

## Association of Indian Universities

**AIU 95<sup>th</sup> South Zone Vice Chancellors' Conference 2020-21**

**February 24-25, 2021**

**Hosted on Virtual Platform by GITAM (Deemed to be University),  
Visakhapatnam**

### Concept Paper

**Theme: *Governance Reforms and Financing of Higher Education***

#### Technical Sessions:

**Technical Session–I :** *Transforming the Regulatory System of Higher Education*

**Technical Session–II:** *Institutional Restructuring, Effective Governance and Leadership*

**Technical Session–III:** *Financing of Higher Education*

#### Introduction

The Association of Indian Universities (AIU) organizes Zonal Meets of Vice Chancellors every year wherein issues relating to higher education are discussed. Recommendations of the Zonal Vice Chancellors' Meets are considered in the Annual Meeting of the Association. In the Zonal Vice Chancellors' Meet more than 200 Vice Chancellors/Directors of member Universities/Institutions apart from some educationists, representatives of UGC, MHRD and apex bodies are expected to participate.

The Governing Council of Association of Indian Universities in its 361st Meeting held on November 05, 2020, recommended the theme for 95<sup>th</sup> AIU AGBM/ National Seminar as formulating "Implementation Strategy for NEP 2020". The five zonal conferences have been planned keeping the main theme in mind.

Accordingly, the proposed theme for AIU West Zone VCs Meet is "***Governance Reforms and Financing of Higher Education***". However, in view of the wide spread impact of COVID-19 Pandemic and in the interest of the safety of academic fraternity, Association of Indian Universities proposes to hold Zonal Meets of Vice Chancellors through Virtual Mode.

## **Technical Session I: *Transforming the Regulatory System of Higher Education***

### **Recommendations in NEP 2020:**

Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive.

To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. To ensure that the four institutional structures carrying out these four essential functions work independently yet at the same time and work in synergy towards common goals. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation. NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated. This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites. Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC. Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing

degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.

The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields. 18.6. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills.

The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education system and will be invited to be members of the GEC. These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which HEIs may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.

Such a system architecture will ensure the principle of functional separation by eliminating conflicts of interests between different roles. It will also aim to empower HEIs, while ensuring that the few key essential matters are given due attention. Responsibility and accountability shall devolve to the HEIs concomitantly. No distinction in such expectations shall be made between public and private HEIs.

Such a transformation will require existing structures and institutions to reinvent themselves and undergo an evolution of sorts. The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work. The underlying principle will be that of a faceless and transparent regulatory intervention using technology. Strict compliance measures with stringent action, including penalties for false

disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. HECI itself will be resolving disputes among the four verticals. Each vertical in HECI will be an independent body consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service. HECI itself will be a small, independent body of eminent public-spirited experts in higher education, which will oversee and monitor the integrity and effective functioning of HECI. Suitable mechanisms will be created within HECI to carry out its functions, including adjudication.

Setting up new quality HEIs will also be made far easier by the regulatory regime, while ensuring with great effectiveness that these are set up with the spirit of public service and with due financial backing for long-term stability. HEIs performing exceptionally well will be helped by Central and State governments to expand their institutions, and thereby attain larger numbers of students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models for HEIs may also be piloted with the aim to further expand access to high-quality higher education.

## **Proposed Implementation Strategy**

### **Objectives to be achieved**

- i. Establishment of the Higher Education Commission of India (HECI). HECI is proposed to adhere to the following three principles—
  - a. HECI, the highest regulatory body governing higher education in India should represent country's vividness including diversity of its higher education sector. As the first principle, HECI membership should represent institutional, gender as well as disciplinary diversity.
  - b. Although the highest regulatory body governing higher education in India but HECI should aim to govern 'light but tight' only. It should neither over-regulate its four verticals namely the NHERC, the NAC, the HEGC and the GEC, in particular, nor aim to over-govern the higher educational landscape, at large. It should encourage autonomy and command accountability by design.
  - c. The functioning of HECI should follow the four sequential mechanisms of preparation of the guidelines, supporting the verticals with implementation, tracking and monitoring of the working of the four verticals and while acknowledging bottlenecks and appreciating constructive feedback, reviewing the outcomes.
- ii. Establishment of the National Higher Education Regulatory Council (NHERC). NHERC is proposed to adhere to the following three principles-
  - a. India is a federal polity and Indian higher educational landscape has a federal structure too. NHERC should establish a regulatory framework that acknowledges and appreciates the federal structure of higher education. It should encourage coordination and cooperation between the MoE, State governments, the Minister of Education of the states and the SHEC.
  - b. While NHERC should ensure that all multidisciplinary HEIs will aim to pursue teaching, research and community engagement of highest quality, it should acknowledge and encourage various models of excellence in higher education.

- c. NHREC should act as a facilitating body which not only over-look and take action for adherence/non-adherence to regulatory norms but also encourages HEIs to achieve and maintain them.
  - iii. NAC is proposed to adhere to the following three principles–
    - a. The NAC should act as a meta-accrediting agency which will encourage decentralization of accreditation process on the one hand and transparency and accountability of the accrediting institutions on the other hand.
    - b. The NAC framework should envisage to accredit the HEIs for graded autonomy in the short run and for a binary autonomy in the long run.
    - c. The NAC framework should empower all HEIs to take actions that are not prohibitive, encourage them to be responsive to the need of the students, faculty and staff, and envision them to reach to the epitome of excellence for the larger societal transformation.
  - iv. Establishment of the Higher Education Grants Council (HEGC) which may adhere to the following principles–
    - a. The HEGC framework should support financial autonomy of the HEIs, however, encourage financial responsibility.
    - b. Instead of mechanistic devolution of funds with too much concentration of power in the funding agency, systematic disbursement of funds on the basis of norms, plan and performance.
    - c. While norm-based funding is encouraged, HEGC needs to be account for sources of real financial constraints of the HEIs and the state governments.
  - v. Establishment of the General Education Council (GEC) which may adhere to the following principles–
    - a. The GEC to determine the ‘Graduate Attributes’ which can be as under–i) Subject knowledge expert, ii) Critical thinker and doer, iii) With clarity of thought and communication.
    - b. The GEC should strive to integrate vocational education into higher education by establishing a National Higher Education Qualification Framework (NHEQF).
    - c. The GEC needs to establish guidelines for seamless transfer of credit from one HEI to another, as well as establish norms at par with international standards.

## Action Points

- Establishment of a National NEP Implementation Standing Committee with select Vice-Chancellors/Directors of universities/institutes respectively, in both the public and private sectors for informing apex level regulatory reforms as envisaged in NEP 2020. The Committee in consultation with CAGE will come up with its report. In the future, the Committee will keep acting as the bridge between the HEIs and the MoE, in the process of the implementation of the NEP 2020 (MoE, GoI, VCSC, CAGE by 2021).
- Constitution of the National Education Ministers’ Council with Education Ministers of all states and UTs, chaired by the Union Minister for Education to monitor the regulatory reforms of NEP 2020. The Council will come up with its report and suggestions to implement regulatory reforms of NEP 2020 (MoE, Centre by 2021).

- Repealment of University Grants Commission Act, 1956 (MoE, Centre by 2021).
- Enactment of HECI Act, 2021 (revisit the HECI Bill, 2018) (MoE, Centre by 2021).
- Setting up of HECI Search Committee to appoint the members of HECI as per the HECI Act (MoE, Centre by 2021).
- Appointment of the Chairperson of HECI and the members of the HECI (HECI Search Committee by 2021).
- For the seamless movement from the existing system to the new regulatory system, a dedicated office at the MoE (MoE, Centre by 2021).
- Establishment of dispute settlement wing of HECI to resolve conflict between the four verticals of HECI (HECI by 2021).
- Ministry of Education should set up the Resource Management for Transformation to Education (RMTE). RMTE to train, upgrade and reallocate the resources including human resources of erstwhile institutions (MoE, Centre by 2021).
- HECI to conduct consultation meetings of representatives from regulatory bodies such as the UGC, the AICTE, etc. (HECI by 2021).
- Repealment and amendment of related acts and enactment of new bills to establish NHREC (MoE, Centre by 2021).
- HECI to establish its first vertical the NHERC—appointment of members and Chairperson of the NHERC (HECI by 2021).
- Restructuring of existing regulatory bodies to enable single point regulation and finalisation of NHERC rules and regulations (NHERC by 2021).
- On the basis of NAC accreditation, provisioning of graded autonomy to HEIs by NHREC  
**Stage1** - HEIs can initiate their accreditation process by 2023.  
**Stage 2** - All HEIs across India will need to ensure one cycle of accreditation by 2030.  
**Stage 3** - Based on outcome of the Stage 1 Accreditation, HEIs will need to make the required amends, if applicable, and undergo the next round of accreditation, to meet the minimum grade requirement specified by NAC by 2035 (NHERC and NAC by 2035).
- HECI to facilitate consultation meeting with the representatives from the existing NAAC and NBA representatives from select HEIs to establish NAC guidelines accounting for disciplinary differences (HECI by 2021).
- HECI to establish its second vertical the NAC—appointment of members and Chairperson of NAC (HECI by 2021).
- NAC to establish its framework and guidelines, including clarity on nature, characteristics, role and responsibilities of the accrediting institutions (NAC by 2021).
- HECI to establish its third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress

made on their implementation. Appointment of the Chairperson of the HEGC (HECI by 2021).

- Establishment of the rules and regulations of HEGC in consultation with the VCSC and the EMC for the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields (HECI: HEGC by 2021).
- Establishment of the fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes. Appointment of its Chairperson and members (HECI by 2021).
- GEC to establish guidelines on 'Graduate Attributes' (HECI: GEC by 2021).
- A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education (HECI: GEC by 2021).
- In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, etc., through the NHEQF. Equivalence can be carried out by the AIU (HECI: GEC, AIU by 2021).
- Professional Standard Setting Bodies (PSSBs) to be set up with a Chairperson. The PSSBs will represent the professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc. (HECI: GEC by 2021).
- Appointment of representatives from PSSBs as a members of GEC. PSSBs as part of GEC would also set the standards or expectations in particular fields of learning and practice while having no regulatory role (HECI: GEC by 2021).

## **TECHNICAL SESSION –II: *Institutional Restructuring, Effective Governance and Leadership***

### **Recommendations in NEP 2020:**

It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the

institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

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.

While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all HEIs, in turn, will display commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

## **Proposed Implementation Strategy**

### **Objectives to be achieved**

- i. Identify standardized regulatory requirements from HEIs for establishment of Board of Governors.
- ii. Develop a structure of graded autonomy for the HEI Boards.
- iii. Establishment of Board of Governors with an IDP at every HEI, to enable self-governance.
- iv. Nurturing of faculty members to take up positions of leadership within the institution.



## Action Points

- Amendment of University Act regarding the mandate for having a Board of Governors and also establish the role of existing Executive Councils in the University Governance, and whether it can be replaced as the overarching board in the university administration (Government, Central and State by 2021).
- Identify the regulatory frameworks required for the Board of Governors.  
Consider the following criteria:  
Size, Reporting Structure, Meeting Frequency, Modus Operandi, Gender/Other diversity criteria, Selection Criteria/ Election Procedure, Tenure, Re-selection criteria, Composition, Establish the disclosure requirements (NHERC by 2021).
- Establish the process to select the very first Board of Governors (NHERC by 2021).
- Identify the accreditation level with the corresponding BoG Autonomy (NHERC by 2021).
- Build a template of mandatory requirements for the Institutional Development Plan (IDP) (NHERC by 2021).
- Identify and list the accredited set of third-party auditors for attesting HEI disclosures (NHERC by 2021).
- Identify the Board of Governors' Structure.  
Below is a list of possible options (this list is not exhaustive)  
Type – The European model could be adopted – Unitary (single body)/ Dual (two bodies)  
Sub type - Traditional (equal power in all bodies)/ Asymmetric (more power aligned to a single body)  
  
Align the role of the Executive Council as per the new regulation.  
(HEI by 2021).
- Identify the suitable parameters:  
Size, Reporting Structure, Meeting Frequency, Modus Operandi, Gender/Other diversity criteria, Selection Criteria/ Election Procedure, Tenure, Re-selection criteria, Composition requirements (academic/non-academic, students, external etc.) (HEI by 2021).
- Create a customized set of Board Procedures and Protocols (HEI by 2021).
- Identify the Advisory Councils which will support the decisions making, research work and reporting of the BoG (HEI by 2021).
- Identify and Onboard an Audit Partner to audit the required HEI Disclosures (HEI by 2021).
- Identify the Eminent Expert Committee (EEC) (HEI by 2021).
- Develop the IDP (HEI by 2021).

- Initiate Leadership development programmes for nurturing talent to take on suitable positions of leadership (HEI by 2021).
- For newly formed HEI Clusters/ MUs/MERUs complete the BoG+IDP Process stated in the above steps (HEI by 2035).

### **TECHNICAL SESSION –III: *Financing of Higher Education***

#### **Recommendations in NEP 2020:**

The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries.

In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual, and technological progress and growth.

In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socioeconomically disadvantaged groups.

In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education.

Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance-based funding to States / HEIs may be devised. Similarly, efficient

mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences.

The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

## **Proposed Implementation Strategy**

### **Objectives to be achieved**

- (i) To ensure enhanced allocation to education with an earmarked funding for Higher Education.
- (ii) 6% of GDP to be allocated to education with 25% of this to Higher Education.
- (iii) Involving State Governments to collectively fund the Higher Education.
- (iv) To establish National Research Foundation with adequate funding mechanism.
- (v) Accountability to go hand-in-hand with larger budget outlays.

### **Action Points**

- The Central Government to ensure that 6% of GDP is allocated to education out of which at least 25% shall be allocated to Higher Education (Central Government).
- The funding to research should increase to at least 1% of GDP (Central Government).
- On the pattern of National Research Foundation, State Research Foundation may be constituted to fund research at the State level (Central Government).
- No differentiation between Private and Government Universities for funding under challenge mode (Central Government).
- All transactions to be digitalized through PFMS while ensuring timely release of funds (Central Government).
- Various measures to be initiated including tax reliefs for private philanthropic funding to Higher Education (Central Government).
- The Government to ensure full public self-disclosure of finances by all HEIs (Central Government).