

Higher Education: Problems and challenges

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Introduction

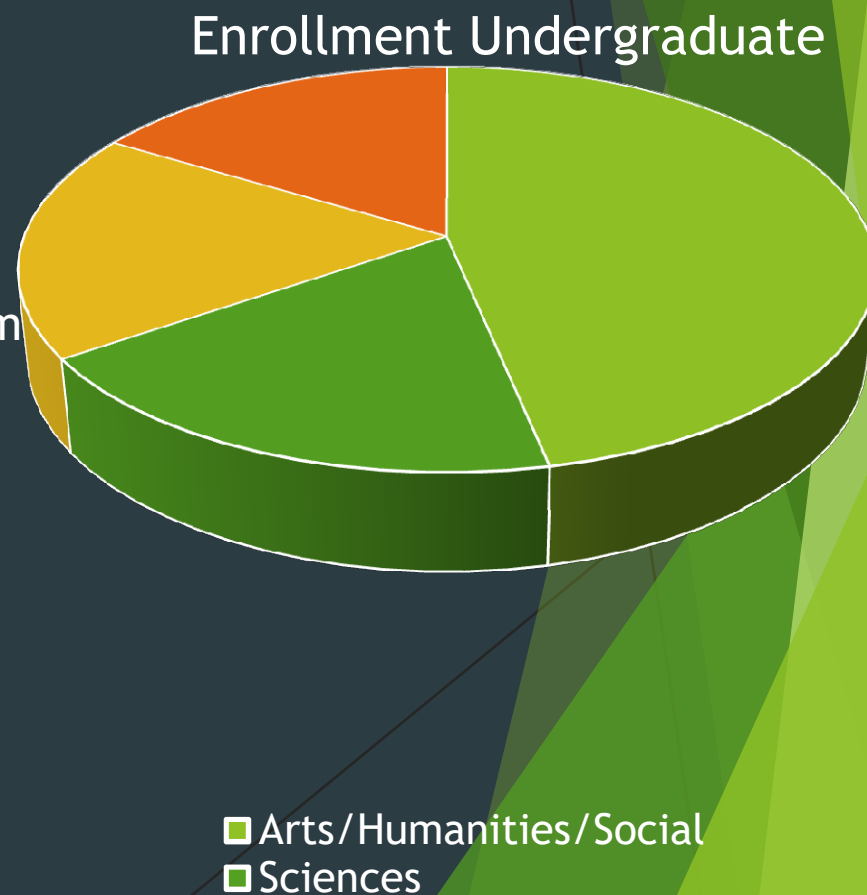
- ▶ A substantive role is played by higher education institutes to by preparing and disseminating knowledge to society and contributing to the economic development (Ho, 2007)
- ▶ Higher Education Institutions (HEIs) have a major role in creating, storing, disseminating of knowledge and primarily focus on specialized learning (Chaudhuri, 2011).

Challenges facing India's State University System

- ▶ Governance Issues
- ▶ Planning deficit
- ▶ Quality of teaching and research
- ▶ Faculty shortages
- ▶ Financing problems
- ▶ Academic and examination reforms
- ▶ Availability of quality higher educational institutions

Enrollment levels in Courses

- ▶ Out of total 180 odd courses offered 83% students enroll in 10 courses only.
- ▶ The top 3 courses passing students 2015
 - ▶ B.A (22.42 Lakh)
 - ▶ B.Sc. (8.77 Lakh)
 - ▶ B.Com (8.59 Lakh)
- ▶ At Undergraduate level the highest number of students are enrolled in:
 - ▶ (40%) Arts/Humanities/Social
 - ▶ (16%) Sciences
 - ▶ (15.6%) Engineering and Technology
 - ▶ (14%) Commerce



Higher Education in India(contd..)

- ▶ There are
 - ▶ 799 Universities
 - ▶ 39071 colleges and 11923 Stand Alone Institutions
 - ▶ College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 60 in Telangana as compared to All India average of 28.
 - ▶ Total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls.
 - ▶ Gross Enrolment Ratio (GER) in Higher education in India is 24.5% , which is calculated for 18-23 years of age group

Milestones in Higher Education in J&K

- ▶ Over the years, the J&K State has achieved many milestones in higher education sector.
- ▶ The number of colleges in 1950-51 was just 07
- ▶ Upto 1999-2000, the number of colleges increased to 33
- ▶ The number of colleges has increased to 96 (2016-17)
- ▶ 17 Degree Colleges are planned in the State, thereby, raising the total number of colleges to 113

Milestones in Higher Education

- ▶ Enrollment in colleges was 2669 in 1950-51 to 140093 in 2016-17
- ▶ Total Eleven Universities;
 - ▶ Two Central Universities
 - ▶ Four State Universities
 - ▶ Three State Government Aided Universities
 - ▶ Two Custer Universities

12 offsite campuses of Universities of Kashmir & Jammu have been approved, out of which 9 campuses have been established, mostly in rural areas.

Looking forward

- ▶ Introduction of Choice Based Credit System
 - ▶ Choice Based Credit System (CBCS) at Undergraduate Level has been introduced in all Government Degree Colleges in the State in order to bring equity, efficiency and excellence in Higher Education Sector of the State.
- ▶ Introduction of Job Oriented Courses in the Colleges
 - ▶ Besides Science new / additional subjects have been introduced
 - ▶ Nutrition and Dietetics, Bio-resources, Spoken German, Spoken French, Public

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Looking forward - contd.

- ▶ Implementation of CSS-Rashtriya Uchchatar Shiksha Abhiyan (RUSA) which facilitated the creation of two Cluster Universities.
- ▶ Establishment of
 - ▶ Indian Institute of Management (IIM), Jammu with its Out Campus in Kashmir
 - ▶ Indian Institute of Technology (IIT), Jammu
 - ▶ Architecture Colleges and J&K Institute of Mathematical Sciences

Objectives of Ideal Education

system

Social Value:

- ▶ Widen the reach and enhance affordability of higher education so that it is accessible to all strata of society
 - ▶ Existing Deficiency: Significant disparity in higher education across genders, social groups and geographies
- ▶ Economical value
 - ▶ Support India's economic agenda by creating job-ready and employable workforce through increased focus on imparting structural and technical skills
 - ▶ Existing Deficiency: Low employability of graduates perceived by industry
- ▶ Intellectual value
 - ▶ Pushing the frontiers of knowledge by enhancing quality and building excellence through research, partnerships etc.
 - ▶ Existing Deficiency: Lagging behind other countries in university rankings and research output

Architecture of Higher Education System

▶ Curricula and pedagogy:

- ▶ Outdated curricula not reflecting the requirements of dynamic market environment

▶ Faculty:

- ▶ Vacant faculty positions, even in top institutions
- ▶ Inadequate teacher training
- ▶ High student- teacher ratios

▶ Research:

- ▶ Low focus on research, even in top institutions
- ▶ Lack of industry involvement to drive industry oriented research

▶ Partnership:

- ▶ High quality partnerships with foreign institutions restricted to a few institutions

▶ Infrastructure:

- ▶ Most institutions not meeting infrastructure norms
- ▶ Allocated funding for infrastructure development not being utilized effectively

Architecture of Higher Education System-II

- ▶ Funding :
 - ▶ Low government spending on research relative to other countries
- ▶ Governance/ Leadership
 - ▶ Multiple regulatory bodies with duplication and ambiguity of regulations

Rashtriya Uchhatar Shiksha Abhiyan- Key Objectives

- ▶ Improve the quality of existing state institutions by conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework
- ▶ Introduce facilitating institutional structure for planning and monitoring at state level, promoting autonomy in state universities and improving governance in institutions.
- ▶ Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions
- ▶ Promote research and innovation by establishing by promoting existing universities into research universities
- ▶ Create opportunities for states to undertake reforms in the affiliating system
- ▶ Ensure adequate availability of quality faculty in all higher educational institutions
- ▶ Correct regional imbalances in access to higher education by facilitating access to high quality institutions in un-served & underserved areas.
- ▶ Improve equity in higher education by providing adequate opportunities to socially deprived communities

Strategic Focus

▶ Financing

- ▶ Incentivize the States to increase public investment in higher education
- ▶ Provide flexibility and autonomy to the States in the process of planning and execution
- ▶ Norm and performance based funding
- ▶ Ensure the preparation of strategic plans for State higher education system

▶ Governance

- ▶ Creation of a State Council for Higher Education
- ▶ Human Resource policy changes (Academic and Non academic staff)
- ▶ Process re-engineering: Finance facilitation and approvals from government

Strategic Focus

- ▶ **Quality**
 - ▶ Addressing the affiliation model
 - ▶ Mandatory accreditation
 - ▶ Focus on Research & Innovation
 - ▶ Encourage good colleges to become autonomous and/or be upgraded to universities
- ▶ **Access**
 - ▶ To ensure one Degree College within every district
 - ▶ Opening of new Universities and expansion/upgradation of existing universities
 - ▶ Strengthening of existing colleges including enhancement of capacity

Leadership Development in India : an important RUSA priority

- ▶ A large part of RUSA's success will depend on leaders
- ▶ RUSA: Financing + Governance-> Quality
- ▶ Good leader-> improved governance + strategic and improved resource generation -> quality of institutions
- ▶ Good leader can *transform* institution that is not performing well
- ▶ Prevalent leadership deficit will hinder achievement of RUSA goals and improvement of institutions
- ▶ Therefore developing HE leadership is a core RUSA priority and fundamental to its success

Leadership Development Project under RUSA

-> Development of managerial skills that are relevant to all administrative levels

- ▶ Professionalizing academic administrations and building capacities relevant to efficient management and strategic planning.
- ▶ Develop skills in utilizing institutional research in planning and decision making

Leadership Development Project under RUSA

-> Develop leadership skills of incumbent leaders and potential leaders :

- ▶ Enhance leadership and management skills of existing functionaries
- ▶ Leadership pipeline: groom potential leaders
- ▶ Build leadership skills of leaders of nascent institutions: Crucial for Benchmarking of standards and academic growth
- ▶ Institutionalize system whereby good leaders and meritorious persons are given their due

In summary, Create a pool of good leaders

Important tasks of leaders under RUSA

- ▶ Planning: Preparation of Institutional Plan
- ▶ Lead research improvement and innovation
- ▶ Faculty improvement
- ▶ Supervise MIS and documentation and monitor institutional quality - the importance of *Institutional Research*
- ▶ Strategic data based decision making
- ▶ Making best use of increased institutional autonomy
- ▶ Strategic resource generation
- ▶ Team Building
- ▶ Seizing opportunities and planning for long term growth

Important tasks of leaders under RUSA

- ▶ Establish efficient and transparent institutional governance and administration
- ▶ Effective recruitment of teachers and staff: Merit and excellence should be the only considerations.
- ▶ Create enabling environment for excellent ideas and functionaries. Abjure patronage, favoritism
- ▶ Groom future leaders
- ▶ Establish and inculcate a culture of accountability
- ▶ Promoting and guiding excellence in teaching and research

Three types of Higher Education Leadership

1. Research,

Extremely important and should be on everyone's radar

Ability to do good research work and possession of research vision

Talent hunt and ability to collaborate

2. Educational(Faculty),

Innovation

Technology based teaching and learning

Integration of research and teaching and administrative, with some positions combining two or all three types.

3. Managerial skills

typically involves hiring (and sometimes firing), resource allocation, alumni engagement and managing the changing and

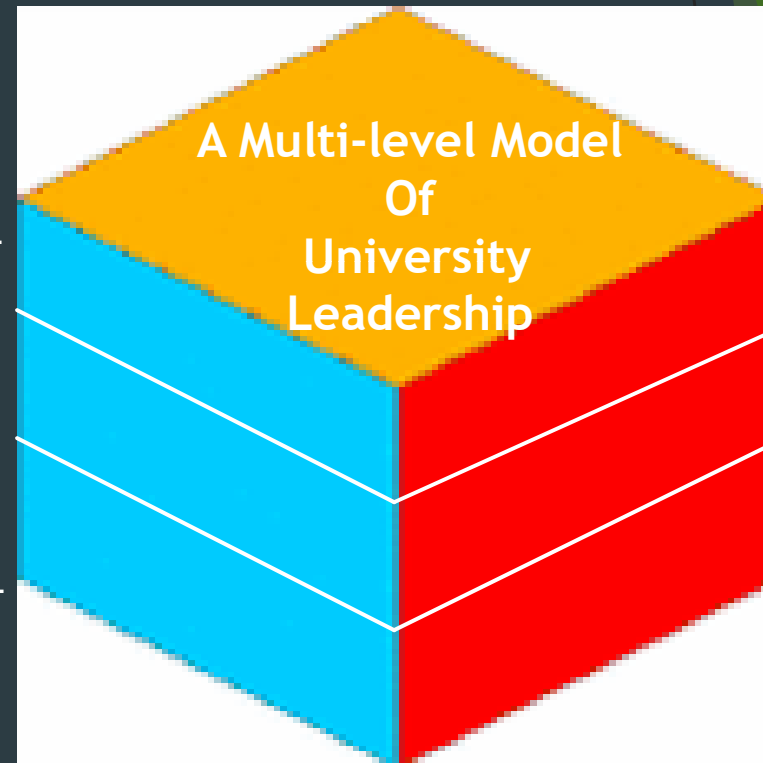
complex roles of faculty, staff and students.

Why Multi-level Leadership?

(Ngo Tuyet Mai)

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- MACRO DECISION LEVEL
(Government/Ministry
Leadership Actions
- MESO IMPLEMENTATION
LEVEL
(Executive University
Leadership Actions)
- MICRO
IMPLEMENTATION LEVEL
(Departmental
Leadership Actions)



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Why refuse to lead?

- ▶ It takes away from research and education.
- ▶ It is hard to gear back into research and education later on.
- ▶ Leadership requires too much politics, both within an organization and outside.
- ▶ Leadership usually requires fundraising of some kind.
- ▶ Leadership requires a skill set you may not have including managing staff and central budgets.

Why Lead?

- ▶ Significant impact on the product of the organization.
- ▶ Improve the educational and research infrastructure,
- ▶ Foster development of faculty, staff and students to improve the quality of work as well as morale.
- ▶ Improving the quality of education and student mentoring can result in higher student retention and more successful graduates, which is a key factor in how we are judged.
- ▶ leadership provides an opportunity and resources for effecting such changes - improving diversity, increasing the focus on teaching and learning, developing centers, or increasing interdisciplinary work,
- ▶ Finally, leadership offers an opportunity for you to grow professionally, providing new experiences and new contacts - catalyst for organizational change

Functions of Leader

Leadership is at the core of Performance Management. Following are the functions of a leader:

- *Strategic*: Define vision or goal, strategize to overcome constraints and exploit strengths, put resources to best use, use performance data in decision making (University of Mumbai, St. Xavier's Colleges)
- *Integrative*: Integrate separate units, individuals and teams towards achievement of goals. Planning and communication are important. (University of Calcutta)
- *Transformational*: Create new vision. Transform organization to achieve vision. Transform organizations stuck in the rut of inertia. Get people out of their comfort zone and inspire confidence. (University of Hyderabad, Presidency University)

Mentoring for academic leadership

- ▶ Need for more mentors to groom young faculty to take leadership roles
- ▶ Need to increase talent pipeline through mentoring
- ▶ Many of the skills required for academic administrative leadership . Some can be acquired on the job. But others require training....

Leadership development for Academic administrators: Content

- ▶ Understanding structure and function and their relationship with the external environment.
- ▶ Understanding internal processes of decision making and policy and implementation.
- ▶ Skills for interpersonal relationships and conflict management.

Content - Broad Issues

- ▶ Good Governance - accountability and transparency, how to implement them
- ▶ Efficiency, effectiveness and transparency in routine administrative tasks
- ▶ Strategic planning; institutional planning, assessment, improvement - budgeting and resource mobilization,
- ▶ Conflict Management, problem solving and negotiation
- ▶ Organizational communication, delegation of power and decision making
- ▶ Human resource management, motivation, leadership styles
- ▶ Performance management, managing for results and organizational integration
- ▶ Information management,
- ▶ Legal and ethical issues
- ▶ Structures in higher education sector and policy contours

International Collaboration

Delivery Methods in HE Leadership Programme

Mainly interactive Pedagogy

- Workshop
- Presentation
- Case study analysis
- Small group activities
- Experience sharing
- Online modules/course materials
- Forums for participant interaction

Dysfunctional to Functional Institution: Role of Leadership

Continual Crisis,
Vulnerable and
failing

Sound, Authentic,
Creative,
Empowering
leadership

Healthy, Productive, Sustainable
Academic Institutions and
Programs

SWOT Analysis

▶ Strengths

- ▶ Young Population
- ▶ Alert Civic Society
- ▶ Well Established Educational Institutions

▶ Weaknesses

- ▶ Shortage of Faculty
- ▶ Adhocism
- ▶ Inadequate Infrastructure Facilities
- ▶ Existence of a Number of Regulators and Fragmentation of Higher Education

▶ Opportunities

- ▶ Invaluable Asset of Human Resource
- ▶ Vast Scope for Expansion of Education
- ▶ Global Hub In Education

▶ Threats

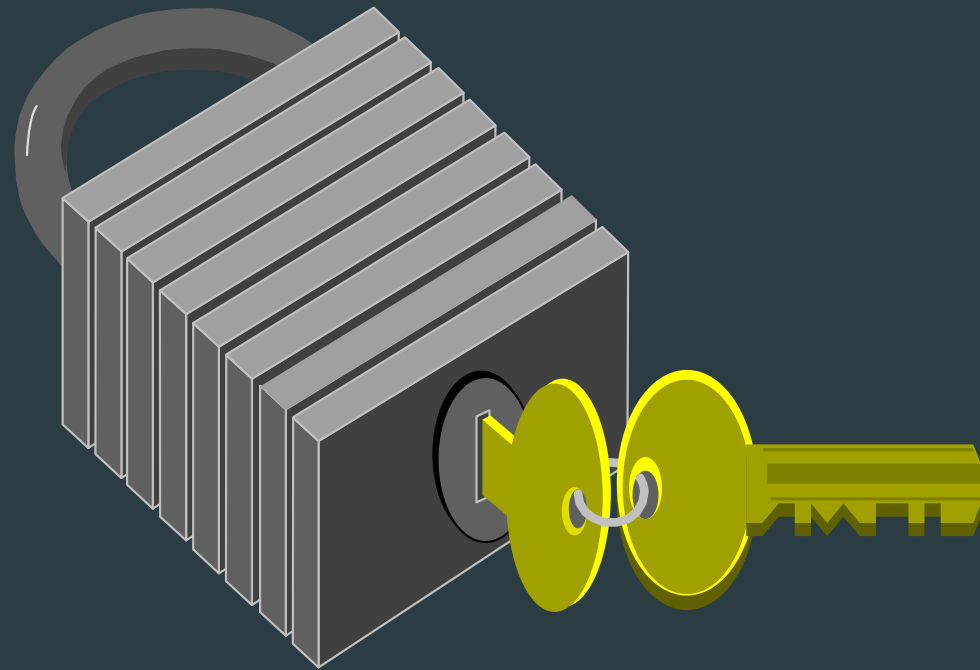
- ▶ Commercialization of Higher Education
- ▶ Deterioration in Quality of Education
- ▶ Economic and Socio-cultural Factors

Other factors;

- ▶ Gap between the needs of the industry and aspirations of higher education institutes in India is very large.
- ▶ There is need for creating employable products for which synergies are required at various levels.
- ▶ Knowledge management practices must be in vogue for enabling the intensification of educational programme
- ▶ HEI must collaborate with the industries to creates a ***win - win situation***
- ▶ Corporate sector role needs to play a higher education especially in sectors
 - ▶ bio technology, plant research, forestry, fishing, agricultural sciences ,manufacturing, management etc.

Successful Higher Educations in 21st Century - 3 key characteristics

- ▶ Institutional decisions are made on a core mission and a set of values
- ▶ Institutional adaptation to environmental changes is in alignment with mission and core values
- ▶ Institutional leaders seek to create and foster democratic partnerships with myriad constituents



Successful Educational
Leaders Hold the Key to
Unlock a Vision

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Thank You All