



Feedback on Draft Institutional Development Plan for HEIs



This report is the outcome of stakeholders' and experts
consultation undertaken by CESS

Centre for Educational and Social Studies (CESS), Bengaluru

Feedback on UGC
Draft Institutional Development Plan for 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 through and with Education'. The core domain of CESS is education. Our key engagement areas are research, capacity building and policy advocacy. CESS is now a recognized research centre of VTU and SASTRA Deemed University.

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 with similar vision. CESS strives to draw the attention of all stakeholders including State and Central Governments on vital issues through series of National and State level seminars, dialogues, consultations, research publications and capacity building programmes. CESS's involvement in the key sectors, especially Education, has enabled it to be an effective think-tank influencing policy decisions.

CESS believes that effective participation in policy making through Policy Advocacy is key to a vibrant democracy and strong nation. 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 voice is influential on policy formulation. The outcomes of CESS' consultations are documented and submitted to concerned government departments to help them develop evidence based policies. 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 over 100 pan-India level webinars to create awareness among the key stakeholders of education about the policy. In its endeavours to facilitate the implementation of the NEP 2020, CESS is now deeply engaged in capacity building of stakeholders, especially the faculty and institutions of higher education in the state of Karnataka. It is our pride to mention that some of the CESS members are on the Central regulatory bodies and on Task Force of Government of Karnataka constituted to develop the implementation roadmap for the State. (to know more about CESS kindly visit <https://cessedu.org/>)

ABOUT THE CONSULTATION

The Centre for Educational and Social Studies (CESS) reached out to education experts and stakeholders of higher education seeking their views and comments on Draft Institutional Development Plan for HEIs released by UGC. A soft copy of the draft report was emailed to a select few experts and stakeholders. The feedback/suggestions thus received are consolidated in this report by the CESS Research team.

BACKGROUND

The University Grants Commission (UGC) released the **Draft Institutional Development Plan for HEIs** in January 2022 followed by a Public Notice signed by the UGC Secretary seeking feedback/suggestions from all the stakeholders. The Public Notice stated that the NEP 2020 recognizes the importance of Institutional Development Plan (IDP) and recommends that each institution make a strategic institutional development plan based on which institutions will develop initiatives, assess their progress and reach the goals set therein.

HIGHLIGHTS OF THE DRAFT INSTITUTIONAL DEVELOPMENT PLAN FOR HEIs

The draft Institutional Development Plan for HEIs recommends the institutions to come up with an institutional profile with its goals, future prospective, pedagogical approach, management policies, social responsibility etc., pivoted around the recommendations of NEP 2020. All the higher education institutions are required to prepare their own IDPs for effective implementation of the NEP 2020. The Draft guideline proposes the following framework:

Guidelines for Campus Development

The IDP Committee of UGC has suggested modifications to the existing norms to MOHUA besides the inclusion of the evaluated master plan guidelines in URDPFI Guidelines –

- a. Enrolment of 30,000 students - 350 to 400 acres – 90% for students and 85% for staff , sports and recreational areas
- b. Enrolment of 20,000 students – 300 to 350 acres - 90% for students and 85% for staff , sports and recreational areas
- c. Enrolment up-to 20,000 students – 250 – 300 acres - 90% for students and 85% for staff , sports and recreational areas
- d. Existing Brownfield campuses shall be engaged in capacity building and retrofit themselves with re-developmental activities and efficiently utilise the existing real-estate facilities
- e. Constitution of a cohesive group of experts including policy makers, administrators, academics, planning experts, architects etc., under the aegis of HECI/MoE to evaluate campus planning and infrastructure initiatives of all HEIs
- f. Strategic plans for green initiatives to create a sustainable built environment and eco-conscious campuses
- g. Framework for Campus level ICT infrastructure with a dedicated Campus Information and Communication Technology Centre (CICTC) to house the Data Centre, Broadcasting /Simulcast, Media Lab for Audio and Video Content Management etc.
 1. The National Knowledge Network (NKN) Fibre will be provided through authorized Internet Service Provider (ISP)
 2. University Dashboards to be connected with the respective state Directorate of Higher Education Dashboard which in turn will be connected to the AISHE Portal of UGC/MOE.
 3. Geo-Tagging of all Universities using GIS Applications

4. A Unique ID (UID) generated through AISHE Portal and University ID provided by the Parent University containing details of students enrolled, faculty and staff employed.
5. Data Centres shall be designed for expansion and incremental growth with all safety measures for access, Natural disaster mitigation, environmental and pest control.

Framework for Campus Development and Space Planning

- a. Redevelopment strategies for campus development demanding the support of urban development processes and norms for both Greenfield and Brownfield campuses
- b. Retrospective consideration of fundamental aspects such as convergence of inter-ministerial initiatives, innovation in teaching and methodologies, interdisciplinary approach in teaching and learning process and many others that requires retrospective consideration
- c. Modifications to the existing norms to Ministry of Housing and Urban Affairs (MOHUA) besides the inclusion of the evaluated master plan in Urban and Regional Development Plans Formulation and Implementation Guidelines (URDPFI) Guidelines.
- d. To promote sports amongst youth and its benefits, the Ground Coverage and Floor Area Ratio (FAR) for Sports and Recreational for Students activities has been increased
- e. The components of the buildings should be adaptable, scalable, and maintainable to absorb change and accept emerging technologies at present and other evolving cutting-edge technologies
- f. The Design Basis Report (DBR) and DPR should incorporate a Comprehensive Strategic Framework with respect to the Life Cycle Cost Analysis
- g. Building Automation Systems should be plugged into Resource management Suites (RMS/RAMS) which is integrated into University Information and Management System (UIMS) Platform developed

by each University specifically to support Academic and Administrative functions

- h. The Minimum space Standards for Design of Campus Buildings have been prepared to meet the requirements of Teaching/ Research Universities and Autonomous Institutions
- i. Flexibility has been provided for transformation and articulation of space to meet the demands and to provide proper ambience for excellence in academics and research.
- j. Physical infrastructure should be at par with international standards
- k. Building design should meet the functional needs of the users and also green strategies should be adopted as per the norms
- l. The detailed Minimum requirements for each space are specified and the facilities to be provided
- m. The draft also gives an overview of the global trend in the development of universities, concept of urban university campus, campus development in India, few case studies of American universities and redevelopment initiatives

FEEDBACK AND SUGGESTIONS

Feedback/suggestions are enlisted below:

1. Higher education has contributed significantly to a society's cultural and economic growth, and it has its share of responsibility for further sustainable development. The mission of every higher education institution is to help, in its own unique way, to build a democratic, open, tolerant, cohesive, educated, and cultured society. The National Education Policy 2020 recognizes the importance of Institutional Development Plan and recommends that every institution make a strategic Institutional Development Plan with the joint participation of all the stakeholders, based on which institutions can develop initiatives, assess their progress, and reach their goals. HEIs perform multiple roles. They not only create new knowledge, they also produce intelligent human resources through teaching, research and extension activities. Quality of higher education is a multi-dimensional concept. The Draft IDP touches every feature of an HEI. The massive expansion of the higher education sector in our country demands the attention of every stakeholder to not only maintain high standards but also progressively enhance quality.
2. The IDP undoubtedly will be an excellent guide to institutions that aim at modernization of the quality assurance systems. The draft is comprehensive and exhaustive.
3. Educational institutions and the education results in an impactful growth and an equally a visible result in its immediate vicinity also and a reference to the local content-in terms of resources to be utilised and resources to be raised and resources to be adopted, needs to be addressed in the making and functioning of HEI may also to be taken care of.

4. The provision of awarding grants on the basis of competitive selection process by a committee appointed by department of higher education for IDP implementation may violate the principle of level playing. Premier, urban and elite higher education institutions will have an advantage over the other category of colleges. Perhaps a large number of higher education institutions may not qualify for the grant if the selection process is competitive. One way could be to grant financial support to institutions of all types during the transition and empower the faculty and institution through capacity building for a stipulated period (1-3 years) before going for competitive selection.
5. The draft guideline is very voluminous. Suggestions on campus size and other spatial details of the campus/higher education institutions may be left to the regulatory agency. The IDP must essentially propose strategic plan for institutional development with more focus on enhancing the quality of teaching-learning process. Moreover, with greater scope for virtual learning, the size of the institution should not be playing a central role in the IDP.
6. The spirit of the NEP conceives IDP as an enabling strategic tool for Institutional Governance and Leadership for ensuring Quality and Progress. It is not a controlling mechanism.
7. The IDP is to build accountability (in the long run self-imposed through stakeholder participation and disclosure) among the HEIs. Hence, the guidelines for IDP must be in encouraging language.
8. The regulatory aspects (like minimum requirements etc.) which are forcibly made part of the guidelines needs to be re-looked into to make IDP a strategic development plan prepared by the HEIs as envisaged in NEP.



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