



Feedback on
UGC Guidelines for Institutional Development Plan
for Higher Education Institutions (HEIs)

**Centre for Educational and Social Studies (CESS)
Bengaluru**



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Institutions (HEIs)



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ABOUT CESS

Centre for Educational and Social Studies (CESS) is a not-for-profit registered society based in Bengaluru. The vision of CESS is to bring about 'Social transformation with and through Education'. The core domain of CESS is education. Our key engagement areas are- research, capacity building and policy advocacy. We undertake deep research studies on India centric education.

Since its inception in 2006 to till date, CESS has carried out numerous research studies, capacity building workshops and policy advocacy activities. CESS primarily collaborates with government departments, quasi-government bodies and other educational institutions having similar vision. CESS strives to draw the attention of all stakeholders, including State and Central Governments, on issues concerning education through National and State level seminars, dialogues, consultations, research publications and capacity building programmes. CESS' increased engagement in the Education sector has enabled it to be an effective think-tank influencing education policy decisions.

CESS believes that stakeholders' participation in policy making is important to strengthen education system. To formulate its Policy Advocacy, CESS widely and deeply engages with all important stakeholders in the identified areas. CESS undertakes research including field surveys, stakeholders' consultations, brainstorming sessions with domain experts and reaches out to individuals and institutions whose voices are influential on policy formulation. The outcomes of CESS' consultations are documented and submitted to concerned government departments to help them develop evidence-based policies. We also undertake research analysis in-house, adding to the stakeholders consultation report.

In the recent past, to engage stakeholders in policy debates, CESS conducted series of seminars and dialogues across India on the Draft National Education Policy 2019. Since the unveiling of the NEP 2020 to till date, CESS has conducted nearly 200 pan-India level webinars to create awareness among the key stakeholders about the policy and its impact. In its endeavours to facilitate the implementation of the NEP 2020, CESS is now deeply engaged in capacity building of stakeholders. (to know more about CESS kindly visit <https://cessedu.org/>)

CESS FEEDBACK

Definitely this document is great improvement on the earlier draft on IDP. The guidelines look at the idea of infrastructure in a more holistic manner without reducing infrastructure to physical facilities. It also provides a detailed account of the objectives/purpose of IDP and strategic planning. Annexures will go a long way in helping HEI's to come up with their IDP.

1. The guidelines look at the idea of internationalization of higher education in a broader perspective (in the section of strategic goals). Internationalization is largely seen as either collaborations in research or international student enrollment. Looking at the educational value of internationalization in preparing our students as global citizens must be the underpinning of internationalisation, which is well explained.
2. The most challenging aspect of IDP or strategic planning is "how" of it. Given the reality of HEI's have been compliance mode and the policy wanting HEI's to be more proactive mode it is important to enable institutions to do the strategic planning. The document should have paid more attention and detailed it out instead of mentioning very briefly in 1 (E) under the heading operationalizing. The process needs to be detailed out;
3. There is a need to train centrally (either at the central or state govt.) IDP resource persons or IDP evangelists who will not only champion the cause of IDP but also act as IDP facilitators;
4. In 2 (D) on developing research infrastructure there is overemphasis on technology. Developing research and intellectual property infrastructure is much more than technology and more of enabling people and creating a culture of research and a mind-set for it.
5. Technology should be viewed as an enabler. More emphasis must be laid on faculty capacity building and nurturing academic leadership. A

culture of nurturing the human talent must be brought in over the physical, especially technological infrastructure;

6. Since IDP is not in the academic consciousness of most of the higher education institutions in India, (excluding a marginal number of premier institutions) it would be worth elaborating on the process/steps of drafting/making an IDP;
7. The parameters explained in the chapter 2 may be finetuned and made it compact. The narration given in under 'Overview' across the subheading may be reviewed to make it more specific to educational institutions (e.g., Overview of Physical Infrastructure carries too generic explanation of what is physical infrastructure. Similarly, the subheading on Green Initiatives may be simple replaced with Green Energy Compliance for educational institutions);
8. Under A: Physical Infrastructure-General Campus Planning Principles- the clause vii:
 - a. The word Disability be replaced with **Differently Abled**;
 - b. The point referring to campuses support integration of all genders and promote zero tolerance for gender-based discrimination, ragging and bullying...Inclusive education and prevention of ragging and bullying is a function of culture and values and not so much of physical infrastructure. IDP should not given in to the notion that the physical infrastructure will address the issues being mentioned;
9. Under D: Research & Intellectual Property Infrastructure; (subheading III) Clause vi may be relooked to include disciplines from humanities and social sciences. Looking forward, keeping in mind the NEP vision, areas of studies which are multidisciplinary, inter-disciplinary, intra and transdisciplinary may be referred to in place of the conventional degrees.