

Empowered Governance and Autonomy in Higher Education Governance

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Abstract:

Education commission had noticed that fate of our country is now being created in schools. It cannot be disproved that the standard of living of people can be raised from education. For the development of our country we must have well educated and properly trained workers. Because Education is the best tool for enlightening the carrier and living standard of a person but for the development of the country. Education can develop the extent of the individuals. The future of the country, therefore, rely upon the type of Education and tutoring imparted in the educational institutions. Education is a national agenda and a great tool that can completely change the future of our children, youth and of course our country. Approximately half of India's 1.2 billion people under the age of 26 and by 2020, it is considered the youngest country in the world with a median age of 29. To obtain the advantages of this demographics, our government under the supervision of our able Prime Minister (Mr. Narendra Modi) and that it will execute a National Education Policy to meet the changing dynamics of the population's need or demand with regards to Quality Education, Innovation and Research, aiming to construct India a knowledge superpower by providing its students with the obligatory expertise and understanding and to remove the insufficiency of manpower in science, technology, academics and industry. This paper discussed about the detailed description of "Empowered Governance and Autonomy in Higher Education Governance", which is a brief part of New Education policy, because it is not possible to discuss the whole policy in it.

Keywords: New Education Policy, Vision for New India, National Education Policy (NEP)

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I. EMPOWERED GOVERNANCE AND EFFECTIVE LEADERSHIP FOR HIGHER EDUCATION INSTITUTIONS

Leadership and governance deeply influence all aspects of an institutions. All other efforts can be brought together for developing good institutions by strong governance and effective leadership, but the same efforts would be mostly wasted with weak institutional governance and poor leadership. Institutional in India that have been given autonomy with strong self-governance and have had good leadership have grown into world-class institutions. We have had explain examples of institutions that have sustained excellence over a long period because the kind of academic and operational leadership that they have had, supported by strong governance mechanisms.

II. WEAK LEADERSHIP AND GOVERNANCE

Unfortunately, governance and leadership of the majority of institutions of higher education in India has been severely compromised. Institutions have been plagued by external interference at both these levels. Such external influence has diluted the independence and effectiveness of the institution, and has often been wielded not for the good of the institutions but for serving vested interests.

In addition to the informal exercise of power by external bodies, the governance and leadership of institutions is also disempowered by the formal structures and systems of higher

education. Decisions related to many aspects which should be given within the purview of institutional governance and leadership are centralised at the level of the UGC or other bodies of the State and the Centre. Colleges are unable to chart their own courses, controlled as they are in many significant ways by the affiliating University. Higher education departments of the State and other such bodies is often tend to treat Universities and Colleges as an extension of their hierarchy.

The various bodies of institutional governance often mix up the chains of responsibility and accountability in practice, diffusing the overall accountability system of the institution. The appointment or nomination of individuals to these bodies are through processes that don't ensure that competent people with commitment to the good of the institution are in the bodies. Instead such appointments / nominations are sometimes used as mechanisms to distribute favours.

Leaders of institutions are often not the people who should be in these roles. Too many of them lack the competence to lead organisations and institutions. This is partly a result of the selection and appointment processes. These processes are often influenced, driven and decided by people who themselves don't have the requisite commitment to the group of institution, do not have boldness of imagination for good leadership, and caught in procedures missing the substance.

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III. EMPOWERED GOVERNANCE AND EFFECTIVE LEADERSHIP

The special status of universities in society, to award degrees, and as sites of its renewal and development, will receive societal inspiration and consecration through a specific officers / rules performed by people of the highest eminence. These roles will be played by the President of India, the Governor of the States and people of eminence, in their roles as Visitor or to the HEI.

All HEIs will become independent institutes governed by a competent and committed Board. A group of carefully selected individuals, with high capability and ownership of the institution must be empowered to govern institutions so that excellence can be actualised. This group must be free of any kind of political interference, should be unbiased and public spirited, while being capable of providing both academic and administrative leadership. This group will form the Board of the institution. This clear chain of responsibility and accountability of the HEI, with the board at the apex, will be enabled through relevant legislative actions, since it may require reconfiguring the roles of existing bodies, their powers and reporting structures. Each higher education institution will be governed by an Independent - this will ensure a clear chain of responsibility and accountability within.

There will be clear mechanism for public accountability of HEIs, either by appointment of an adequate number of independent and highly competent public figures in the Board, and where applicable in the Court of the HEI as a representative of the public.

As we move towards renewing the content and processes of higher Education, selection and professional development processes for those in institutional leadership positions must be revamped. Rigorous, impartial, competency-based processes for selection of people in leadership positions needs to be followed, with well-defined guidelines for each position based on the role and the competencies required for that role.

All leadership positions in institutions must be offered to the person most suitable for such a role. It should not be offered on the basis of seniority. Sensibilities and capabilities for leadership and management must be the criterion for choosing and appointing institutional leaders.

This is not the same set of capabilities as academic excellence. While educational and academic sensibilities are essential in leaders of HEIs, leadership and management capabilities are critical. The appointment processes of HEI leaders should access all this rigorously and objectively, and should also have the creative energy to make bold bets on people who show promise. Some of India's and the world's best institutions have been built by leaders who showed such promise, but may not have fitted into traditional notions of who should be an institutional leader.

Leaders must demonstrate strong alignment to constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in team work, pluralism, ability to work with diverse people in a positive outlook. These attributes and capabilities are important for all leadership roles within an HEI, not only that of the head of the institution.

As we move towards institutional autonomy, strong and ethical leadership, both in terms of governing bodies and leaders, becomes even more imperative. While stability of tenure is important to ensure the development of a suitable culture, at the same time, leadership succession must be planned with care to ensure that good practices that define institutions processes do not end with a change in leadership. The effort must be to build strong diverse teams, comprising both academic and non academic members. Coherent, shared plans rather than the decisions made by a few individuals must be the basis for progress towards institutional goals. Institutional governance will be based on full autonomy- academic, and administrative and financial -for all higher education institutions with financial certainty and backing.

IV. INSPIRATION AND CONSECRATION FROM SOCIETY

The special status of universities in society, to award degrees, and as sites of its renewal and development, will receive societal inspiration and consecration through specific offices /roles performed by people of the highest eminence.

- a) Central Universities/HEIs : The President of India will be the visitor to the university, who made from time to time review the work of the university and provide advice. The chancellor of the university will be appointed by the Visitor, who will be a person of high eminence. The chancellor preside over the convocation and chair the court if it exists in the said University.
- b) State University/HEIs : The governor of the State will be the Chancellor of the university, who will provide preside over the convocation and may from time to time review the work of the university and provide advice.
- c) Private Universities / HEIs : The Governor of the State in which the University has been established shall be the Visitor of the university, and will preside over the convocation. The sponsoring body of the university will appoint a person of high eminences as the Chancellor of the university, who may from time to time review the work of the university and provide advice.
- d) Under these officers, all HEIs will have the same governance structure structures, which are detailed in the rest of this chapter.

V. INDEPENDENT BOARD OF GOVERNORS

All HEIs, public and private, shall be governed by an independent Board of governor, which shall be the apex body for the institution, with complete autonomy.

Mechanism for public accountability of higher Education institutions: institutions will have clear mechanisms for public accountability within their governance structure. This can be through one of two approaches :

- a) Constitution of 'Court' headed by a person of high eminence, such as the Chancellor of the institution.
- b) The court may be constituted in the manner as currently in some of the high functioning CUs or CFTIs or as described by the statute of the HEI. The Chancellor will lead the court and the BoG will each year present before the court the public contribution and progress of the HEI.

- c) Not less than 50% of the members of the BoG will be persons representing public interest independently i.e. not being in any functional/administrative/ executive role in the government and not having a role within the HEI.

The second approach may be simpler and more efficient in the long term. After 10 years, institutions choosing to exercise option (a) may conduct a review and transition to option (b) if such change is deemed to be suitable.

VI. CHAIRPERSON OF BOARD OF GOVERNORS

The BoG shall select a person from amongst themselves as a Chair or invite someone from outside, after a rigorous process of identification to join the board and serve as the Chair of the BoG. The role of the chair of the BoG will be a non-executive role.

VII. BOARD OF GOVERNORS AS THE APEX BODY

The BoG shall be the apex body of the HEI; there shall be no parallel structure. Internal governance and management structures of all HEIs shall be redesigned and reconstituted to ensure.

VIII. COMPOSITION OF THE BOARD OF GOVERNORS

The constitution and appointment of the BoG will be the lynchpin for the efficacy of the institution. The board of governor may have 10 - 20 members, with one third of the members being from within the HEI (e.g. faculty, administrative leadership). All new members of the BoG will be identified by a committee formed by the BoG. The BoG may thereafter vote on the membership of the individual. If approved the majority, the Chair will invite the new member of the BoG. The criterion for the choice of the members of the BoG and its fulfilment in each specific shall be made public and transparent.

IX. RESPONSIBILITIES OF BOARD OF GOVERNORS

The Board of Governors shall be responsible for the institution, in the manner of the responsibilities of all independent board governed institutions. These responsibilities include upholding the purpose and mission of the institution and their renewal and organising strategies, resources, programmes, systems etc., for achieving these purposes and mission. The responsibility would thus also include the appointment of the vice Chancellor/Director i.e. the Chief Executive of the HEI, and through the CE the appointment of the other employees of the HEI, and their compensation and service conditions. It shall ensure that effective and robust academic, financial and administrative process are developed and maintained; this shall be done by the board of governor through CE.

The Board of Governors shall develop a long-term (10 -15) years, a medium term (5 years) and short term (1- 3 years) Institutional Development Plan, which must enumerate its

educational and research outcomes, quality and capacity parameters, financial and human resource development plans, and organisational development plans. The board of governors should measure the institution's progress along IDP and the IDP and its review should be made publicly available.

X. BOARD OF GOVERNORS FOR PUBLIC INSTITUTIONS

All publicly-funded HEIs must form a BoG by 2020. The first such BoG shall be constituted by the existing apex governance body with membership as specified in this policy. One third member members should be appointed for two-year term, one third for a 4 year term and one third for a six year term. Thereafter, all new members appointed for six-year term. No member shall serve for more than two consecutive terms.

XI. BOARD OF GOVERNORS FOR PRIVATE INSTITUTIONS

The sponsoring body of the HEI shall appoint the BoG, while considering a composition similar as that for public institutions.

XII. ROLE OF CHIEF EXECUTIVE OF THE HIGHER EDUCATION INSTITUTION

The Vice Chancellor/ Director shall be the Chief Executive of the higher education institutions and shall report the board of governors. All bodies/ authorities/ structures within the higher education institution shall report to her/him. The chief executive must be a person of high competence, integrity and public spirit. The process of appointment will have the provision to invite outstanding achievers to the role of the chief executive, with due endorsement by the BoG, without going through other steps of the process. Leadership roles in institutions will be offered to the person most suitable for such a role. Sensibilities and capabilities for leadership and management will be the criterion for choosing and appointing institutional leaders. The chief executive shall anchor the IDP and be responsible for the higher education institutions and all its aspects as its executive head and leader. The chief executive, with approval of the BoG, shall be free to close, reconstitute, redefine membership and change structures currently existing within the HEI.

XIII. SELECTION FOR OTHER LEADERSHIP ROLES

People in other academic and operational leadership positions (Dean's Heads of department) shall be chosen in a similar manner as the CE (chief executive) with care and on the basis of a rigorous, impartial, competency-based process with well-defined guidelines for each position based on the role and the competencies required for that role.

XIV. CREATING A LEADERSHIP PIPELINE

Institutions should identify people with leadership potential

early in their careers and put them through capability building experiences that would ensure that their readiness at the right time.

XV. STABILITY OF TENURE AND SMOOTH TRANSITION

Stability in leadership positions shall be ensured. Transition from the incumbent to the successor in a leadership role will be planned well and facilitated smoothly, including a reasonable period of overlap.

XVI. CONTINUOUS PROFESSIONAL DEVELOPMENT FOR HEADS OF INSTITUTIONS AND OTHERS IN LEADERSHIP ROLES

There shall be CPD opportunities made available for those in leadership positions. New leaders must be fully supported through formal and informal mentoring -this will help leaders transition smoothly into their new roles.

XVII. OVERALL STRONG OPERATIONAL TEAM IN HIGHER EDUCATION INSTITUTIONS

There shall be equally strong focus and investment in selection and development of people for the non academic roles in higher education institutions. The importance of these roles and their contributions will be recognised.

XVIII. ACADEMIC COUNCIL FOR VIBRANT EDUCATIONAL PROGRAMMES AND RIGOROUS ACADEMIC STANDARDS

The AC of the HEI will ensure that the highest educational and academic standards are maintained in the programmes and processes of the institution. All programme curricula, syllabus, assessment schemes and other matters that have a bearing on academic standards shall be approved by the AC.

XIX. STRONG STRUCTURE AND MECHANISM FOR RAISING RESOURCES-DEVELOPMENT OFFICE

Higher education institutions will setup empowered and effective structures for developing and building sustainable methods of raising resources for the institution. Appropriate people will be recruited for the Development office.

XX. EFFECTIVE STRUCTURES AND MECHANISM FOR CONNECTION WITH SOCIETY

HEIs will setup empowered and effective structures for direct and effective contribution towards service of local communities and broader society.

XXI. FUNDING OF PUBLIC INSTITUTIONS

Public funding must be committed to and given to public institutions in the form of block grants based on IDPs. The government must not get involved in micromanagement of spending, nor get involved with the short-term IDP.

XXII. ACADEMIC AND ADMINISTRATIVE AUTONOMY

HEIs will have real and complete autonomy – academic, administrative and financial -to unleash their full potential for excellence. This will be done over a period of time, such that HEIs can develop capacities and systems to operate effectively with autonomy.

XXIII. FINANCIAL ACCOUNTABILITY

All HEIs shall report their audited financial statements and publicly disclose key financial matters; the auditing and financial disclosures shall follow exactly those expected of section 8 (not for profit) companies. HEIs shall publicly disclose key matters on fees, educational facilities, including faculty numbers and student ratio, and all other facilities e.g. hostel, library, based on the proforma for disclosure, determined by NHERA. The purpose of the disclosures is to ensure that the HEIs in reality delivering what it is committing /promising to the students- the proforma will have only categories not any mandates within them.

XXIV. LEGISLATIVE ENABLEMENT

The policies of this chapter and the next in particular, will require comprehensive legislative enablement at the Centre and States, which will be enabled by the RSA.

XXV. CONCLUSION

So, it can be said that this NEW EDUCATION POLICY is very apt for the present situation but it is difficult to impart and administer these rules and regulations in behavioural term. After the modification of the previous Education policy, it is very good for today's need. There are the possibilities in the Education system but also some problems to give success in it. So, this policy discussed about the whole area to make healthy Education system. This draft explains each and every aspects which is related to education.

XXVI. REFERENCES

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