## Index

academia–industry collaboration, 168–170	Center for 21st Century Universities, USA, 385
academic autonomy, 288	Center for International Higher
academic freedom, concept of, 294	Education, Boston College,
adjunct faculty, 243	385
affiliating universities, 4–7	Center for Studies in Higher
Agra University, 10	Education, 385
Aligarh Muslim University (AMU),	central government institutions, 4
10	Central government institutions, 4  Centre for Comparative and
All India Council for Technical	International Education,
Education (AICTE), 70	Oxford, 384
All India Institute of Medical	Centre for Higher Education and
Sciences (AIIMS), 11	Equity Research, 384
Allahabad University, 10	Centre for Higher Education
applied research, 42–44	Studies, UK, 384
Association of American	Centre for the Study of Higher
Universities (AAU), 374	Education, Melbourne, 384
Australian Technology Network	chief academic officer, 308
(ATN), 375	chief estate officer, 310
autonomy of research universities,	chief executive
368–370	responsibilities of, 308–310
	selection criteria of, 310–315
Banaras Hindu University (BHU),	chief facilitator for internationali-
4, 10	zation and collaboration, 309
basic research, 42–44	chief human resource officer, 309
Birla Institute of Technology &	chief leader, 309
Science, 11	chief of finance, 308
Board of IIIT-Delhi, 303	chief operating officer, 309
Brisbane College of Advanced	collegial model of governance, 282
Education, 78	community outreach, 178–179,
bureaucratic model, 283	183
	community work (CW), 179-182
Carnegie Classification Framework	computer science (CS), 107-110
for Universities, USA, 15, 36,	continuing education (CE) pro-
65, 67, 186, 364, 366	gramme, 159, 183

training for teaching, 113–116 defined, 176 for professional development, entrepreneurship among students and faculty, importance in universities, 177 166-168 in Indian faculty, 177–178 ecosystem, 166, 403 corporate model of governance, 2.82 faculty Council of Scientific and Industrial academic administration by, Research (CSIR), 11 cumulative grade point average administration by faculty, (CGPA), 100 complacency, 269-276, deemed university, 4 400-401 Defence Research and recruitment, other types of, Development Organization 254-256 senior level recruitment, (DRDO), 11 Delhi University, 4, 6, 30, 83 253-254 Department of Atomic Energy types of, 238–243 (DAE), 11 faculty administration design of curriculum for degree next-year planning and mentorprogramme, 94 ing, 263-265 contraints in, 96-101 prevention of complacency in course designing and learning faculty, 269-276 promotions policies, 265–269 outcomes, 101–105 interdiscplinary education and yearly review, 256-263 CS+x programs, 105-110 faculty recruitment online course, use of, 110-113 candidate assessment, 244-247 programme outcomes, 94–96 focus areas of, 251 distribution of universities, 6 initial faculty recruitment, 253 process of recruitment, 247-249 education in research universities, faculty work see also design of curriculum activities of, 231-232 for degree programme service to their profession, high quality learning experience, 236-238 teaching of courses, 234-236 90 - 92to conduct research at internaleadership role in, 88–90 teaching-research balance, tional levels, 232-234 275-276, 401 financial autonomy, 287 teaching-research nexus, 84-88 financing higher education effective teaching and learning, components of, 328–330 feedback loops, importance of, general subsidy, 338-341 116-120 increase in cost, 333-335 recognition and reward for public good, 330-333 student grants, 341–343 teaching excellence, 120-123

student loans, 343-345	development of higher edu-
tuition fees, 335–338	cation research centers,
financing infrastructure of universi-	384–386
ties, 350–353	differentiated system of,
financing public research university	363–368
	focus areas, 3
budgetary support through grant, 354	growth of universities and insti-
for higher education, 355–356	tutes, 7–10
for research, 356–358	need to multidisciplinary
financing research university	research universities,
income and expenditure,	380–384
324–328	structure of, 3–7
research for public good,	structure of, 5 /
345–349	incubation centres, 168
research funding agencies,	Indian Agricultural Research
349–350	Institute, 11
3.19 330	Indian Institute of Science (IISc),
George Tech, 385	1, 11
Gold Coast College of Advanced	Indian Institute of Technology
Education, 77	(IIT), 1, 4, 11–12
governance of research university,	IIIT-Delhi
principles for	creation, 72
academic freedom, 292-294	teaching-research nexus, 88
approaches, 282-284	self growth and community
autonomy, 284–288	work, 92
committee, formation and func-	honors program, 99
tioning of, 295–297	multidisciplinary programs,
faculty role in, 289-292	107, 109
light touch management, 295	CS+X program, 107
responsibility of university, 289	use of MOOC courses, 111
governance of university, 297–299	admission, 124
and board of governors,	general attributes of BTech
300–304	program, 95
board and senate, relationship	supporting effective teaching,
between, 304–307	114
to be in compliance with act,	entrepreneurship education, 166
statutes and ordinance,	entrepreneurship support, 167
300	PhD program, 217
Griffith University, 77	community outreach, 217
gross enrolment ratio (GER), 9 guest faculty, 243	summer camp for govt school children, 180
Sucot faculty, 2 15	teaching track faculty, 241
higher education institutions	yearly review of faculty, 257
(HEIs) system in India, 37	faculty promotion, 266
	2 I

77

preventing faculty complacency, Nanyang Technological University (NTU), Singapore, 35, 76, teaching research balance, 276 382 autonomy, 286 National Advisory Council academic governance, 305 on Innovation and leadership selection, 313 Entrepreneurship (NACIE), general council, 298 USA, 165 board of governors, 300 National Education Policy (NEP chairperson of Board appoint-2019), 5, 51, 77, 113, 146, 165, 281, 303, 320, 350, ment, 304 370, 373 director appointment, 313 National Institute of Education funding model, 328 financing research, approach, Planning and Administration, fee-waiver program, 343 National Institutes of Technology Indian Institutes of Science (NITs), 4, 6Engineering and Research National Research Foundation (IISERs), 6 (NRF), 373 Indian Space Research national research lab system, estab-Organization (ISRO), 11 lishment of, 11-12 Indian Statistical Institute (ISI), 11 new knowledge, 41 industry-university cooperative non-affiliating universities, 4–7 non-governmental organizations research centers (IUCRC) (NGOs), 179 programme, USA, 170 innovation among students and Organization for Economic faculty, 166–168 Co-operation and Development (OECD), 42 Jadavpur University, 11 Jawaharlal Nehru University organizational autonomy, 285-286 (INU), 11 patenting, 170-172 PhD programme at IIT-Delhi, case leader of university, responsibilities of, 307-310 study Lucknow University, 10 admission process, 221 comprehensive exam, 225 duration of, 218-219 management/administration of organization, 315-320 international exposure, 223-225 massive online open course monitoring progress and regular (MOOC) model, 110-113 reviews, 223 Ministry of Human Resource students preparation for research and research career, Development (MHRD), 3, 221-222 Mount Gravatt Teacher's College, thesis examination and defense,

226

PhD programme, characteristics of administration and student support, 215–218	Queensland University of Technology (QUT), 383
admission of scholars, 200–202 advision and mentoring of stu- dent, 210 challenges in, 200 duration and attrition of,	ranking of HEIs in India, criteria for age, 30–32 funding of institutions, 36–37 size and scope, 32–36
210–212 expectations of prospective scholars, 197–200	regional economic development, universities to support for, 172–174
preparation for career in research, 206–209 preparation for research, 204	Regional Entrepreneurship Accelerator Program of MIT, 174
thesis examination, 212–215 to conduct research and monitoring of progress, 206	regular faculty, 239–240 research administration advancement and promotion of
PhD, production in India early stages of, 14–17 recent trends in, 17–21	research, 133–136 defined, 128 functions of, 129
PhD programme, 2, 10, 11 attributes of successful and effective, 193–196	practively advance research, 129 research infrastructure, 136–138 securing and management of
goals and objectives of, 187–190 graduate attributes of, 190–193	research projects, 132–133 strategic planning, 129–132 research culture
importance for university, 187 in India, graduated in early years, 16	characteristics of, 145–154 defined, 147 research ethics, 154
private institutions, 4, 71, 338, 339, 358	defined, 138 execution of research,
professionalization of administrative functions, of universities, 373–377	140–142 institutional mechanisms to support, 144–145
Professor of Practice faculty, 242	practice aspects of, 139 procedural aspects of, 139
public research universities, 370 Punjab University, 10	publication of research results and claims, 142–144 research problem formulation,
quadrant model of research, 43 Queensland College of Art (QCA), 77	research funding for universities in India 362–404
Queensland Institute of Technology (QIT), 78	expenditure in R&D, 21–26 extramural funding, 26–30

research universities, characteristics of	availability of neutral experts, 57
active research programme, 60–62	core of research ecosystem, 51–53
availability of sufficient finance, 64	development of overall education system, 53–56
high-quality of education, 62 institutional autonomy and	global cooperation in science, 57
academic freedom, 63	world-ranked universities, 58
PhD programme, 60	research universities
recruitment and promotion of faculty for research, 59	association of, 373–377 research funding for, 370–373
research universities, classification	research university, creation of
of	conversion of HEIs into research
frameworks, 64-68	universities, 75–77
in India, 68–71	existing HEIs merger with
research universities, evolution of	research universities, 77–79
early universities during pre-	new greenfield research universi-
Independence period, 10–11	ties, 71–75
research-oriented universities,	research, need for
growth of, 12–14 research universities, India,	addressing local problems and issues, 51
universities with research mis-	capacity to absorb research, 48
sion, creation of, 11–12	economic growth, 49
research universities, initiatives to	knowledge creation, 47
be taken by	membership of global S&T
high quality education, focus	fraternity, 47
on, 390–395	signal to world and soft power,
interdisciplinarity research,	49
400	strategic reasons and
internationalization of, 395–398	self-reliance, 49–50
prevention of complacency of	research
faculty, 400–402 strenthening of research culture	and development, 45 and innovation, 45–46
and ethics, 386–390	competencies, 188, 190
teaching and learning center,	defined, 41
establishment of, 390–395	productivity of researchers, 146
third mission university,	track faculty, 241
to enhance the scope of,	reservation policy for admission, 4
402–404	responsible conduct of research
to strenthen autonomy, 399	(RCR), 138
research universities, need for	,,,
attraction and retaining of	scientific research, 41
talent, 56	Senate, 187, 304–307

shared governance, 289–292 sponsored projects, 132 staffing autonomy, 287 Stanford Institute for Higher Education Research, Stanford, 385 state government institutions,

Tata Institute of Fundamental
Research (TIFR), 11

Tata Institute of Social Sciences,
11

technology transfer, 170–172
third mission (TM) of university
challenges for, 164
changing nature of innovation,
160–161
defined, 158
dimensions of, 159
focus in developed countries,
175

resource generation, 162 universities desire to be agents of change, 162–163 Times Higher Education (THE), 30

University College London, 384

University Grants Commission (UGC), 3, 72

University of Bombay, 10

University of Calcutta, 10

University of California, Berkeley, 385

University of Hyderabad, 11

University of Madras, 10

University of Paris-Saclay, 383

University of Sussex, 384

venture capitalists (VCs), 167 visiting faculty, 242 world-ranked universities, 58