Chapter 17
Leadership Dynamics in Higher Education Institutions in India

Siran Mukerji

https://orcid.org/0000-0001-9861-3013
Indira Gandhi National Open University, New Delhi, India

Purnendu Tripathi

https://orcid.org/0000-0002-2078-6755
Indira Gandhi National Open University, New Delhi, India

Anjana

Indira Gandhi National Open University, New Delhi, India

ABSTRACT

The network of higher education institutions (HEIs) has grown at a phenomenal rate in post-independence India and poses wide-ranging challenges for educational leadership. There are other important factors that impinge on the functioning of educational leader who is not only a principal, a president, or a vice chancellor. In fact, he or she is an educational leader encompassing multiple roles. The chapter elucidates the present higher education scenario of India. It portrays the nature and extent of internal and external student mobility and the challenges posed therein. It identifies the major factors affecting the HEIs and their employees in the present changing realm by way of a study conducted in the HEIs and highlights the ethical challenges faced by the educational leaders in promoting and transforming the institutions to centers of excellence.

HIGHER EDUCATION IN INDIA: AN OVERVIEW

The network and infrastructure of higher education institutions (HEIs) including the distance education institutions have grown at a phenomenal rate in the post independent India. At the time of independence of the country, there were 20 universities and 500 colleges, having student enrolment of 0.21 million only in the higher education system (UGC Annual Report 2017-18) which has increased to 851 total

number of universities that includes 47 central universities, 383 state public universities, 123 deemed universities, three institutions under state legislation, and also 41012 colleges across the country. This mega setup of higher education institution has an enrolment of 36.64 million students in the year 2018. The Gross Enrolment Ratio (GER) during the last five years has also risen from 21.5 in 2012-13 to 25.8 in 2017-18. The increase is more under the disadvantaged sections of Indian society i.e. Scheduled Caste (SC) Category which has increased from 16.0 in 2012-13 to 21.8 in 2017-18 and in case of Scheduled Tribe (ST) Category, the GER has increased from 11.1 in 2012-13 to 15.9 in 2017-18. (AISHE Report 2017-18). The growth of HEIs over the last five years is illustrated in Table 1 below.

The following section deliberates on the scenario of HEIs in India in terms of the number of such institutions, student enrolment, state wise share in the enrolment and level wise enrolment in the institutions which clearly implies the tremendous growth in the educational infrastructure and facilities in the country.

Table 1. Growth in number of HEIs in India

Year	Central Universities	State Public Universities	State Private Universities	Deemed to be Universities	Institutions under State Legislation	Colleges	Total No. Of Universities
31.03.2014	45	313	175	129	04	39671	666
31.03.2015	46	329	205	128	03	40760	711
31.03.2016	47	345	235	123	03	41435	753
31.03.2017	47	360	262	123	03	42338	795
31.03.2018	47	383	295	123	03	41012	851

(Source: AISHE Reports 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18)

While the above table and prior discussion give a comprehensive insight into the HEI framework in the country, the ensuing section elucidates on the HEI system in the Indian states. As is seen from the Table 2, there is significant growth in the number of HEIs in all the states of the country. In the year 2018, the state of Rajasthan had the highest number of HEIs i.e., 77 which is followed by 75 institutions in Uttar Pradesh while the state with the lowest number of HEIs is Goa with only one institution of higher learning. It is also observed that over the period of last five years, the trend discussed herein remained the same.

When the data pertaining to Open and Distance Learning (ODL) institutions is studied as given in Table 3, the states of Andhra Pradesh and Telangana together had maximum number of such kind of institutions (20) in 2014-15, however it declined to 18 in 2017-18. This is followed by the state of Maharashtra which has 15 HEIs offering various programs through ODL mode.

As is evident from the Table 4 below, there is one national open university in the country i.e., Indira Gandhi National Open University (IGNOU) and 14 state open universities (SOUs), located in 14 states across the country, catering to the higher educational needs of the people of respective states, with the latest being the establishment of Odisha State Open University in Sambalpur (Odisha) in 2015 (www.osou.ac.in).

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/leadership-dynamics-in-higher-education-institutions-in-india/252803

Related Content

Challenge-Based Learning in Higher Education: A Malmö University Position Paper
Cecilia E. Christersson, Margareta Melin, Pär Widén, Nils Ekelund, Jonas Christensen, Nina Lundegrenand Patricia Staaf (2022). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-14).*
www.irma-international.org/article/challenge-based-learning-in-higher-education/306650

Degree Attainment in Online Learning Programs: A Study Using National Longitudinal Data
Heather Carter, Credence Baker, Kim Rynearsonand Juanita M. Reyes (2020). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 19-43).*
www.irma-international.org/article/degree-attainment-in-online-learning-programs/265505

Assessment of Theses in Design Education: Conceptualizing a Co-Creative Process for Grading by Automated Criteria Evaluation
Nina Svenningsson, Montathar Faraonand Victor Villavicencio (2021). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-17).*
www.irma-international.org/article/assessment-of-theses-in-design-education/294567

Is the Higher Education Sector Adapting to Post COVID-19: The New Normal
Alessandro Ferrazza (2023). *Perspectives on Enhancing Learning Experience Through Digital Strategy in Higher Education (pp. 226-240).*
www.irma-international.org/chapter/is-the-higher-education-sector-adapting-to-post-covid-19/327212

Perspectives From a Maritime University's Female Faculty: From Queen Bees to Gentle Mermaids or White Sharks
Pinar Ozdemir (2023). *Addressing the Queen Bee Syndrome in Academia (pp. 152-173).*
www.irma-international.org/chapter/perspectives-from-a-maritime-universitys-female-faculty/327170