needs of researchers to have a smooth passage and of institutions to have willing and supported researchers.

We at the Vice-Chancellor's Workshop, organized by NIEPA.

Leadership Development in Higher Education : Report of the Workshop for Vice-Chancellors

Appendix 1

Detailed Programme

Workshop on Leadership Development in Higher Education for Vice-Chancellors

Day 1 : Thursday 24th January, 2019	
9:00-9:30	**Registration and Tea**
9:30-11:00	**Inaugural Session:** **Chair:** Prof. N.V. Varghese, *Vice-Chancellor,* NIEPA **Welcome Address:** Dr. N. Saravana Kumar, *Joint Secretary,* MHRD, Government of India, New Delhi **Inaugural Address:** Shri Prakash Javadekar Ji, *Honourable Minister of Human Resource Development:* Government of India, New Delhi (TBC) **Introduction to the Workshop:** Prof. Sudhanshu Bhushan, NIEPA **Vote of Thanks:** Dr. Aarti Srivastava, NIEPA **Rapporteur :** Dr. Nidhi S. Sabharwal
11:00-11:30	**TEA**
11:30-13:00	**Equity and Quality in Higher Education** **Themes and Speakers:** **Theme:** *Higher Education: Global Trends and Indian Perspectives* **Speaker:** Prof. N.V. Varghese, *Vice-Chancellor,* NIEPA **Theme:** *Access, Equity and Diversity in Higher Education* **Speaker:** Prof. Amitabh Kundu, *Distinguished Fellow,* Research and Information System for Developing Countries, New Delhi **Rapporteur :** Dr. Sayantan Mandal

13:00-14:00	**LUNCH**
14:00-15:30	**Panel Discussion:** *Leadership Strategies for Improved Institutional Performance* **Chair:** Prof. N.V. Varghese, *Vice-Chancellor,* NIEPA **Panelists:** Prof. Suhas Pednekar, *Vice-Chancellor,* Mumbai University Prof. Bhimaraya Metri, *Director,* IIM, Tiruchirappalli Prof. Soumendra Mohan Patnaik, *Vice-Chancellor,* Utkal University **Rapporteur:** Dr. Anupam Pachauri
15:30-16:00	**TEA**
16:00-17:30	**Financing in Higher Education** **Chair:** Prof. G.D. Sharma, *Former Secretary,* UGC **Themes and Speakers:** **Theme:** *Financing Options and Strategies for Resource Mobilization* **Speaker:** Prof. Jandhyala B.G. Tilak, Council for Social Development **Theme:** *Affordable Higher Education* Speaker: Prof. Sudhanshu Bhushan, NIEPA *Rapporteur: Dr. Jinusha Panigrahi*

Day 2 : Friday 25th January, 2019	
9:30-11:00	**Governance in Higher Education** **Chair:** Shri J. Veeraraghavan, *Former Secretary,* MHRD **Themes and Speakers:** **Theme:** *Regulations in Higher Education* **Speaker:** Prof. Furqan Qamar, *Secretary General,* AIU, New Delhi **Theme:** *Challenges of the Affiliating Universities* **Speaker:** Prof. Mohd. Muzammil, *Former Vice-Chancellor,* B.R. Ambedkar University, Agra **Rapporteur:** Dr. Garima Malik
11:00-11:30	**TEA**
11:30-13:00	**Experiences from the Vice-Chancellors** **Rapporteur:** Dr. Manisha Priyam
13:00-14:00	**LUNCH**
14:00-15:30	**Teaching and Research in Higher Education** **Chair:** Prof. Ved Prakash, *Former Chairman,* University Grants Commission **Themes and Speakers:** **Theme:** *Strategies for Fostering Quality Education: Teachers and Teaching* **Speaker:** Prof. K. Ramachandran, NIEPA **Theme:** *Technology Use and Integration in Higher Education* **Speaker:** Dr. Pankaj Mittal, *Additional Secretary,* University Grants Commission **Theme:** *Developing Research Capacity in Higher Education* **Speaker**: Prof. Ravi Srivastava, *Former Professor,* JNU, New Delhi **Rapporteur:** Dr. Neeru Snehi

15:30-15:45	**TEA**
145:45-17:00	**Future Pathways for Institutional Transformation** **Chair:** Prof. H. Ramachandran, *Former Director,* Institute of Applied Manpower Research, New Delhi **Themes and Speakers:** **Theme:** *Institutional Transformation Through Improved Governance* **Speaker:** Prof. Anurag Behar, *Vice-Chancellor,* Azim Premji University **Theme:** *Academic Leadership for Institutional Transformation* **Speaker:** Prof. Neharika Vohra, IIM Ahmedabad **Theme:** *Ethics and Values for Institutional Transformation* **Speaker:** Prof. Rajeev Sangal, IIIT Hyderabad **Rapporteur:** Dr. Sangeeta Angom
17:00 - 17:30	**Valedictory** **Chair:** Prof. N.V. Varghese, *Vice-Chancellor,* NIEPA **Welcome and Programme Report:** Prof. Sudhanshu Bhushan, NIEPA **Vote of Thanks:** Dr. Aarti Srivastava, NIEPA **Rapporteur:** Dr. Malish, C.M.

Appendix 2

List of Participants

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