

Day 3 — Slide Approval Pack

Research, National Priorities and Curriculum Leadership · Sessions FN 1 and FN 2 (forenoon, 60 minutes each)
Prepared for review by Dr. Shalini Kapoor, Professor of Periodontology and Director, Research and Development

Sessions

Session	Storyline	What participants produce
FN 1 Research Leadership: From Individual Research to Institutional Research Culture	Two institutions with identical publication counts are not equally strong → research moves from an individual, to a group, to an institutional culture → national policy now expects this of every institution → the research ecosystem framework, with mentoring and collaboration as the two multipliers → quality is checked before submission, not by the journal → participants diagnose their own School → five leadership actions.	A completed eight-dimension diagnostic of their own School, their two largest gaps, and a commitment card with one mentoring and one collaboration action.
FN 2 Leading Research for Relevance, Quality and Impact	Forty papers that changed nothing against six that changed a protocol → what a publication count cannot measure → DORA, Leiden and the new NIRF retraction penalty → outputs, outcomes and impact → Pasteur's Quadrant, where rigour and use are allies → national priorities give institutions their problems → participants evaluate three research portfolios on a rubric → three budget-neutral leadership moves.	Scored rubric sheets for three portfolios, a funding decision defended against the rubric, and a commitment card with one change to assessment or funding practice.

To Decide

#	Question	What the draft currently does
1	Should the national policy context run to three slides, or be compressed to one?	Three slides: NEP and ANRF; the PAIR programme; RDI, ONOS and research intensity (FN 1 slides 7 to 9, about 5 minutes).
2	Should the interactive elements be run live on screen, or replaced with static pictures?	Four are live: the diagnostic radar, the collaboration network, Pasteur's Quadrant and the rubric scorer.

3	Do the three portfolio cases suit the room?	Three fictional composites: a periodontology and diabetes study, an engineering deep-learning proposal, and a district health-insurance study.
4	Is 20 to 21 minutes of activity per session right for this audience?	FN 1: 12 minutes individual, 8 minutes table. FN 2: 10 minutes individual, 11 minutes table.
5	Should either deck name SGT University's own practice as an example?	No institution is named as an example anywhere; all examples are generic or composite.

FN 1 — Research Leadership: From Individual Research to Institutional Research Culture

25 slides · 60 minutes



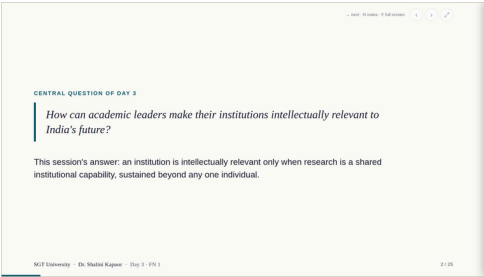
FN 1 SLIDE 1 · 1 MIN

Title slide

Opens the session. Title, her name, role and institution, and the Day 3 theme.

DECISION

- ☐ Keep
☐ Cut
☐ Change



FN 1 SLIDE 2 · 1 MIN

Central question of Day 3

Reads the programme's central question aloud and gives this session's one-line answer: an institution is intellectually relevant only when research survives the departure of any single person.

DECISION

- ☐ Keep
☐ Cut
☐ Change



FN 1 SLIDE 3 · 3 MIN

Two institutions, same publication count

Shows two institutions that each published 120 papers, one concentrated in six people, the other spread across sixty. Asks the room to vote on which they would fund for five years. The point: the number hides everything that matters.

DECISION

- ☐ Keep
☐ Cut
☐ Change



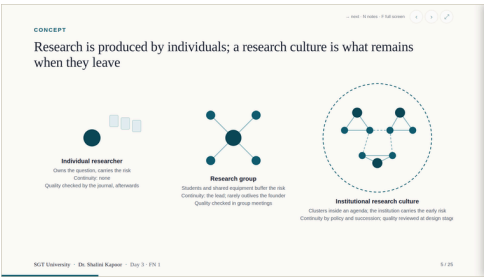
FN 1 SLIDE 4 · 1 MIN

Session outcomes

States the four things participants will be able to do by the end, and what evidence they will produce: the diagnostic sheet, the indicator choice and the commitment card.

DECISION

- ☐ Keep
☐ Cut
☐ Change



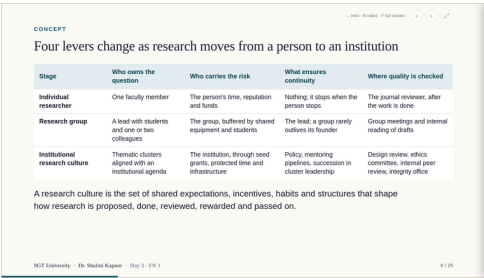
FN 1 SLIDE 5 · 3 MIN

Individual researcher to research group to institutional culture

Animated in three steps. A lone researcher carries personal risk and stops when they stop. A group buffers risk but rarely outlives its founder. A culture has clusters, mentoring pipelines and succession.

DECISION

- ☐ Keep
☐ Cut
☐ Change



FN 1 SLIDE 6 · 3 MIN

Four levers that change at each stage

Walks the four columns, which are the leadership levers: who owns the question, who carries the risk, what ensures continuity, and where quality is checked. Then defines research culture in one sentence.

DECISION

- ☐ Keep
☐ Cut
☐ Change

INDIAN POLICY CONTEXT

National policy now expects research of every institution, not only of elite institutes

SEP 2024, CHAPTER 17

Research capacity in every higher education institution

Calls for a National Research Foundation to seed and grow research across universities and colleges, and for research to be part of the mission of every HEI.

AUGUST ACT 2023, IN FORCE DECEMBER 2023

An apex body with a Rs 50,000 crore target for 2023 to 2028

Allottees ₹500B; To 14,000 crore budgetary; the rest from industry philanthropy and other non-government sources. Governing Board chaired by the Prime Minister.

Implication for leaders: funding instruments now ask institutional questions about ethics infrastructure, data policy, industry interface and succession.

Source: Ministry of Education, National Education Policy 2020, Association National Research Foundation etc., 2023; PHE, Area of IMPRT, 30 December 2024.
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FN 1 SLIDE 7 · 2 MIN
NEP 2020 and the ANRF Act

National policy now expects research of every institution, not only elite institutes, and ANRF is the instrument. Funding will flow to institutions that can show systems, not only to individuals with track records.

Material or source: NEP 2020 Ch. 17; ANRF Act 2023; PIB, Dec 2024

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

INDIAN POLICY CENTRE

The State's own instrument for spreading research culture is mentoring between institutions



One hub, 10 to 150 spokes (multiple universities)

ANIR PMB PROGRAMME

Partnerships for Accelerated Innovation and Research

- Hubs: top NIRF-ranked institutions; spokes: central and state public universities and selected NITs and IITs
- Seven networks, seven hubs and 45 spokes, selected in 2025, eleven further hubs supported for a year
- Budget split 30:70 in favour of the spokes; at least one spoke outside the hub's state

Mentoring and collaboration are the mechanism the Government has chosen. They are the two multpliers in this session's framework.

Source: DDC, ANIR's PMB programme. PMB, ANIR supports 7 premier institutions and 40 partnering entities, April 2025.

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FN 1 SLIDE 8 · 1.5 MIN
ANRF PAIR programme

The Government's own method for spreading research culture is mentoring between institutions: hubs mentoring up to seven spokes each. If it works at national scale, it works inside a School.

Material or source: DST, PAIR; PIB, April 2025

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

INDIAN POLICY CONTEXT

Funding is moving toward institutional and translational instruments

R&D SCHEME : APPROVED 1.75 YEARS Rs 1 lakh crore Long-term, low-interest finance for private research at TRL 4 and above. ANRI's Governing Board gave strategic direction. Institutions that partner with industry gain a new route.	ONE NATION ONE SUBSCRIPTION - APPROVED 1 JANUARY 2018 Rs 6,000 crore 2015 to 2027, about 13.00 journals from 30 publishers for roughly 4,200 government institutions, with support for open-access charges. Access is no longer the constraint; capacity to use it is.	NATIONAL RESEARCH INTENSITY about 0.8% of GDP Gross expenditure on R&D. Most developed countries spend more than 2 percent of GDP on research. The high-education share of India's total has historically been small, and that is the gap these instruments address.
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Source: PIB, Cabinet approvals R&D Scheme, 1 July 2015; Office of the Principal Scientific Advisor, One Nation One Subscriptions; DIT, Research and Development Statistics at a Glance 2020-21; NCFE University; Dr. Shakti Sinha - Day 3, 1

FN 1 SLIDE 9 · 1.5 MIN
RDI Scheme, ONOS and research intensity

Three instruments in eighteen months. ONOS removes the old excuse about journal access; what remains is whether the institution has built the habits to use it. India spends about 0.8% of GDP on R&D, while DST's own report notes most developed countries spend more than 2%.

Material or source: PIB, July 2025; PSA, ONOS; DST R&D Statistics 2025-26

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

THE RESEARCH ECOSYSTEM: ENABLING CONDITIONS CREATE ACTIVITY; GOVERNING CONDITIONS MAKE IT A CULTURE

QUALITY ASSURANCE

- Meaning and development
- Leadership vision and relationships
- Collaboration
- Infrastructure and support
- Funding and resources

CENTRE
Leadership vision and research agenda; the only element that touches every other.

INNER RING - ENABLING CONDITIONS
Meaning, collaboration, infrastructure, funding. They convert vision into activity and reinforce one another.

OUTER BOUNDARY - GOVERNING CONDITIONS
Quality assurance, recognition and incentives, ethics and integrity. They decide whether activity is sustainable, sustained and rewarded.

ETHICS AND INTEGRITY

RECOGNITION AND INCENTIVES

NATIONAL PRIORITIES AND VISIONS

— relevance and impact

UCL
University College London

FN 1 SLIDE 10 · 2.5 MIN

The research ecosystem framework

Built in four steps: leadership vision at the centre, four enabling conditions around it, three governing conditions enclosing them, then the links to national priorities and impact. An ecosystem fails when any one element is missing.

Material or source: Framework developed for this session

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

FRAMEWORK	
Each dimension is a question a Dean or Head can answer tonight	
Dimension	Leadership question
A. Leadership vision and research agenda	Does the School know what it wants to be known for in ten years?
B. Mentoring and researcher development	Does a new faculty member have a named mentor and a first project within a year?
C. Collaboration, internal and external	Do departments share problems, equipment and students, and are there living partnerships outside?
D. Infrastructure and research support	Can a researcher get equipment time, statistical help and grant support without personal favours?
E. Funding and resource mobilization	Is there seed money for untested ideas, and a means from seed to external grant?
F. Quality assurance	Is degree reviewed before data collection, and if there is review, are reviews before submission?
G. Recognition and incentives	Do appraisal and promotion reward quality, mentoring and collaboration, or only quantity?
H. Research ethics and integrity	Are ethics committees timely, are authorship and data policies published, is misconduct handled consistently?

FN 1 SLIDE 11 · 2 MIN

Eight dimensions as leadership questions

Each dimension of the diagnostic restated as a question a Dean can answer tonight, for example whether a new faculty member has a named mentor within a year. She reads two or three, not all eight.

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

MULTIPLIER ONE

Mentoring multiplies people: one researcher who mentors three changes a School in six years

Year 0: 1

Year 2: 3

Year 4: 9

Year 6: 27

Condition: mentees become mentors, and mentoring is recognised in appraisal

FN 1 SLIDE 12 · 1 MIN
Mentoring cascade

One researcher who mentors three, each of whom mentors three, reaches twenty-seven people in six years. The condition is that mentees become mentors, and that mentoring is recognised in appraisal.

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

MULTIPLIER TWO

Collaboration and mentoring raise output and protect it when the most productive people leave



Collaboration links per faculty member: 8

Faculty with an active mentor: 0%

Remove the three most productive researchers

ANNUAL OUTPUTS: 257

OUTPUT AFTER: 257

Illustration model: Each faculty member has a fixed base productivity, every collaboration link adds 15 percent, and mentoring raises the base of the least productive half. Resilience is the share of output that survives the loss of the top three producers.

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FN 1 SLIDE 13 · 1 MIN

Collaboration network simulation

A live model on screen. With no collaboration, removing the three most productive people collapses output. With collaboration and mentoring turned up, output is higher and far more of it survives. She says openly that this is illustrative, not data.

Material or source: Illustrative model, labelled as such on the slide

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

QUALITY

Quality is not what a journal decides; it is what an institution does before submission

1 Design review before data collection
A weak design cannot be rescued by a good execution team

2 Ethics approval as a scholarly conversation
Not a stamp, a reading of the question and the method

3 Internal peer review of drafts
One reader outside the author's department, two-week turnaround

4 A research integrity office with a published procedure
Integrity does not depend on who the author is

India Rankings 2025: Publications score = $35 \times (P/PFQ) - 7.5 \times (P/P_{25})$; Quality of Publications carries an equal deduction for retracted citations. Volume without quality now costs the institution marks.

Source: NIRF India Rankings 2025, Methodology for Ranking of Academic Institutions in India (Charter), Research and Professional Practice parameters

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FN 1 SLIDE 14 · 2 MIN

Quality is checked before submission

Four things an institution can do that an individual cannot: design review, ethics as a scholarly conversation, internal peer review, a published integrity procedure. Notes that NIRF now deducts marks for retracted work, and the deduction hits the institution.

Material or source: NIRF India Rankings 2025 methodology

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

RESEARCH CULTURE DIAGNOSTIC

Score the School you lead on eight dimensions, with evidence, and mark your two largest gaps

Instructions

1. Score the School or Faculty you lead. Directors and university-level leaders may score the institution.
2. Use the descriptors. Choose the level that describes what actually happens, not what the policy document says.
3. Write one piece of evidence for each score.
4. Mark the two dimensions with the largest gap between the current score and the score you want in three years.

Scale

1 Absent
2 Emerging
3 Established: the practice exists and results for most people most of the time
4 Endorsed
5 Exemplary

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FN 1 SLIDE 15 · 2 MIN

Diagnostic instructions

Explains the activity: score the School or Faculty you lead, choose the level that describes what actually happens rather than what the policy says, and record one piece of evidence per score.

Material or source: Printed diagnostic sheet

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

RESEARCH CULTURE DIAGNOSTIC · LIVE INSTRUMENT

The profile matters more than the total

A. Leadership vision
B. Mentoring
C. Collaboration
D. Infrastructure
E. Funding
F. Quality assurance
G. Recognition
H. Ethics and integrity

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ETHICS AND INTEGRITY

Leadership vision
Mentoring
Collaboration
Infrastructure
Funding
Quality assurance
Recognition

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FN 1 SLIDE 16 · 1 MIN

Live diagnostic demonstration

She moves the sliders on screen so the room sees how a profile takes shape, and makes the point that the shape matters more than the total.

Material or source: Interactive radar on the slide

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

ACTIVITY · INDIVIDUAL DIAGNOSTIC

Twelve minutes: score all eight dimensions, record evidence, mark your two largest gaps

12:00

Start
Pause
Reset

While you score
• Which dimension did you find hardest to score honestly?
• Which practice exists on paper but not in behaviour?
• Who in your School would be lost to research if their mentor left tomorrow?

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FN 1 SLIDE 17 · 12 MIN

Activity: individual scoring, 12 minutes

Timer on screen. Participants score all eight dimensions on the printed sheet and mark their two largest gaps. She circulates.

Material or source: Printed diagnostic sheet

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

ACTIVITY · TABLE DISCUSSION

Eight minutes: compare profiles and agree one action a Dean can take within a term

08:00

Start
Pause
Reset

Table task
1. Which two dimensions are weakest across the table?
2. Is the low score a matter of policy, resources or habit?
3. For one dimension: a single action within one term, the person who owns it, and what will be observably different in six months.

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FN 1 SLIDE 18 · 8 MIN

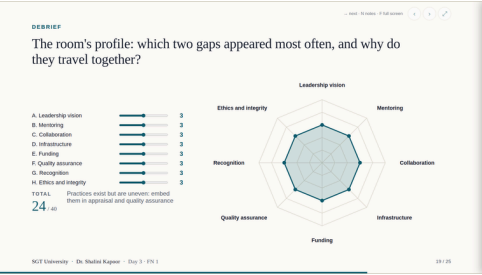
Activity: table discussion, 8 minutes

Timer on screen. Tables compare profiles, find the two weakest dimensions, and agree one action a Dean could take within a term, with an owner and an observable result.

Material or source: Printed table worksheet

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change



FN 1 SLIDE 19 · 3 MIN

Debrief: the room's profile

She enters rough table averages on the sliders to draw the room's shared profile, then asks why the two most common gaps travel together. In most rooms they are mentoring and recognition, because mentoring is unrewarded.

Material or source: *Interactive radar on the slide*

DECISION

- ☐ Keep
☐ Cut
☐ Change

DEBRIEF · INSTITUTIONAL RESEARCH INDICATORS

A balanced set reports activity, quality, people, culture and relevance, not counts alone

Category	Indicator	External reference
Activity	Publications per faculty member, adjusted for retractions	NIRF 2025, Publications (35 marks)
Quality	Citations per faculty, share in the top 25 percent cited, share of outputs with internal peer review before submission	NIRF 2025, Quality of Publications (35 marks); Institutional
Innovation and resources	Patents granted and forecast, research and consultancy income; seed grants that led to an external proposal within two years	NIRF 2025, IPR (25) and FPPP (25); NAAC Criterion III
People	PhD graduates and median time to completion; share of early-career faculty with a reviewed mentoring plan; share of faculty active in research over three years	NIRF 2025, Graduation Outcomes (GPHD, 40 marks); Institutional
Culture	Share of output with authors from two or more departments or an external co-author; median ethics committee turnaround in days	Institutional; NAAC Criterion III
Relevance	Outputs mapped to national missions, SDGs or state priorities; documented instances of research informing policy, practice or products	NIRF 2025 metrics; NAAC Criterion III, developed in FN 2

Source: NIRF India Rankings 2025 understanding (Download); NIRF generated for NAAC, central accreditation framework announced February 2025.

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FN 1 SLIDE 20 · 3 MIN

Institutional research indicators

A balanced indicator set reports activity, quality, people, culture and relevance. An institution that reports only the first two is reporting the weaker institution from the opening slide. Each row is tied to NIRF or NAAC.

Material or source: *NIRF 2025; NAAC Criterion III*

DECISION

- ☐ Keep
☐ Cut
☐ Change

- LEADERSHIP ACTIONS**
- Five actions within a Dean's authority in one academic year, without a new budget line
1. **Publish a School research agenda** with three to five themes, and say what will not be prioritised. Dimension A
 2. **Assign every faculty member below Associate Professor a research mentor**, and review the pairing after one year. Dimension B
 3. **Create one cross-department problem group with a real client**: a hospital department, an industry partner, a district office. Dimension C
 4. **Institute pre-submission internal peer review** with a two-week turnaround. Dimension F
 5. **Change one appraisal criterion** so that mentoring or collaboration is scored, not only publication count. Dimension G
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FN 1 SLIDE 21 · 1.5 MIN

Five leadership actions

Five things within a Dean's own authority in one year with no new budget line, each tied to a dimension of the framework.

DECISION

- ☐ Keep
☐ Cut
☐ Change

COMMITMENT

Write two actions for the coming term: one for mentoring, one for collaboration

MENTORING ACTION Action	COLLABORATION ACTION Action
Owner	Owner
Observable result in six months	Observable result in six months

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FN 1 SLIDE 22 · 1.5 MIN

Commitment card

Participants write one mentoring action and one collaboration action, each with an owner and an observable result in six months. Two minutes of silence, then cards are collected.

Material or source: *Printed commitment card*

DECISION

- ☐ Keep
☐ Cut
☐ Change

- KEY TAKEAWAYS**
- Three things to carry into the next session
1. A research culture is what remains when any individual leaves. Publication counts measure individuals; the eight dimensions measure the institution.
 2. Mentoring and collaboration are the two multipliers, and national policy has adopted the same view through ANRF's PAIR programme.
 3. Quality becomes a cultural property when it is checked before submission, and India Rankings now penalise the alternative.
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FN 1 SLIDE 23 · 1 MIN

Key takeaways

Three points, read once: culture is what remains when someone leaves; mentoring and collaboration are the multipliers; quality is checked before submission.

DECISION

- ☐ Keep
☐ Cut
☐ Change

RETURN TO THE CENTRAL QUESTION

How can academic leaders make their institutions intellectually relevant to India's future?

THIS SESSION ASKED
Can the institution sustain research beyond any individual?
Vision, mentoring, collaboration, infrastructure, funding, quality, recognition, integrity.

FN 2 ASKS
Is that capability pointed at what matters?
Leading research for relevance, quality and impact.

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FN 1 SLIDE 24 · 1.5 MIN

Return to the central question

Closes on the central question and hands over to FN 2: this session asked whether the institution can sustain research, the next asks whether it is pointed at what matters.

DECISION

- ☐ Keep
☐ Cut
☐ Change

SOURCES

References

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San Francisco Declaration on Research Assessment, 2012.

Hicks et al., The Leiden Manifesto for Research Metrics, Nature 520, 2015.

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FN 1 SLIDE 25 · NOT PRESENTED

References

Reference slide, not presented. Kept in the deck so sources are available if anyone asks.

Material or source: All sources listed

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

LEADERSHIP DEVELOPMENT PROGRAMME FOR ACADEMIC LEADERS - DAY 3 - SESSION FN 2

Leading Research for Relevance, Quality and Impact

Dr. Shalini Kapoor
Professor of Periodontology and Director, Research and Development
SGT University, Gurugram

SGT University · Research, National Priorities and Curriculum Leadership

FN 2 SLIDE 1 · 1 MIN

Title slide

Opens the second session with the same title block.

DECISION

- ☐ Keep
☐ Cut
☐ Change

CENTRAL QUESTION OF DAY 3

How can academic leaders make their institutions intellectually relevant to India's future?

FN 1 ASKED
Can the institution sustain research beyond any individual?

FN 2 ASKED
Is that research directed at what matters, and will anyone be better off because it was done?

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FN 2 SLIDE 2 · 1 MIN

Central question and the FN 1 / FN 2 split

Restates the central question and separates the two halves: FN 1 asked whether the institution can sustain research, FN 2 asks whether the research is directed at what matters.

DECISION

- ☐ Keep
☐ Cut
☐ Change

OPENING QUESTION

Two programmes are up for renewal. Which one do you fund?

PROGRAMME X - FIVE YEARS

40

papers, mostly in low- cited journals, on a topic chosen because data were easy to collect.
Change outside the literature: none recorded.

PROGRAMME Y - FIVE YEARS

6

papers, one of which was the evidence base for a change in a state's school oral health screening protocol.
Change outside the literature: the protocol was revised, and the team was asked to design the training for it.

On a report that lists publication counts, Programme X ranks first.

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FN 2 SLIDE 3 · 4 MIN

Forty papers or six

Two programmes up for renewal: forty papers with no trace outside the literature, or six papers one of which changed a state screening protocol. Asks which they would fund, then which one looks better on a report that lists publication counts.

DECISION

- ☐ Keep
☐ Cut
☐ Change

SESSION OUTCOMES

By the end of this hour, each participant will be able to

1. Explain the difference between research outputs, outcomes and impact using the research-impact pathway.
2. Locate a research project in Pasteur's Quadrant and state what that location implies for funding, staffing and evaluation.
3. Score three research portfolios against a four-criterion rubric, reach a table consensus and defend the ranking.
4. Identify one change to their institution's assessment or funding practice that shifts incentives from volume toward consequence.

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FN 2 SLIDE 4 · 1 MIN

Session outcomes

The four things participants will be able to do, and the evidence: rubric sheets, quadrant placements, commitment card.

DECISION

- ☐ Keep
☐ Cut
☐ Change

CONCEPT

A publication count records what passed a threshold, not whether it mattered

A COUNT MEASURES

- How many outputs a journal accepted
- How often other papers cited them

A COUNT DOES NOT MEASURE

- Whether the question mattered to anyone
- Whether the design could answer it
- Whether anyone outside the field used the result
- Whether the result was true

When a measure becomes a target it stops being a good measure: rewarded per paper, faculty produce more papers, smaller papers, easier questions.

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FN 2 SLIDE 5 · 2 MIN

What a publication count measures and misses

A count records what passed a journal's threshold. It does not record whether the question mattered, whether the design could answer it, whether anyone used the result, or whether it was true.

DECISION

- ☐ Keep
☐ Cut
☐ Change

RESPONSIBLE ASSESSMENT

Three frameworks have moved research assessment away from volume

Framework	Core position	Implication for Indian institutional leaders
DORA San Francisco Declaration on Research Assessment, 2012	Do not use journal-based metrics such as the impact factor as a surrogate for the quality of individual articles or researchers.	Promotion policies that score papers by journal impact factor assess the container, not the content.
Leiden Manifesto Hicks et al., Nature, 2015	Quantitative evaluation should support expert judgement; measure against the institution's mission; protect excellence in locally relevant research.	Research on regional disease burden or state policy is often undervalued by global indicators; the institution must value it deliberately.
NIRF India Rankings 2025 Research and Professional Practice, 30 percent	Publications 35, Quality of Publications 35, IPR 15, Projects and Professional Practice 15 marks; deductions for retracted publications and retracted citations.	The national ranking has moved away from rewarding volume without quality; incentives that still do so are misaligned with the State.

Sources: Horta-Engelhart 2016a; Wouters, Moedman, de Rijcken and Pablos, The Leiden Manifesto for Research Metrics, Nature 520 (2015); NIRF, India Rankings 2025 methodology (2024).

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FN 2 SLIDE 6 · 3 MIN

DORA, Leiden Manifesto and NIRF 2025

Three frameworks have moved assessment away from volume. The Leiden principle about protecting locally relevant research is the one most useful to an Indian institution trying to be relevant to India rather than to a citation index.

Material or source: DORA 2012; Leiden Manifesto 2015; NIRF 2025

DECISION

- ☐ Keep
☐ Cut
☐ Change

FRAMEWORK

Outputs are what the institution produces; outcomes are what others do with them; impact is what changes

INPUTS
Resources
A grant, a partnership with an organisation, a foundation, a foundation

ACTIVITIES
The research
A cohort study of salivary biomarkers in a district population

OUTPUTS
Products
Papers, a validated biomarker panel, a patent, a dataset

OUTCOMES
Uptake
A district hospital adopts a screening strategy, a guideline (once the study is complete)

IMPACT
Change
Earlier detection in district hospitals, fewer complications, lower cost of care

Under the institution's control

Planned in next annual reports

Depends on partners, rarely reported

Years later, often indirect

Only the first three stages are under the institution's control. Relevance and partnership must therefore be built in at the design stage.

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FN 2 SLIDE 7 · 3 MIN

The research-impact pathway

Five stages built left to right. Her own example: a salivary diagnostic study is an output, a district screening protocol using it is an outcome, fewer patients losing teeth is the impact. Only the first three stages are under the institution's control.

DECISION

☐ Keep

☐ Cut

☐ Change

FRAMEWORK · REFERENCE POINTS

Two established frameworks define what counts as a return on research

PAYBACK FRAMEWORK · BUXTON AND HANNEY, 1996
Five categories of return
1. Knowledge
2. Benefits to future research and research use, including capacity building
3. Political and administrative benefits, including informing policy and product development
4. Health and health-sector benefits
5. Broader economic benefits

RESEARCH EXCELLENCE FRAMEWORK · UNITED KINGDOM
Impact is change beyond academia
An effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia. Assessed through impact case studies on reach and significance.
REF 2029 accepts that the relationship between research and impact can be indirect or non-linear.

Source: Buxton and Hanney, Journal of Health Services Research and Policy 1996; REF 2029 guidance, Section 6: Engagement and Impact

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FN 2 SLIDE 8 · 2.5 MIN

Payback framework and REF

Two established reference points. Payback treats capacity building and informing policy as legitimate returns. REF defines impact as change beyond academia, judged on reach and significance, and accepts that the path is often indirect.

Material or source: Buxton and Hanney 1996; REF 2029 guidance

DECISION

☐ Keep

☐ Cut

☐ Change

FRAMEWORK · PASTEUR'S QUADRANT, STOKES 1997

Relevance and rigour are not a trade-off: the most consequential research sits where a real problem forces a fundamental question

Bohr's quadrant
PURE BASIC RESEARCH

Pasteur's quadrant
USE-INSPIRED BASIC RESEARCH

Edison's quadrant
PURE APPLIED DEVELOPMENT

Lower-left quadrant
USE-DRIVEN RESEARCH BORN BECAUSE IT CAN BE PUBLISHED

Programme A
Research
Programme F
Research
Case 1
Research
Case 2
Research
Card 3
Research

Source: Stokes, 1997

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Pasteur's Quadrant

Two axes: does the work seek understanding, and is it motivated by use. The most consequential research sits where a real problem forces a fundamental question, so rigour and use are allies. Cards can be dragged into quadrants on screen.

Material or source: Stokes, Pasteur's Quadrant, 1997

DECISION

☐ Keep

☐ Cut

☐ Change

FRAMEWORK · QUALITY, RELEVANCE, IMPACT

Consequential research is high on all three lenses; each other combination has a name

Quality
High

Relevance to a stated priority
High

Route to impact (a partner who wants the result)
Yes

WHAT THIS COMBINATION PRODUCES
Consequential research
High quality, addressing a real priority, with a credible route to change. This is the quadrant an institution should be built to find and grow.

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FN 2 SLIDE 10 · 2 MIN

Quality, relevance and impact matrix

Three toggles on screen. Each combination has a name: consequential research, a report that will be filed, advocacy, scholarship that may matter later, and so on. Low on all three is what publication counts reward.

Material or source: Interactive on the slide

DECISION

☐ Keep

☐ Cut

☐ Change

RELEVANCE TO NATIONAL PRIORITIES

Relevance is not decided by the researcher alone: the national agenda states its problems

Source of priority	Examples	How an institution uses it
Viksit Bharat 2047	A developed economy by the centenary of independence; expansion of higher education toward 60 to 65 percent gross enrolment; research and innovation ranked as pre-priorities	A national research agenda should state which part of that future it contributes to
National science and technology missions	National Quantum Mission; Interdisciplinary Cyber-Physical Systems; India Semiconductor Mission; National Supercomputing Mission; Indian Green Hydrogen; Deep Ocean	Mission calls define fundable problems and expected partners; map strengths to resources and join consortia
Health priorities	Antimicrobial Resistance and its Digital Mission; National Health Mission programmes in non-communicable disease, maternal and child health, oral health; CARE priority areas	Clinical and allied health research gains relevance when it addresses a programme's stated gap
ANRF and RDI instruments	ANRF strategic direction and thrust networks; RDI Scheme finance for industry research at IITs, IISc and IISER	Position the institution on the pathway from academic research to industry-ready technology
Sustainable Development Goals, state and district plans	SDG publication and cluster metrics linked to SDGs; state health, agriculture and industry departments; district development plans	SDG mapping is now a reportable indicator; the research impact made for most institutions in the state or district they sit in

Source: NITI Aayog comments on Viksit Bharat 2047 (Business Standard, November 2020, 2021; Research and Development Statistics 2020-21; PM, RDI Scheme, July 2020; ANRF parameters for RDI)

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FN 2 SLIDE 11 · 2 MIN

Relevance to national priorities

Relevance is easier to demonstrate than institutions assume, because the State has published its priorities. But relevance without quality is harmful at scale, which is why the rubric weights them equally.

Material or source: Viksit Bharat @2047; national missions; ANRF and RDI; SDGs

DECISION

☐ Keep

☐ Cut

☐ Change

CASE ANALYSIS AND RESEARCH PORTFOLIO EXERCISE

Three proposals, one grant: score each on four criteria, then decide as a table which to fund

The task
1. Read the three case sheets. Each requests a three-year internal grant of Rs 15 lakh; only one can be funded at full value.
2. Score each case from 1 to 5 on quality, relevance to national priorities, potential impact and feasibility.
3. At your table, agree a ranking, place each case in Pasteur's Quadrant, and decide which one to fund, with two sentences of justification that refer to the rubric.

Scoring bands, total out of 20
17 to 20
13 to 16
9 to 12
5 to 8
Consequential fund at full value
Promising fund with conditions on the lowest criterion
Developmental: return for review with mentoring
Not ready: decline; redirect to capacity building
Scores structure the discussion; they do not replace judgement.

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FN 2 SLIDE 12 · 2 MIN

Exercise brief

Explains the task: three proposals for the same Rs 15 lakh grant, only one can be funded. Ten minutes to score individually, eleven minutes at the table to agree a ranking and choose.

Material or source: Printed case sheets and rubric

DECISION

☐ Keep

☐ Cut

☐ Change

CASE 1 - HEALTH SCIENCES

ILLUSTRATIVE COMPOSITE CASE

Salivary biomarkers for early periodontal risk in adults with type 2 diabetes

PROPOSAL

- Partnership with medicine and the hospital's endocrinology clinic, which were about 500 adults with type 2 diabetes a year
- Prospective cohort of 400 patients over 24 months, a low-cost risk score
- A non-clinical clinician can apply
- Outputs: validated risk score, three papers, one MDS and one PhD thesis, dataset
- Intended outcome: adoption in the diabetes clinic; a state pilot in five district hospitals

CAPACITY AND RISKS

- Four prep papers, two in top-quartile journals, six MDS theses guided
- A clinical approval obtained for the pilot phase (discussations had hours a week)
- Assay laboratory has run 100 samples, the study needs about 1,200
- State health department interest is limited only, less to follow-up over two years

Request: R15 lab (passage 5), research assistant 4.5, patient travel 1.5)

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FN 2 SLIDE 13 · NOT PRESENTED

Case 1: salivary biomarkers in diabetes

Summary on screen while participants read the full sheet.

Strong team, confirmed clinical partner, state interest verbal only, assay capacity the real risk. Written in her own field.

Material or source: Illustrative composite case, labelled on the slide

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

CASE 2 - ENGINEERING

ILLUSTRATIVE COMPOSITE CASE

Deep-learning classification of retinal images using a public dataset

PROPOSAL

- Computer Science and Engineering, single department, no clinical collaborator
- Benchmark on network architectures on a public retinal dataset from another country; progress a new electronic microscope
- Outputs: six to eight papers, two PhD theses, a code repository
- Intended outcome: a possible future hospital collaboration, not yet identified: open electronic microscopy as a national priority

CAPACITY AND RISKS

- Eleven conference papers and three journal papers in three years; modest citations
- GPU workstations sufficient; prior results reproducible; no ethics approval needed
- Results on a foreign dataset may not transfer to Indian populations or low-cost office equipment
- Improvement over existing methods likely to be incremental

Request: R15 lab (GPU upgrade 8), conference travel 5, publication charges 2)

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FN 2 SLIDE 14 · NOT PRESENTED

Case 2: retinal image classification

Productive team, reproducible results, but no clinical collaborator, a foreign dataset, and a national priority named rather than engaged.

Material or source: Illustrative composite case, labelled on the slide

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

CASE 3 - SOCIAL SCIENCES AND MANAGEMENT

ILLUSTRATIVE COMPOSITE CASE

Why enrolled households do not use their public health insurance

PROPOSAL

- School of Management with the School of Behavioral Sciences, at the request of a district administration that reported low utilization in two blocks
- Household survey of 1,200 enrolled families; interviews with billing staff and officials; a questionnaire test of a simplified information card and phone reminders
- Outputs: two papers, a policy brief, a working paper, dataset
- Intended outcome: the district adopts the intervention if it works; the state programme office reviews the findings

CAPACITY AND RISKS

- Early career lead with two papers and a mentor; letter of support from the district; primary health centre network confirmed
- Survey capacity through trained assistants; design reviewed by the mentor, not for a national office approval pending
- Results on a foreign dataset may not transfer to Indian populations or low-cost office equipment
- The lead has never run a field study of this size; the district's attention may wane after an election
- The intervention effect may be small

Request: R15 lab (field survey 8), intervention 3, research assistant 3, dissemination 2)

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FN 2 SLIDE 15 · NOT PRESENTED

Case 3: health insurance utilisation

A district administration asked for the work. Early-career lead with a mentor, design not yet reviewed by a statistician, ethics pending.

Material or source: Illustrative composite case, labelled on the slide

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

ACTIVITY - INDIVIDUAL SCORING

Ten minutes: read the three cases and score each on the four criteria

10:00

Start

Pause

Reset

Four criteria, each 1 to 5

- Quality:** rigour of design, appropriateness of methods, capacity of the team
- Relevance:** fit with a stated national, state, sector or community problem
- Potential impact:** credibility of the route from output to outcome to impact, reach and significance
- Feasibility:** whether this team, in this institution, with this budget and time, can deliver

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FN 2 SLIDE 16 · 10 MIN

Activity: individual scoring, 10 minutes

Timer on screen. Participants read the three cases and score each on quality, relevance, potential impact and feasibility.

Material or source: Printed rubric

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

ACTIVITY - TABLE ANALYSIS

Eleven minutes: agree a ranking, place each case in the quadrant, and choose one to fund

11:00

Start

Pause

Reset

Table task

- Record the table's consensus score on each criterion and the total for each case.
- Place each case in Pasteur's Quadrant.
- Decide which one case to fund at full value; write two sentences of justification that refer to the rubric.
- If you would fund a case other than the highest-scoring one, record why.

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FN 2 SLIDE 17 · 11 MIN

Activity: table analysis, 11 minutes

Timer on screen. Tables agree consensus scores, place each case in Pasteur's Quadrant, and choose one to fund with two sentences of justification.

Material or source: Printed table worksheet

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

DEBRIEF - LIVE RUBRIC

Enter a table's scores: where does the ranking differ from a publication count?

PORTFOLIO UNDER REVIEW

Case 1: Salivary biomarkers

Quality

12345

Relevance to national priorities

12345

Potential impact

12345

Feasibility

12345

TOTAL

0/20

Case 1: Salivary biomarkers: 9

Case 2: Retinal images: 8

Case 3: Insurance utilisation: 8

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FN 2 SLIDE 18 · 4 MIN

Debrief with the live rubric

She enters a table's scores on screen and the totals and bands update. Usually the case that would produce the most papers does not rank first, and tables disagree about whether feasibility risk outweighs impact potential.

Material or source: Interactive rubric on the slide

DECISION

- ☐ Keep
- ☐ Cut
- ☐ Change

DEBRIEF

The rubric changes the decision a count would have produced, and shows the trade-off it was hiding

CASE 2 - MOST PAPERS
Highest expected output, lowest relevance and impact
Numerous papers published averaging 11, no open results may not transfer to Indian working conditions.

CASE 3 - STRONGEST TEAM
High quality and relevance; impact route partly secured
Central partner conference, state-of-the-art verified; essay capacity is the feasibility question.

CASE 3 - HIGHEST IMPACT POTENTIAL
A partner with a decision waiting on the result; feasibility is the risk
Resilient within the grant: statistical review, a senior co-investigator, a phased mission. This is what a mentoring culture makes fundable.

A leader must decide whether to accept feasibility risk for the sake of consequence. The rubric makes that choice visible.

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FN 2 SLIDE 19 · 2 MIN

Where the rubric changes the decision

Compares the three cases: most papers, strongest team, highest impact potential. Makes the point that Case 3's feasibility risk is reducible within the grant, and that a mentoring culture is what makes such a project fundable.

DECISION

☐ Keep

☐ Cut

☐ Change

LEADERSHIP MOVES

Three budget-neutral moves shift incentives from volume to consequence within a year

1
Change what is reported
Add outcomes and one impact narrative per department to the annual research report; report the share of faculty who published, not only the total count.

2
Change what is funded
Require every internal seed-grant proposal to state its intended outcome, the partner who wants it and the priority it serves; score proposals on the rubric.

3
Change what is rewarded
Adopt a responsible metrics statement consistent with DORA or the Leiden Manifesto; give explicit appraisal weight to outcomes, mentoring and collaboration.

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FN 2 SLIDE 20 · 2 MIN

Three leadership moves

Change what is reported, what is funded, and what is rewarded. All three are budget-neutral and visible within a year.

DECISION

☐ Keep

☐ Cut

☐ Change

COMMITMENT

Write one change to assessment or funding practice you could begin before the next term

ASSESSMENT OR FUNDING CHANGE
The change

Who must approve it

Who would object, and the answer to them

What will be observably different in six months

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FN 2 SLIDE 21 · 1.5 MIN

Commitment card

Participants write one change to assessment or funding practice they could begin before the next term, who must approve it, and who would object.

Material or source: Printed commitment card

DECISION

☐ Keep

☐ Cut

☐ Change

KEY TAKEAWAYS

Three things to carry into the afternoon

1
Publication counts measure how much was produced, not whether it was believable, wanted or used. DORA, Leiden and the 2025 NIRF deductions all point the same way.

2
Consequential research is high on quality, relevance and impact potential together; rigour and use are allies, and the rubric makes the trade-off with feasibility explicit.

3
Report outcomes, fund on the rubric, reward what you value. A Dean can begin all three within a year without a new budget line.

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FN 2 SLIDE 22 · 1 MIN

Key takeaways

Three points, read once, closing the argument from counts to consequence.

DECISION

☐ Keep

☐ Cut

☐ Change

RETURN TO THE CENTRAL QUESTION

How can academic leaders make their institutions intellectually relevant to India's future?

FN 1
Can the institution sustain research beyond any individual?

FN 2
Can it name something in India that is different because of its research?

AFTERNOON
Does the curriculum ask the same question of what and how the institution teaches?

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FN 2 SLIDE 23 · 2 MIN

Return to the central question

Closes the morning and hands to the afternoon on curriculum leadership, where the same question applies to teaching.

DECISION

☐ Keep

☐ Cut

☐ Change

SOURCES

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The three portfolio cases are illustrative composites written for this exercise; names, places and figures are invented.

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FN 2 SLIDE 24 · NOT PRESENTED

References

Reference slide, not presented.

Material or source: All sources listed, including the note that the three cases are composites

DECISION

☐ Keep

☐ Cut

☐ Change

Overall

Question	Response
Is the level right for Deans, Directors and Heads of Department?	
Is anything important missing from either session?	
Anything to remove because it will not land with this audience?	
Should the printed sheets (diagnostic, cases, rubric) change in any way?	
Any example of her own to be worked in, and where?	