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New education policy 2020: Job enlargement practices in higher education institutions in India

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Abstract

This research paper explores the new horizons of job enlargement practices in higher education institutes in India. After the huge gap of 34 years Government of India formulated the new education policy 2020. The vision of the Policy is to inspire among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. For efficient implementation of new policy the role of higher education faculty is very important. The higher education faculty engaged in the educational administration and managerial activities their job enlargement functions called educational managers. The present research explore the job enlargement functions in Indian higher education institutes.

Keywords: Academicians, higher education, job enlargement, new education policy

1. Introduction

Higher education institutes played very important role in the modern society; every development of society lays roots in the development of higher education. Job Enlargement Practice in higher education institutions essence two roles, one is performing teaching and research as core duties and second is duties performed by academicians related to the administration of Institute or university. When academicians perform the administration duties, Deem and Brehony (2005) ^[5] describes as manager-academics, the teachers or researchers who take on management roles in higher education, whether temporarily or permanently. In developed countries higher education institutes appointed the education managers, the education managers have special qualities related to the educational institutional organization. However, in Indian education system such types of practice are not known. So the educational managerial duties in India are performed by the academicians.

The main research questions

- 1) What are the professional duties of academicians in India
- 2) What Reliability of job enlargement activities of academician in higher education system

The gravity and greatness of McGregor's concept of administration can be seen in the work of Bennis & Schein (1966) ^[2] McGregor scientifically explain the managerial role in administration. Peter Drucker's (1974, 1979) ^[6, 8] approach of planning, organizing, staffing, delegating and controlling magnificently contributes in the field of administration and managerial tasks, responsibilities, duties and roles. Sanderson (1977) ^[17] importance on the leadership role in the administration. Chung Kae and Ross Monica (1977) ^[3] found that the job enlargement is more suitable to workers at lower levels of organizations who are primarily motivated by lower order needs. Enlarged jobs with opportunities for socialization may better satisfy their needs. Macintyre (1985) ^[13] explore the difference range of academics and manager-academics and the divisions between them are significant because they increase the likelihood of diverse interpretations of 'new managerialism' ideology as fragmented or discontinuous rather than the kind of Universalist positions on management. Walter, Gmelch, Wilke, & Lovrich (1986) ^[19] identify professional characteristics of tenure and rank reflected significant differences they divide into five factors, in the areas of personal traits significant differences were most often found in the areas of time constraints and professional identity.

Allan Tucker's book chairing the Academic Department (1992) explains the work process of educational departments chairs such dean, director and other chair bearer. He examine the universities role in economic development and put forward the way to connect universities programme to employees generation specially development of vocationally trained graduates. Wolverton, Gmelch, & Sarros (1999) [20] compare the academic departments chairs of Australia and U.S. colleges and universities. The study explain how chair in the two countries define the tasks that exemplify their role as chair. The study concludes department chair in both countries appear to have quite a bite in common. Their roles similarly; administration, resource management, leadership, personal scholarship, faculty development, and dealing to some extent with generating external resources. Australian chairs seem to understand how to balance their administrative and scholarly responsibilities without sacrificing either. U.S. chairs appear to delineate leadership activities from managerial tasks in a manner that may stimulate overall department productivity.

In India Rashtriya Uchchar Shiksha Abhiyan (RUSA), focuses on better quality of higher education Institutions in country. The aim is to achieve mass access to higher education with high quality standards. For this RUSA gives guidelines to the States education system. States ensures that all its institutions should be NAAC accredited as a part of mandatory quality assurance framework. Simultaneously seek to upgrade the overall academic quality by implementing reforms. States are encouraged to promote research and innovation in their institutions. Since research focus can be judged both from input efforts and outcome indicators, the State Higher Education Plans are expected to have a rounded appreciation of both aspects. States use specific strategies for improvement, including the use of ICT. There is a need to improve resource allocation for universities to enable good quality research & innovation. Criteria such as the number of research publications, impact factors of journals in which papers are published, citations, the amount of research funding attracted, etc., should be considered for faculty promotions. (RUSA 2.0 Guidelines, p. 8) RUSA also directed decision-making bodies that efforts should put in an unbiased, non political and professional manner, on the basis of the State Higher Education Plans (SHEPs) and the performance of States should be measured on the predefined parameters. The process of decision-making and its result should be transparent and the methods of decision-making should be impartial. It is expected that states should also be an unbiased, non-political and professional while planning and ushering governance reforms at their level. In order to effectively implement these reforms, the selection of leadership positions in State universities should take into account the imperatives of merit and performance. However, these activities did not focus on the administrative work assign to faculties that make the reasons of discomfort. The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-run survival of the organization particularly in management institutes. The human element of higher education management institute is represented by its teachers, scientific-research employees, support and service employees, who in mutual dependency and close

cooperation provide students with their most crucial product/outcome: new knowledge, skills and competencies. The positive feedback can be considered as a valuable motivating tool. People need to see and understand the results of their work.

The duty assigns to the teaching faculty mainly divided in to two parts. First, core academic and research responsibility and, second is administrative responsibilities. According to UGC and Department of State Higher education, Haryana has following important duties [1].

- The teacher shall perform his academic duties such as preparation of lectures, demonstrations, tutorials, assessment, research, guidance to research fellows, University examinations etc. and shall encourage the pursuit of learning in the students.
- The teacher shall engage the classes regularly and punctually and impart such lessons and instructions as allotted by the Head from time to time, and shall not ordinarily remain absent from work without prior permission or grant of leave.
- In addition to the duties of teaching and allied activities, the teacher shall, when required, attend to extra-curricular, co-curricular activities organised by the University, and administrative and supervisory work and maintenance of records and Assessment Reports or any other duties befitting the status of a teacher assigned to him/her by the Head.
- A teacher shall help the University authorities to enforce and maintain discipline and good habits among the students.
- A teacher shall assist the University in smooth conduct of the University Examinations.

University Grant Commission Regulations divides faculty performance parameters into two broad categories. The academic performance indicators (APIs) related to recruitment and career advancement scheme (CAS) promotions of university/college teachers. The Performa is divided into two broad categories. Firstly, Teaching, learning and evaluation related are the core activities of the faculties in the higher education institutes in these included following are important functions.

- Lectures, seminars, tutorials, practical's, contact classes, lectures or other teaching duties, supervision of research scholars in excess of the UGC norms.
- Preparation and imparting of knowledge/ instructions as per curriculum; syllabus enrichment by providing additional resources to students
- Use of participatory and innovative teacher-learning methodologies; updating of subject content, course improvement etc.
- Examination Related Work etc.

The second category related to the administrative responsibilities in this important are

- Participation in committees concerned with any aspect of departmental or Institutional activity such as admission (including online admission), budget/purchase, time table campus development, inspection, library, students welfare, Guidance & counseling, placement, help desk, anti-ragging, UMC, Proctorial duty, UGC or any such committee/subcommittee appointed by Vice-Chancellor/Chair-person/

- Director/Principal/Head/ University Court/ Executive Council / Academic Council / Staff Council etc.
- Contribution to Corporate life in Universities /Colleges through meetings popular lectures, expert/extension lectures, EDUSAT lectures, INSPIRE programmes, invited lectures on subject related /scientific/ legal etc. issues, or articles in College magazine and University volumes, Institutional Governance responsibilities. DAA, DR&D, Dean of Colleges, DSW, Proctor, Provosts (Boys Hostels/Girls Hostels), Deans of Faculties, Director UIET, Director Distance Education, Principal. Chairperson /Head /Director, Librarian, NAAC Coordinator, Director IQAC, Coordinator SAP.
 - Membership / participation in State/Central Bodies / Committees on Education, Research and National Development such as UGC/DST/ICMR/ICAR/ICHR, etc.
 - Membership of professional associations / bodies / academic societies, membership of committees like Board of Studies (UG and PG), Ph.D. Committee, Research Committee, course design committee, expert committee of any University / Institute, editorial committees/boards of journals; referring of research papers of Journals, Evaluation of Ph.D. and M. Phil Dissertation, Conducting Viva-Voce of Ph.D.
 - Positions held/ Leadership role played in an organization linked with Extension Work and National services like NSS, NCC, Red Cross, Eco-Club, Women Cell or any other similar organizational activity
 - Students and Staff Related Socio, Cultural and Sports programmes (Organizing such programme (s) or contributing by participating or accompanying a team in any of the programme (s) at intra/interdepartmental or intercollegiate or inter-university levels).
 - Organization of Conferences / Seminars / Symposia / Workshops / Training as Coordinator / Chairman / Co-Chairman / Convener / Co-convener / Secretary/ Joint-Secretary / Treasurer etc.

Reliability of job enlargement activities of academician

The higher education system in India faces many problems. In this context, the most important is a lack of quality skills in the higher education teachers and low quality of research. Presently Indian higher education institute performs badly, only a few are in the global top 500. After independence, the government makes many efforts to improve the quality of education and research but most of them go vain. The most important challenge of higher education institute is cope-up activities of academicians that is reflected in the variety of job enlargement of academic faculties. The teaching and research is the pure and main academic function of the teaching faculties. When the expansion of the job enlargement and the academic faculties are other functions such as related to administrative functions assigned to the faculty are mainly managerial functions. It is always very complicated to make job enlargement and enrichment to the academic faculties and make balance between these two different types of activities. Matthews David (2018) statically evaluates the professors, associate professors, assistant professors and researchers. The study finds the professors engaged only 18 percent in the research, 20 percent in the research supervision, 28 percent in the teaching, and they spend more than 32 percent time on the task related management and organisational tasks. Nearly,

10 percent on the acquisition, 5 percent on the knowledge transfer. Associate professor spends 11 percent time on the research. They provided the 15 percent on the research supervision and more than 37 percent time on the teaching. The associate professors spend 15 percent on the management and organisational tasks. On the acquisition activities all four, professors, associate professors, assistant professors and postdoc/ researchers spend equal time. The activities related to knowledge transfer, professors, associate professors, assistant professors, postdoc/ researcher and doctoral researcher engaged the same little difference they spend nearly 5 percent. Assistant professor spends maximum time nearly 50 percent of working hours on the teaching activities. Postdoc and doctoral researchers engaged in research activities they spend more than 70 percent time on the research activities. API-PBAS is a perfect example of the new public management being advocated and practised world over to reform university governance, wherein the university is viewed as a factory where knowledge creation follows a linear production function (Das & Chattopadhyay 2014) ^[4]. The concern of Menon Gowri (2014) ^[14] is education institutes, higher ups are aware of the faculty members' issues but choose to not to delve into them assuming that it would be a complex affair. There is no HR Manager in an educational institution to take care of employee issues. After the 1990 the introduction of performance based evaluation played the important role in motivation of faculty. The structure of higher education and functional diversification in higher education systems world wide and in particular growing demands on faculty from government, business, students, their parents and other stakeholders have had a significant impact on faculty's perceptions of teaching, read search and the relationship between them (Huang 2019) ^[10].

A global survey in 2013 showed academicians faced shortage of capable leaders nearly 92 percent of respondent showed academia leadership not capable to lead, only 5 percent of respondents express that no paucity of education leaders in India. Nearly 81% of the respondents pointed to a serious gap between the existing pools. When asked about "the critically important traits of a transformational leader in Indian Higher Education, 80% of the respondents cited 'futuristic approach to development' other important trait requirement is Understanding of higher education ecosystem. The Academics also express professional integrity, ethical standards, global exposure and ability to change. More than one-third of the respondents felt that being an academician was not a popular career choice as it lacked adequate mentoring. Lack of academic leadership, guidance and training (60%) and low salary (50%) were the other reasons, failed to attract promising academics (Gohain, 2013) ^[9].

National Education Policy, 2020: Faculty Role

After the huge gap of 34 years Government of India formulated the new education Policy 2020. With the vision of the Policy is to inspire among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. The second part of policy focused on the higher education. The policy's vision is following key

changes to the current system:

- a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- b) Moving towards a more multidisciplinary undergraduate education;
- c) Moving towards faculty and institutional autonomy;
- d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- e) Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
- f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- g) Governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- h) "Light but tight" regulation by a single regulator for higher education;
- i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

For the efficient achievement of the new education policy the role of faculty increased in the higher educational system. The policy approach focused on the more holistic and a multidisciplinary aspect that significantly depends upon the role of job enlargement of faculties. Policy define, a holistic and multidisciplinary education would aim to develop all capacities of human beings intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programs, including those in professional, technical, and vocational disciplines. In the policy only two paragraphs (19.2 and 19.4) related to the governance of the higher education institutes. Most focus in the policy only related to the appointment of the Board of Governance (BoG).

On the issue of the appointment of the leadership positions and Head of department or Institution explains, All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. The selection

shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions. The new education policy of the government of India is almost silent on the issues of academician managers. In the policy did not mention the aspects of the job enlargement and not consider the non-academic activities.

Conclusion

Due to the varied nature of activities which constitutes job enlargement, sometime their teaching assignments suffer resultant dissatisfaction among students and poor results. This situation is disastrous for the faculties, students as well as institutions/universities/colleges. In this context, academicians placed in management institutes plays a critical role in innovation and human capital development for the success of sustainability of the knowledge economy. To provide knowledge and research temperament to the students is the sole responsibility of management and research institutes in India. For this government enriched faculty jobs by launching many skill development and research programs for faculty from time to time. In these important are the Quality Improvement Programme (QIP), Faculty Development Programme (FDP), Adjunct Faculty Programme, AICTE-ISTE Induction/Refresher Programme, Short Term Training Program (STTP), The Emeritus Professor (Distinguished Practicing Engineer) Fellowship programme etc. However, due to lack of visions and faulty policies related to the education administration specially cop up of job enlargement duties of academician, results are not up to mark. Due to lake of job enlargement policy in higher education institutes in India some institutes are globally competitive in the area of higher education and research. Mostly Indian universities are lagging behind in quality research and global competition.

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