

corhe report

2022-23



Centre for Policy Research in Higher Education
National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)



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INTRODUCTION

The higher education sector is going through a phase of meteoric expansion and diversification in India. With a Gross Enrolment Ratio (GER) of 27.3, a Gender Parity Index of 1.05, and the advent of new providers and new modes of delivery, the higher education landscape is undergoing a phenomenal transformation amidst several challenges. There is diversification of higher education providers offering courses and study programmes in various modes. Post the COVID pandemic, online, digital, and blended modes have gained prominence over physical mode classes in curriculum transaction and policy discussions.

The expansion of the higher education sector, coupled with the emergence of multiple providers and modes of transactions, has consequences for the quality of higher education, which therefore necessitates reforms in the way higher education is financed and governed at the Central and State Government levels. We are witnessing a rapid growth of private providers of differential quality across the spectrum with far-reaching implications, heightening the need for regulating institutions. Simultaneously, institutional churning is also taking place due to the entry of diversified groups into higher education, who are asserting their agency and voices. This has major consequences for higher education mobility, opportunities for the realisation of aspirations, and success of students in the context of prevailing institutional cultures.

India is emerging as a knowledge hub, and we are increasingly witnessing the internationalisation of higher education, with more foreign universities opening branch campuses in the country. The advent of digital technologies is also impacting the teaching-learning processes. This scenario poses a challenge for higher education institutions in India, especially in terms of their efforts to improve the quality of education and become globally competitive. There is a long-felt need to ensure that our higher education institutions figure higher amongst the best in the world rankings. In other words, India needs world-class universities whilst aspiring for attaining a GER of 50 per cent by 2030. Therefore, another challenge for India's higher education sector is to achieve global standards par excellence while remaining locally engaged. All these challenges to the achievement of the envisioned goals have

consistently become more pronounced, as institutions are being pushed to become financially independent and explore innovative methods of financing and resource mobilisation to overcome financial deficits.

Nonetheless, the inherent nature of higher education as a public good demands that the State play an active role in ensuring better provisions for higher education. Further, there is also a need for good governance and management practices which promote the quality of education and ensure equity. Whilst the traditions of governance may vary from country to country and by the types of institutions, there is a set of basic principles that promote good governance across a wide variety of situations. Albeit good governance is not a panacea, but it does affect the quality of decision-making, thereby having an impact on the process of achieving sustainable institutional development and improved outcomes.

We observe that State control is giving way to greater institutional management, and evolution of the role of governments, wherein the latter “steer from a distance” by offering incentives and inflicting sanctions. This global trend is now also a part of policy directions in India. For instance, the recently released National Education Policy 2020 has attempted to restructure the higher education system by reworking governance, financing, and accreditation systems; and to create world-class multi-disciplinary higher education institutions across the country with an emphasis on research and innovation alongside teaching.

We need to assess the functioning of the higher education system in India on a long-term basis and work towards attaining the level of its universalisation that has already been achieved by the developed countries. As an emerging economy, we also need to build on our strengths emanating from a large demographic dividend and celebrate the successes achieved since Independence. However, there is also scope for introspection and improvement in terms of ensuring higher standards of quality for higher education and the employability of our graduates.

One of the major challenges ahead is to guide the higher education institutions in this rapidly changing scenario and provide policy inputs to enable them to fulfil their objectives. The Centre for Policy Research in Higher Education (CPRHE), established in NIEPA as a specialised Centre, is uniquely positioned to facilitate far-reaching changes in higher education policy-making by providing evidence-based research inputs. The Centre has consistently been empirically examining the issues of student diversity, governance, quality, the teaching-learning process, financing and employability, and disseminating the

evidence through various outputs. The CPRHE continues to delve into critical new areas of research such as college readiness and student success, language and inequality, new managerialism, financing of technical and professional education, digital technologies and teaching-learning, and professionalisation of academics in higher education.

The Centre has also been expanding its network with different universities and colleges by involving the faculty members from various institutions across the country in the diverse research undertaken at CPRHE. This has enabled the Centre to expand its pool of researchers in higher education, and widely disseminate its research findings. This process also includes engagement with the States through the State Higher Education Councils and Higher Education Departments. Through preparation of policy briefs and organisation of policy dialogues, the Centre has expanded its networking activities among the higher education practitioners and policy-makers in India. The CPRHE's thematic research agenda addresses different issues and concerns pertaining to higher education in India. Important recommendations, arising out of deliberations at its seminars and its various publications, including the *India Higher Education Report (IHER)* series, are paving the way for new directions and trends in higher education in the country.

This report delineates the activities of the Centre for the period April 2022 to March 2023.

1

Organisational Structure of the Centre for Policy Research in Higher Education (CPRHE)

The CPRHE has been accorded autonomy to develop and implement its own research agenda and other programmes, and to mobilise resources for fulfilling its objectives. The activities of the Centre are aligned with the NIEPA Perspective Plan 2030 and guided by an Executive Committee (EC), which reviews and approves its annual work plan and budget before it is submitted to the Board of Management (BoM) of NIEPA for final approval. The Vice Chancellor (VC), NIEPA, acts as the Chairperson, and the Director of the Centre is the Vice-Chairperson of the EC. The EC consists of academia and senior-level policy-makers with representation from the University Grants Commission (UGC), Department of Higher Education, Ministry of Education, and NITI Aayog. The list of members of the CPRHE-EC is given in Annexure 1.

The Centre became fully functional when the first group of faculty members joined it and it was formally inaugurated by the then Vice Chancellor of NIEPA, Professor R. Govinda, on 23 July 2014. The Centre promotes interdisciplinary research, which is reflected in the recruitment of its faculty. The academic staff of the Centre consists of the Director and a group of core professional staff comprising Professors, Associate Professors, and Assistant Professors. All the professional staff members hold research degrees (doctoral degrees) in various disciplines related to education. In addition, the Centre has support staff for helping in its research agenda, data entry and analysis, and administration. The Centre is located at the Hostel building of the NIEPA office in New Delhi.

2

The Mission and Core Functions of the CPRHE

Mission

The overarching mission of CPRHE is to contribute to the generation, sharing, and application of knowledge required for the formulation of policies, plans, and programmes designed for development of education in India. The Centre focuses on the current national priorities in four inter-related areas: expanding and improving the provision of higher education; ensuring equity and inclusion; ensuring quality and relevance; and, improving governance and management. It endeavours to foster excellence in all aspects of higher education in order to ensure that the higher education system in India attains global standards, on one hand, while also remaining locally engaged, on the other.

Main Tasks

The main tasks of the Centre are to:

- Provide leadership on matters relating to policy analysis, planning, and research in higher education;
- Serve as a knowledge warehouse and a cutting-edge centre of research and analysis in the area of higher education, as well as a think tank on higher education promoting scholarly policy discourse on different aspects of the development and management of higher education in India;
- Undertake and sponsor policy research and analysis to generate and expand the knowledge base required to inform and support decisions for facilitating reforms in higher education;
- Assess and analyse the trends in higher education development, at both the State and national levels, and disseminate them through publications and national/regional conferences and consultative meetings;
- Strengthen the institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- Provide technical assistance to the Central/State governments and the University Grants Commission (UGC) to help them evolve policies, plans, and programmes in higher education;
- Facilitate the sharing and transfer of knowledge based on empirical

research, to the Centre and State governments through meetings, seminars, and conferences to facilitate the introduction of evidence-based policy and programme initiatives;

- Foster policy dialogues on issues concerning higher education development and management involving State-level education authorities, universities, and other stakeholders;
- Network with educational researchers and practitioners, universities, bodies like the Association of Indian Universities, and research institutions offering higher education in social sciences and other related subjects in India and abroad, and international institutions and organisations to facilitate greater cooperation among all stakeholders involved in the development and management of higher education, and exchange of experiences and know-how to address key education sector-related challenges and augment policy analysis and research in higher education;
- Carry out advocacy to promote the adoption of effective higher education policies/practices and the formulation of effective programmatic interventions to achieve the higher education development goals and targets set by each of the States/universities.

3

The CPRHE Programme Framework

The Perspective Plan and Programme Framework of the Centre is comprehensive and flexible enough to address India's social and cultural diversity. The Operational Plan outlines the thrust areas of CPRHE activities, new areas of research, and annual budgetary requirements to implement the activities. The research programmes are intended to cover all aspects of higher education development over a period. The Centre's programmes are expected to provide a common platform for discussion on crucial issues pertaining to higher education reforms among policymakers and researchers at the national and State levels. These programmes are also aimed at developing the capacity for policy analysis and research in universities and State-level research institutions.

Based on the Perspective Plan and Programme Framework, and the priority areas of research, the Centre organises the following annual activities on a regular basis: i) Carrying out research in the priority areas identified in the Programme Framework; ii) Organisation of policy dialogues based on the research findings; iii) Bringing out a publication titled *India Higher Education Report* (IHER); iv) Engagement with the State-level policymakers through Chairpersons of the State Higher Education Councils (SHECs); v) Organisation of national seminars to disseminate the research findings; vi) Organisation of an International Seminar on a selected theme; and vii) Bringing out research publications.

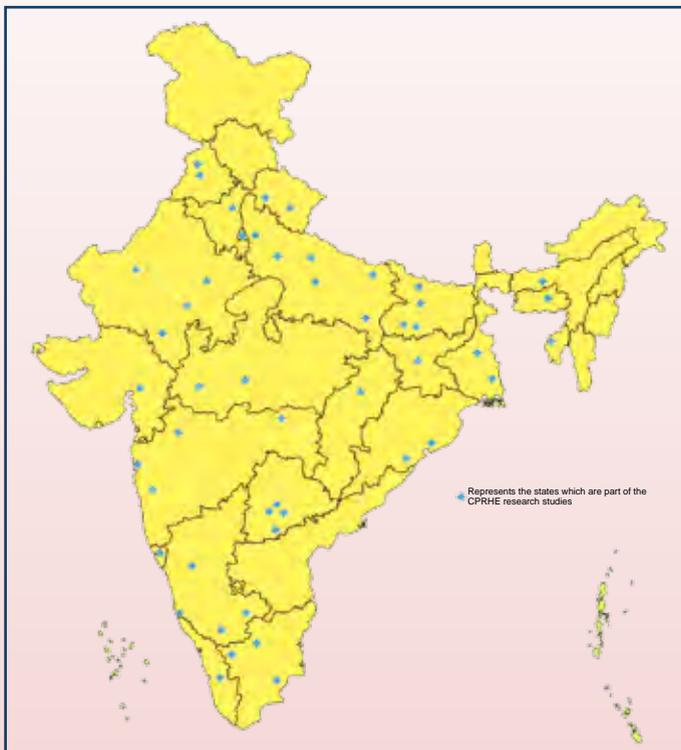
Among the above activities, production of publications such as the IHER and Research Paper Series, and organisation of International Seminars are now regular activities of the Centre. The other activities of the Centre comprise preparation of policy briefs, organisation of policy dialogues, and research in new domains. Thus, following are the thrust areas of CPRHE's activities: i) Knowledge Generation through Policy-Oriented Research and Analysis; ii) Capacity Development; iii) Analysis of Trends in Higher Education Development; iv) Sharing and Dissemination of Knowledge; v) Holding Policy Dialogues/Consultations; vi) Advocacy for Education Reform and Policy Formulation; vii) Providing Technical Support; and, viii) Networking with Educational Researchers and Practitioners.

4

CPRHE Activities

The CPRHE activities planned for 2022-23 signified a continuation of the Programme Framework and Action Plan, and the NIEPA Perspective Plan 2030. The CPRHE has completed its first cycle of empirical studies. In this context, six large-scale multi-institutional studies were launched across 22 States (see Map 1). The themes covered in these activities pertain to student diversity and social inclusion in higher education; teaching and learning in the Indian higher education sector; governance and management of higher education in India; financing of public higher education institutions in India, including the flow of funds and their utilisation; study of external and internal quality assurance at the institutional level; and, employment and employability of higher education graduates.

Map 1: CPRHE Research Studies States



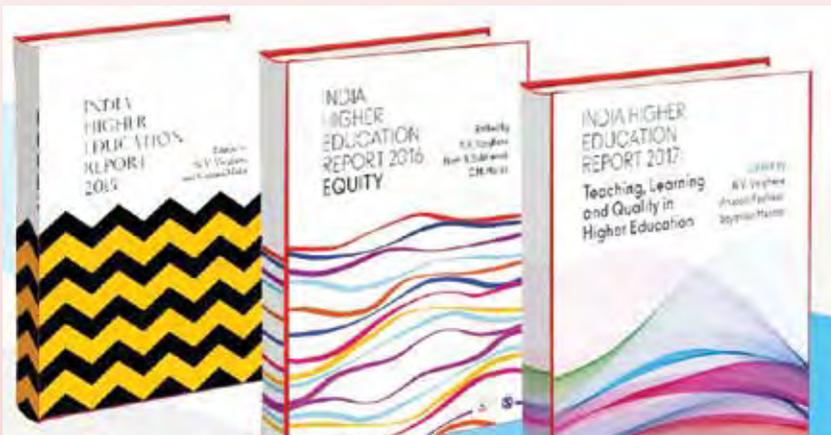
The CPRHE activities conducted in 2022-2023 focused on completion of research projects, finalising national synthesis reports and State research reports, finalisation of new research proposals and research in new areas, organisation of online workshops and webinars, and, production of an array of publications based on CPRHE's research. The regular publication outputs of the Centre, namely, the *India Higher Education Report* (published by Sage and Routledge), volumes based on the CPRHE International Seminars (published by Springer Nature, Singapore), the CPRHE Research Paper Series, Policy Briefs based on CPRHE's research, and CPRHE Research Reports were also released during the period. The details of all these outputs are delineated below.

4.1 India Higher Education Report

The India Higher Education Report (IHER) Series published by CPRHE at NIEPA is one of the few comprehensive publications on research on different aspects of higher education in India.

The IHER focuses on the current issues and challenges faced by the higher education sector in India. It is an annual publication and serves as an insightful reference document for researchers and policymakers in India.

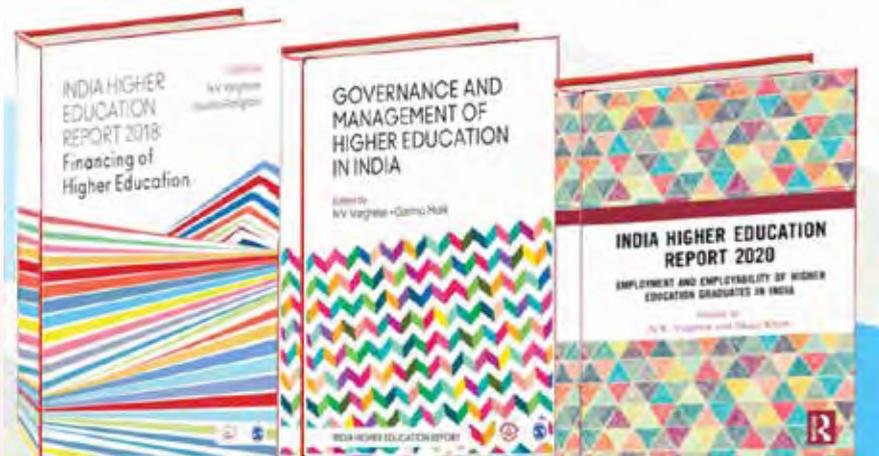
The first issue of the *India Higher Education Report 2015* (IHER 2015) was expansive in content and contained articles on major issues and challenges facing the higher education landscape in the country. The IHER 2015, published by Routledge (Taylor and Francis group), was released at the inaugural session of the International Seminar on 'Teaching-Learning and New Technologies in Higher Education', held on 25 February 2016 at the India Habitat Centre, New Delhi.



India Higher Education Reports 2015, 2016, and 2017

The second *India Higher Education Report 2016* (IHER 2016) focused on ‘Equity in Higher Education’. The IHER 2016, published by Sage in 2018, was released on the auspicious occasion of the Maulana Azad Memorial Lecture of NIEPA held at the India Habitat Centre, New Delhi.

The theme of the third *India Higher Education Report 2017* (IHER 2017) was ‘Teaching, Learning and Quality’. It was published by Sage in 2018 and released at NIEPA’s 12th Foundation Day Lecture in August 2018.

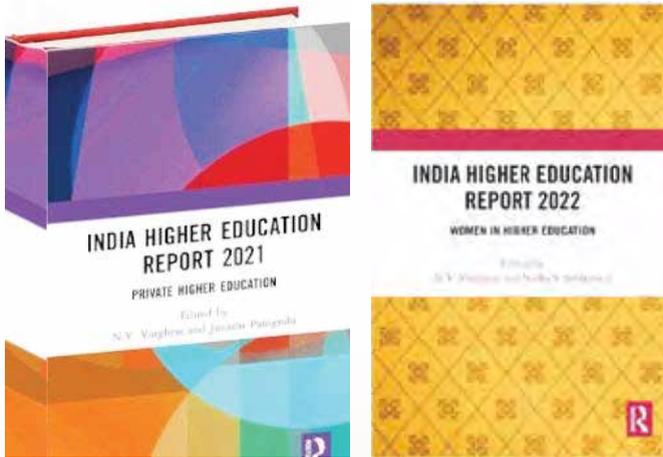


India Higher Education Reports 2018, 2019, and 2020

The fourth *India Higher Education Report 2018* (IHER 2018) covered the subject of ‘Financing of Higher Education.’ The IHER 2018, published by Sage in 2019, was released at NIEPA’s 13th Foundation Day Lecture at India Habitat Centre, New Delhi.

The fifth *India Higher Education Report 2019* (IHER 2019) on ‘Governance and Management of Higher Education’, was published by Sage in 2020.

The sixth *India Higher Education Report 2020* (IHER 2020) on ‘Employment and Employability of Higher Education Graduates’, was published by Routledge in 2021.



The seventh *India Higher Education Report 2021* (IHER 2021), which focused on 'Private Higher Education', was published by Routledge in 2022 and released on 16 February 2023 at the inaugural session of the International Seminar on Diversity and Inclusion in Higher Education at the India Habitat Centre, New Delhi.



Release of India Higher Education Report 2021

The theme of the eighth *India Higher Education Report 2022* (IHER 2022) was ‘Women in Higher Education in India.’ The CPRHE had developed a concept note for the IHER 2022, identified the prospective authors for the different chapters, and requested them for abstracts of the chapters (*the list of these authors is provided in Annexure II*). The manuscript is now in the final stages of publication by Routledge.

The ninth *India Higher Education Report 2023* (IHER 2023) focuses on ‘Higher Education Research’ (edited by Pradeep Kumar Misra and Anupam Pachauri). The proposal for this book has been submitted to Routledge, and the manuscript is being finalised based on the review comments received from Routledge. The first peer review meeting of the authors was organised in May 2022, wherein the authors presented their proposed chapter abstracts. Thereafter, a detailed review report of the meeting for each of the chapters was sent to all the authors. The aim of this volume is to bring together all researchers engaged in research on higher education as a specialised field of study and research. It has been observed that the research in the education departments of various universities in India mainly focuses on school education and rarely addresses issues related to higher education. A large share of the research on higher education is carried out by the social science departments in India. Some of the topics included in the IHER 2023 include evolution of higher education as an area of research in India, trends in research on higher education, institutional arrangements for research on higher education, and policies shaping higher education research trajectories in India.

The following themes have been covered in IHER 2023:

- Issues related to the drivers of new directions and perspectives on Higher Education Research by assessing the evolution of current research and mapping the future course;
- Institutional research and arrangements for conducting higher education research, including international collaborations mediated by public agencies in higher education within the larger framework of social science research;
- Challenges of driving evidence-based policy, data sources, and indicators in different datasets for higher education research;
- Functioning of higher education institutions as sites of research, and contribution of doctoral research in higher education;

- Determinants of the quality of research, assessment, and dissemination of higher education research through publications and other academic outputs, and institutional assessments including peer reviews;
- Trajectories of research and higher education policy at the national and State levels; and
- Policy research in higher education.

This volume contains contributions from eminent scholars engaged in research, policy, and planning in social science research and higher education. The volume would thus prove to be an essential resource for academics, policymakers, researchers and scholars in the areas of public policy, organisational studies, institutional research, political science, international relations, and higher education. *(A list of authors of this volume has been provided in Annexure III).*



First Peer Review Meeting of the Authors of IHER 2023



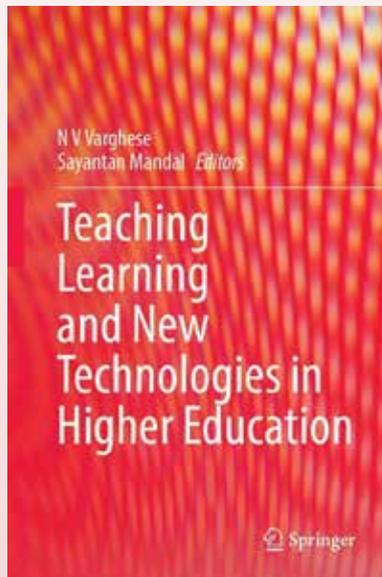
Second Peer Review Meeting of the Authors of IHER 2023

The CPRHE has initiated the process of publication of the next issue of the *India Higher Education Report 2024 (IHER 2024)* on the theme of “Technology and Higher Education.”

4.2 Publications Based on Seminars Organised by CPRHE

4.2a *Teaching-Learning and New Technologies in Indian Higher Education*

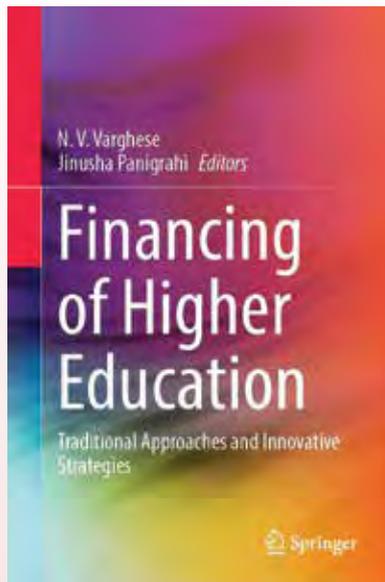
The task of improving the processes of teaching and learning, and the use of technology to facilitate this objective necessitates an in-depth understanding of all the concomitant issues. Further, there is a need to investigate these issues with reference to different contexts and from various standpoints. In an attempt to foster such an understanding, the CPRHE organised an international seminar at the India Habitat Centre, New Delhi, bringing together a group of top academics and researchers to develop deeper insights for integrating digital technologies and teaching-learning in higher education, academic freedom, institutional leadership, new ways of teaching-learning, managing technology in facilitating teaching-learning, and collaborating on e-learning spaces, among others. Through discussion on experiences from various international contexts and empirical researches, this edited volume sheds light on teaching-learning and technology, which have profoundly influenced higher education systems in recent times. The book was published by Springer Nature, Singapore.



Volume on Teaching-Learning and New Technologies in Higher Education

4.2b Financing of Higher Education: Traditional Approaches and Innovative Strategies

The Centre organises an international seminar every year in collaboration with the British Council, India, on a specific theme of higher education. The research findings of the thematic research study are also disseminated at the seminar. The theme of the international seminar in 2017 was ‘Innovations in Financing of Higher Education’. The final versions of the manuscripts received from the authors have been reviewed, and the Centre has finalised the manuscripts for publication. The manuscript is currently in the press, to be published by Springer Nature, Singapore.



4.2c Governance and Autonomy in Higher Education

The volume of the papers presented at the international seminar titled, ‘Governance and Autonomy in Higher Education’, held on 20-21 February 2020, is under publication by Springer Nature, Singapore. The present volume on ‘Governance and Autonomy in Higher Education’ is based on selected papers presented at an international seminar on this theme, organised by CPRHE. The changes in governance can be seen as a reflection of an effort to redefine the relationship between the government and institutions of higher education. New forms of governance models have emerged and it has become clear that the issue of governance cannot be distinct from the question of

institutional autonomy and funding. In order to understand the implications of these efforts by different countries, the CPRHE has brought together a group of top academics and researchers to develop deeper insights into issues and concerns for exploring governance and institutional autonomy of higher education. While highlighting the experiences from various international contexts and empirical researches, this edited volume will bring together policy discourses that have been greatly influencing higher education systems in recent times. The topics covered in the volume include governance of higher education, governing higher education systems and flexible learning pathways, crises faced by the university, reforming university governance, academic freedom and institutional governance, institutional autonomy in higher education, accountability in higher education institutions, influence of diversity in university functioning, equilibrium in governance, the structure and culture of higher education, the issue of quality in the Indian agricultural university system, leadership in higher education, and the effect of financing on institutional governance.

4.2d Quality and Excellence in Higher Education

The volume of papers presented at the international seminar titled, 'Quality and Excellence in Higher Education,' held on 22-23 February 2018, are being edited. The final versions of the papers have been received from the authors and the manuscript is being finalised to be submitted for publication to Springer Nature, Singapore.

4.2e Employment and Employability of Higher Education Graduates

The volume of papers presented at the international seminar titled, 'Employability and Employment of Higher Education Graduate,' held on February 19-20, 2019, is being prepared for publication.

4.2f Diversity and Inclusion in Higher Education

The volume of papers presented at the international seminar titled 'Diversity and Inclusion in Higher Education,' held on February 16-17, 2023, is also slated to be prepared for publication.

4.3 CPRHE Research Paper Series

The CPRHE has been publishing a regular series titled "CPRHE Research Papers". The purpose of this series is to disseminate the research carried out at the Centre and to continue a dialogue with researchers and policymakers. These papers are written by the CPRHE faculty members or research teams

or prepared by others on request from the CPRHE. The editors of the series are Professor Pradeep Kumar Misra and Dr Jinusha Panigrahi. The Centre has published or is in the process of publishing the following 17 research papers under this series:

- i) CPRHE Research Paper 17: P.K. Misra (2023). *Digital Technology Integration in Teaching and Learning in Indian Higher Education: Influencing Factors, Policy Directions, and Government Initiatives.* (under publication)
- ii) CPRHE Research Paper 16: N.V. Varghese and Nidhi S. Sabharwal (2022). *The Future of Higher Education in India from Massification to Universalisation.*
- iii) CPRHE Research Paper 15: Garima Malik, Nidhi S. Sabharwal, and William G. Tierney (2021). *The Political Economy of Indian Higher Education: Understanding Systemic Challenges for Delhi.*
- iv) CPRHE Research Paper 14: Mona Khare (2020). *Graduate Employment and Sustainable Employability Skills in India.*
- v) CPRHE Research Paper 13: Jinusha Panigrahi (2020). *Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India.*
- vi) CPRHE Research Paper 12: N.V. Varghese, Nidhi S. Sabharwal, and C.M. Malish (2019). *Equity and Inclusion in Higher Education in India.*
- vii) CPRHE Research Paper 11: N.V. Varghese, Jinusha Panigrahi, and Anubha Rohatgi (2018). *Concentration of Higher Education Institutions in India: A Regional Analysis.*
- viii) CPRHE Research Paper 10: Nidhi S. Sabharwal and C.M. Malish (2018). *Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India.*
- ix) CPRHE Research Paper 9: Sayantan Mandal (2018). *Teaching-Learning in Higher Education: Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis.*
- x) CPRHE Research Paper 8: N.V. Varghese, Garima Malik, and Dharma Rakshit Gautam (2017). *Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results.*
- xi) CPRHE Research Paper 7: Vani K. Borooah and Nidhi S. Sabharwal (2017). *English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities.*
- xii) CPRHE Research Paper 6: Jinusha Panigrahi (2017). *Resource Allocation and Innovative Methods of Financing Higher Education in India.*

- xiii) *CPRHE Research Paper 5: Garima Malik (2017). Governance and Management of Higher Education Institutions in India.*
- xiv) *CPRHE Research Paper 4: William G. Tierney and Nidhi S. Sabharwal (2016). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions.*
- xv) *CPRHE Research Paper 3: Nidhi S. Sabharwal and C.M. Malish (2016). Student Diversity and Civic Learning in Higher Education in India.*
- xvi) *CPRHE Research Paper 2: A. Mathew (2016). Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education.*
- xvii) *CPRHE Research Paper 1: N.V. Varghese (2015). Challenges of Massification of Higher Education in India.*

4.4 CPRHE Research Reports

The Centre brings out reports on the research undertaken by the CPRHE. These reports include CPRHE research studies; evaluation studies of programmes and schemes — carried out at the request of the UGC and Ministry of Education (erstwhile Ministry of Human Resource and Development); reports on case studies of selected higher education institutions in the States; and, synthesis of national-level reports on various research themes. About 36 such research reports have so far been prepared by the CPRHE. A complete list of CPRHE research reports is available in *Annexure IV*.

4.5 CPRHE Seminar Reports

The CPRHE has published seven reports on the international and national seminars organised by the Centre, as a part of the initiatives related to sharing and dissemination of knowledge. These reports on the seminars, which provide an analysis of the issues discussed in the seminars, are available on the CPRHE website.

4.6 CPRHE Policy Briefs

In the CPRHE research cycle, preparing policy briefs on selected research themes is considered as an important mechanism towards ensuring research-based engagement with the institutional level decision-making process for institutional change. The CPRHE Policy Briefs are primarily based on the research studies completed by the Centre and similar studies by other organisations. A policy brief is a small document of 4-5 pages, which discusses the issue identified primarily from the CPRHE's research, and elaborates the

policy implications. The areas to be covered in the policy briefs are identified from the studies conducted by the Centre. The primary target group of these policy briefs are policymakers at the State and national levels. The following new policy briefs were published in 2022-23:

- i. Panigrahi, J. (2023). "Changing Dynamics of Resource Allocation to Higher Education Institutions in India." *CPRHE Policy Brief 4*. CPRHE/NIEPA, New Delhi.
- ii. Panigrahi, J. (2023). "Resource Mobilisation Strategies by Higher Education Institutions in India." *CPRHE Policy Brief 5*. CPRHE/NIEPA, New Delhi.

The CPRHE has so far published five policy briefs, all of which have also been prepared in Hindi. Both the English and Hindi versions of all the policy briefs published by the CPRHE are available on the CPRHE website:

www.cprhe.niepa.ac.in/Publications

4.7 International Seminar on Diversity and Inclusion in Higher Education

The CPRHE has been organising international seminars in collaboration with the British Council since 2014. The aim of the seminars is to bring together academics, researchers, experts, policymakers, and members of various institutions engaged in research and policy on a common platform to discuss issues related to higher education. The various themes of the international seminars organised by CPRHE in collaboration with the British Council have been: i) Massification of Higher Education in 2014-15; ii) Teaching-Learning and Technology in Higher Education in 2015-16; iii) Innovations in Financing of Higher Education in 2016-17; iv) Quality and Excellence in Higher Education in 2017-18; v) Employment and Employability of Higher Education Graduates in 2018-19; and vi) Governance and Autonomy in Higher Education in 2019-20. Another seminar on 'Diversity, Inclusion and Student Success in Higher Education' was scheduled to be organised in 2021-22, for which a concept note had been prepared in May 2020. However, this international seminar was postponed due to the COVID pandemic, especially the resultant restrictions on air travel. The seventh International Seminar on "Diversity and Inclusion in Higher Education" was thereafter successfully organised by the CPRHE jointly with the British Council. The major objectives of this seminar were to:

- Advance an understanding of issues of student diversity and inclusion in higher education;
- Provide a platform for researchers and practitioners to share and learn from their experiences; and

- Deliberate upon equity policies and intervention strategies to widen overall access to and enable student success in higher education.



Inaugural Address of Professor Graeme Atherton at the International Seminar on Diversity and Inclusion in Higher Education

The seminar was held at the India Habitat Centre, New Delhi on 16-17 February 2023. Dr Nidhi S. Sabharwal, Associate Professor, CPRHE/NIEPA, was the coordinator and convenor of the international seminar, under the guidance of Professor Misra, Director, CPRHE/NIEPA. Mr Michael Houlgate, Deputy Director of the British Council, in his opening remarks, pointed out that the work of diversity and inclusion in higher education plays a critical role in fostering social cohesion and social justice, and in shaping future leaders. In his keynote address, Professor Graeme Atherton, Director of the National Education Opportunities Network from the United Kingdom, outlined the inequality issues of access, participation, and success, including the ways in which these challenges could be addressed around the world. Professor Atherton cited the examples of innovative practice in equity, inclusive excellence and student success. He highlighted the importance of innovative practices centred on the formation of a global task force to galvanise commitment from policymakers and universities across the world to enhance

equitable access and success in higher education by 2030. Five plenary sessions were held over the course of two days during the international seminar. The themes discussed during these sessions were related to higher education access, diversity and social inclusion; equity and excellence in higher education; higher education and equitable employment outcomes; and institutional leadership, equity policies, and institutional practices to support student success. Five other keynote speeches were delivered by Professor N.V. Varghese, Professor Odile Henry, Professor Meenakshi Gopinath, Professor Sukhadeo Thorat, and Professor Satish Deshpande during the five plenary sessions of the seminar.



Delegates at the International Seminar on Diversity and Inclusion in Higher Education

The seminar provided a platform for academics, policymakers and administrators from India and abroad to discuss and debate issues of diversity and inclusion in the changing landscape of higher education both globally and within India. The seminar was attended by educationists, key experts, policymakers and policy analysts from seven countries, viz., the United Kingdom, Australia, Malaysia, Nepal, New Zealand, Philippines, Spain, and India. Around 100 plus delegates from these countries, along with representatives from different organisations participated in the seminar. The insights and analysis presented at the seminar

provided a critical understanding of the issues of diversity and inclusion. The seminar thus provided an opportunity to develop a strong global network of researchers, teachers and policymakers working towards fostering global and national higher education systems. A publication based on the papers presented in the seminar is proposed to be released soon.

4.8 State Councils of Higher Education Meeting

The State Councils of Higher Education play a central role in the implementation of RUSA and indeed, in the broader development of higher education at the State level. State-level planning is core for coordinated development of higher education in the States. A two-day consultative meeting was organised on 16-17 March 2023 on the theme of 'Multiple Entry and Exit, Flexible Curriculum, and Credit Transfer'. The primary objectives of the Consultative Meeting were: Discussing the National Education Policy (NEP) 2020 with a focus on preparing a plan for transforming Multidisciplinary Educational Institutions; creating a viable opportunity to form a national network of policymakers from the States for enabling sustainable knowledge building; and highlighting the activities carried out by the SHECs regarding implementation of NEP recommendations in 2021-22. The meeting was attended by Chairpersons and Vice Chairpersons of State Councils, senior officials from the Directorates of Collegiate Education, and Departments of Higher Education in the States. A total of 20 members from nine States across India attended the meeting.



Consultative Meeting on State Higher Education Councils, 2023

4.9 Webinar on 'A Fair Chance for Education: Gendered Pathways to HE Access and Choice'

A webinar on "A Fair Chance for Education: Gendered Pathways to HE Access and Choice" was organised on 5 April 2022. The major objectives of the webinar were to discuss the issues related to gendered pathways to higher access, and the role of outreach efforts by government-run colleges to promote gender equality with respect to access to higher education and informed choice.



Speakers at the Webinar on 'A Fair Chance for Education: Gendered Pathways to HE Access and Choice'

5

Executive Committee Meeting

The tenth Executive Committee (EC) meeting of the CPRHE/NIEPA was held on 03 March 2023, at NIEPA in a blended mode. Seven members of the CPRHE-EC participated in the meeting (the complete list of EC members is given in Annexure I). The meeting was chaired by Professor Sudhanshu Bhushan, Vice Chancellor of NIEPA. Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA, delivered the welcome address at the meeting.

Professor Bhushan briefed all the committee members about some of the developments at NIEPA and CPRHE/NIEPA. The detailed presentation on the activities by CPRHE/NIEPA was made by Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA, with inputs from the faculty members of the CPRHE/NIEPA. The discussions in the meeting were broadly divided into two parts, with Part I dealing with the activities carried out by the Centre in the year 2022-23, and Part II, on programmes proposed by the Centre to be carried out in the year 2023-2024. Furthermore, individual faculty members of the CPRHE made brief presentations on the progress of their studies being conducted as part of CPRHE research.

The discussions in the meeting covered suggestions on policy research, including a focus on the various dimensions of the NEP 2020, especially those that may be considered by the CPRHE/NIEPA for inclusion in the research projects. At the outset, the EC members appreciated the Centre's contribution, the range and significance of the research being carried out, and the quantity and quality of publications brought out by the Centre. The members of the EC also expressed their appreciation of the efforts put in by the small group of faculty members of the Centre and congratulated them for their hard work. The members also approved all the proposed programmes/activities for 2023-24 and the respective budgets.



Executive Committee Meeting of the CPRHE, 2023

6

Expert Committee Meetings on Research

All the research projects being implemented by the CPRHE have gone through a rigorous process of review by the experts (*see Annexure V*). A separate Expert Committee for each of the projects was constituted to review the proposals and to guide and advise the project implementation. Details of the expert committee meetings organised by the Centre during the year 2022-23 are given below.

1) **First Research Expert Committee Meeting on Integrating Digital Technology with Teaching and Learning in Indian Higher Education (Online), held on 29 September 2022**

A detailed research proposal consisting of an extensive literature review, a conceptual and theoretical framework as well as the methodology for the study, were presented to the expert group for their feedback and guidance. The meeting was held on 29 September 2022.



- 2) **The Expert Group Meeting on CPRHE Policy Briefs, Financing of Higher Education: Institutional Responses to Decline in Public Funding, held on 17 November 2022 (Online)**



7

Research Projects Launched by the CPRHE

Summaries of the research projects completed by the CPRHE are given below.

7.1 Completed Research Projects

7.1.1 Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions

This project attempts to understand the nature and forms of diversity in campuses and the structures and mechanisms that exist to deal with diversity and discrimination. The project also examines how the opportunities provided by growing diversity can be better leveraged for inculcating civic and democratic learning, in order to transform institutions assumed to have a crucial role to play in contemporary society. The research also explores the nature and process by which Higher Education Institutions (HEIs) can be transformed into secular social spaces where students can acquire the knowledge and skills to learn, work, and live in an increasingly diverse and multi-cultural society.

The following research outputs have been prepared and submitted as a part of this project include: 6 State team reports and 1 synthesis report; 2 CPRHE Research Papers; 1 CPRHE Seminar Report; 3 Policy Briefs in English with translations in Hindi; and about 14 published/forthcoming journal articles and chapters in books.

Project Coordinators/Principal Investigators: Dr Nidhi S. Sabharwal and Dr C.M. Malish

7.1.2 Financing of Higher Education: Institutional Responses to Decline in Public Funding

The objectives of this study were to: Map the diversified sources of funding of higher education institutions; analyse the adequacy or inadequacy of the available resources; understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions; identify the activities that could not be carried out due to the paucity of funds; and, analyse the expenditure

and utilisation patterns of the resources by the higher education institutions. The empirical study was implemented in five States, viz., Bihar, Odisha, Punjab, Uttarakhand, and Telangana.

The research outputs, which were prepared and submitted as parts of this project, include: 5 State Reports, 1 Synthesis Report; 1 CPRHE Research Paper; 1 CPRHE Seminar Report; and, about 11 published and forthcoming articles in books and journals, including the *IHER 2018: Financing of Higher Education*, Sage, New Delhi. In addition, an edited volume on *Financing of Higher Education: Traditional Approaches and Innovative Strategies*, has also been published by Springer Nature, Singapore.

Project Coordinator/Principal Investigator: Dr Jinusha Panigrahi

7.1.3 Teaching and Learning in Indian Higher Education

This project looks into the issues of teaching and learning in Indian universities and colleges. Its aim is to analyse the process of teaching from the point of view of the teachers, learners, and institutions so as to suggest the necessary policy changes to upgrade teaching-learning for ensuring the robust and sustainable development of higher education in India. The objectives of the project are to understand the process of teaching-learning in the higher education institutions (colleges and universities) in India, and to identify the possible diversities and different practices. It also aims to: understand the dynamics of teaching across a range of disciplines at the Bachelors' and Masters' levels of programmes; analyse the effectiveness of teaching and the teaching environment (institutional) in the learning of the students in higher education; and finally, provide an empirically-grounded and analytically-robust understanding of policy priorities and policy responses in terms of teaching-learning, faculty and learner development in India's higher education institutions.

The research outputs prepared and submitted as a part of this project include: 4 State Reports, 1 Synthesis Report, 1 CPRHE Research Paper; 1 CPRHE Seminar Report and chapters in books, including in the *IHER 2017: Teaching, Learning and Quality in Higher Education*, published by Sage, New Delhi. One edited volume, *Teaching Learning and New Technologies in Higher Education*, was also published by Springer Nature, Singapore, in 2021.

Project Coordinator/Principal Investigator: Dr Sayantan Mandal

7.1.4 Governance and Management of Higher Education in India

The objective of this research project was to map the evolution of the governance structure and processes at the national, State, and institutional levels and to examine the role and functioning of governing bodies in universities and colleges. This study is being implemented in institutions located in the States of Uttar Pradesh, Tamil Nadu, Rajasthan, and Maharashtra.

The research study has examined the governance structures and processes in Central universities, State universities, and their affiliated colleges. The framework developed by the study sought to analyse: (a) Government-university relations; (b) Within-university relations; and (c) University-college relations. The study emerged from interviews with institutional leaders, administrators, and questionnaire-based information collected from teachers and students.

The research outputs prepared and submitted as a part of this project include: 4 State team reports and 1 synthesis report, 1 CPRHE Research Paper, and published/forthcoming journal articles and chapters in books, including in *IHER 2019: Governance and Management of Higher Education in India*, published by Sage, New Delhi.

Project Coordinator/Principal Investigator: Dr Garima Malik

7.1.5 Fixation of Fees in Private Deemed-to-be Universities in India

At the request of the MHRD, CPRHE conducted a study on *Fixation of Fees in Private Deemed to be Universities in India*. The major objective of the study was to understand the fee structure in private deemed-to-be universities, the existing regulations by the Centre and different State governments for fees charged by such institutions, and the rationale in the fixation of fees in such private deemed-to-be universities. The research outputs prepared and submitted as part of this project include: 1 Research Report, 1 Research Paper published in the CPRHE Research Paper Series as the CPRHE Research Paper 13, *IHER 2021 on Private Higher Education* (Routledge, Taylor & Francis Group) and 1 book chapter published in *IHER 2021*.

Project Coordinator/Principal Investigator: Dr Jinusha Panigrahi

7.1.6 Inequalities and Higher Education: Between Public Policies and Private Sector Development in Collaboration with ESPI, Paris

This is a CEPED-AFD international research project, funded by the European Union, involving countries from four continents — Asia,

Africa, Europe, and Latin America. Three monographs were developed based on three private higher education institutions from three regions of India each — Uttar Pradesh, Haryana, and Karnataka. The final report was prepared on the basis of the initial report prepared by Dr Nidhi Sabharwal and Professor Henry Odile, and the empirical research study was conducted by Dr Jinusha Panigrahi. The final project report and three monographs, prepared by Dr Jinusha Panigrahi, have been submitted to the CEPED, Paris.

The research outputs prepared and submitted as a part of this project include: 3 Monographs based on the empirical study and 1 Research Report.

Project Coordinators/Principal Investigators: Dr Jinusha Panigrahi and Dr Nidhi S. Sabharwal

7.1.7 Flexible Learning Pathways (FLP) in Higher Education in Collaboration with UNESCO International Institute for Educational Planning (IIEP), Paris

The overarching objective of the IIEP research project was to strengthen the flexible learning pathways as an area of future reform. In order to achieve this objective, this research project carried out two main activities: (i) an international survey addressed to the Ministries of (higher) Education in all the UNESCO member-states to collect evidence on existing policy frameworks and instruments; and (ii) a series of in-depth case studies from countries that are in the process of developing or have already developed flexible learning pathways in higher education. The instruments for supporting flexible learning pathways would be national qualification frameworks, quality assurance, recognition/validation of prior learning, credit accumulation and transfer systems, and information and guidance services. A major objective of the country-case studies was to analyse how policies and tools impact the realities of higher education institutions.

The first research methodology seminar was organised in IIEP, Paris, on 17-19 June 2019, and 13 representatives from seven countries (including India) attended the seminar. The Second Research Methodology seminar for the project was planned on 4-5 June 2020 in Paris for a peer-review meeting to discuss draft reports. However, due to the pandemic it was conducted online in June 2020. The data collection was completed for the national level and case study institutions, including IIT, Delhi

and Bharathiar University. A series of eight webinars, wherein all the eight country teams participated, was conducted in June 2020 by IIEP and was attended by all the research teams. The India case study presentation was made on 19 June 2020, following which peer review comments were made by the UK Research team. The UK Report was peer-reviewed by India and comments were presented at the webinar held on 23 June 2020. The final report was submitted to IIEP on 31 July 2020.

A webinar on “Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India” was organised on 20 November 2020 in collaboration with IIEP/UNESCO to disseminate the findings of the study. The major objectives of the webinar were to: discuss the existing flexible learning pathways in higher education in India within the context of international experiences; share institutional experiences and discuss their applicability for other Indian HEIs; and, provide a platform for sharing strategies to improve the pathways for flexible learning. A paper titled, “Open and Distance Learning and Digital Platforms: A Means to Flexibilise the Access and Progression in Indian Higher Education” was submitted for the IIEP synthesis publication, and was presented at the International Policy Forum in Malaysia in July 2021.

The following research outputs and events were part of this project:

A research report submitted to NIEPA and IIEP/UNESCO, a webinar on “Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India” held on 20 November 2020, and a book titled *Turning Challenges into Opportunities: Flexible Pathways in Indian Higher Education*, published in March 2022.

Project Coordinator/Principal Investigator: Dr Garima Malik and Professor Narayanan Annalakshmi

7.1.8 The Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level

The broad objectives of this research study were to understand how External Quality Assurance (EQA) and IQA enhance quality at the institutional level; how the EQA agencies impact the higher education institutions and programmes, and to analyse the structure and function of IQA at the institutional level. Five universities in the second or

subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities were selected from the five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan, and Telangana for the study, which has been completed. The ten higher education institutions involved in the study are as follows: University of Mysore, Mysore; Sri DD Urs Government First Grade College, Hunsur (Karnataka); Devi Ahilya Vishwavidyalaya, Indore; Mata Jija Bai Government Girls PG College, Indore (Madhya Pradesh); North Eastern Hill University, Shillong; Shillong College, Shillong (Meghalaya); Mohanlal Sukhadia University, Udaipur (Rajasthan); Government Meera Girls' College, Udaipur (Rajasthan); Osmania University, Hyderabad (Telangana); and Nizam College, Hyderabad (Constituent College) (Telangana).

Currently, the State team reports are being edited by the Principal Investigator/Project Coordinator for web upload.

The synthesis report has been completed and was reviewed by the research expert committee in March 2022, and the final report was submitted to the NIEPA in July 2022. Two research papers have been prepared and will be submitted for an internal review at the CPRHE for the CPRHE research paper series. Two Policy Briefs are also being developed on the themes of IQA and EQA.

Project Coordinator/Principal Investigator: Dr Anupam Pachauri

7.1.9 Employment and Employability of Higher Education Graduates in India

This study aims to answer the following research questions: (a) What are the employers' perceptions regarding the employability skills of HE graduates? (b) What are the experiences of new employees regarding their employability readiness during university education vis-à-vis their workplace requirements? (c) What are the students' expectations from higher education institutions on developing skills for employability? (d) What is the response of the university faculty and administrators to the role of the higher education sector in preparing industry-ready graduates? (e) Is a graduate employability skill policy the need of the hour? The research output includes States and synthesis reports.

Project Coordinator/Principal Investigator: Professor Mona Khare

7.1.10 Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges

The CPRHE, at the request of the University Grants Commission (UGC), is implementing an evaluation study of the coaching schemes funded by the UGC. The UGC has introduced the following coaching schemes for disadvantaged groups in higher education since the Eleventh Plan period: a) Remedial coaching for SC/ST/OBC and Minorities; b) Coaching for NET/SET for SC/ST/OBC and Minorities; and, c) Coaching class for entry into service for SC/ST/OBC and Minorities. A joint meeting of members of Expert Group and Case Study Coordinators was conducted in April 2021. The report was revised and finalised based on the comments from the experts and case study coordinators.. The final report has been submitted to the UGC.

Project Coordinators/Principal Investigators: Dr C.M. Malish and Dr Nidhi S. Sabharwal

7.2 Follow-up Activities for Completed Research Projects (2022-23)

7.2.1 Modules on Managing Student Diversity in Higher Education Institutions in India

On the request of the Indian Council of Social Science Research (ICSSR), the CPRHE prepared modules on dimensions of managing student diversity in higher education institutions in India. The modules are primarily based on the CPRHE research study titled, *Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Inclusion in Higher Education Institutions*. The aim of the modules was to sensitise faculty and administrators in higher education on issues related to student diversity, academic integration and social inclusion, including the role of higher education in civic learning and democratic engagement. The modules were developed on the following themes:

Module 1: Student Diversity and Social Inclusion in Higher Education: Concepts and Approaches

Module 2: Classification of Student Diversity in Higher Education

Module 3: Approaches to Achieving Academic Integration on Campuses

Module 4: Forms of Discrimination in Higher Education

Module 5: Social Inclusion in the Campus

Module 6: Institutional Mechanism for Managing Student Diversity

Module 7: Student Diversity, Civic Learning and Democratic Engagement

The seven modules have been completed and submitted to the ICSSR and are published by NIEPA.

Project Coordinators/Principal Investigators: Dr Nidhi S. Sabharwal and Dr C.M. Malish

7.2.2 Financing of Higher Education: Institutional Responses to Decline in Public Funding

This study attempts to map the diversified sources of funding of higher education institutions; to analyse the adequacy or inadequacy of the resources; to understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions; to identify the activities that could not be carried out due to paucity of funds; and, to analyse the expenditure and utilisation pattern of the resources by the higher education institutions. The empirical study was implemented in the five States of Bihar, Odisha, Punjab, Uttarakhand, and Telangana. The final synthesis report was submitted in January 2020.

The following activities were conducted in 2022-2023:

CPRHE Research Paper: A CPRHE Research Paper is being prepared based on the findings of the empirical study included in the Synthesis Research Report.

Finalisation of State Research Reports for Website Upload: The State reports have been finalised for uploading on the CPRHE website.

Preparation of Policy Briefs: Two Policy Briefs—‘Changing Dynamics of Resource Allocation to Public HEIs in India’ (Policy Brief 1) and ‘Resource Mobilisation by Public Higher Education Institutions’ (Policy Brief 2) — have been finalised.

Expert Group Meeting on the Policy Briefs: An expert group was constituted to finalise the policy briefs based on the study on the financing of public higher education institutions in India. A meeting of the Expert Group was conducted on 17 November 2022 to discuss the draft policy briefs for expert suggestions and recommendations.

Project Coordinator/Principal Investigator: Dr Jinusha Panigrahi

7.2.3 Governance and Management of Higher Education in India

The rapid expansion of higher education in India and diversification in terms of courses, providers, and modes of delivery necessitates an understanding of the emerging governance and management structures which are more complex than before. The objectives of the research project are to map out the evolution of the governance structures and processes at the national, State, and institutional levels and examine the role and functioning of governing bodies in universities and colleges. The study has been implemented in institutions located in the States of Uttar Pradesh, Tamil Nadu, Rajasthan, and Maharashtra. The field-based data collection and data analysis has been completed. In 2018-19, four State reports and synthesis reports were prepared, and presented to the members of the Research Expert Committee in July 2018. The synthesis report has been finalised and submitted to the NIEPA Research Review Committee and the State reports have been finalised for uploading on the website.

The following specific activities conducted for 2022-2023:

- i) *CPRHE Research Paper*: A CPRHE Research Paper is being published, based on the findings of the empirical study included in the Synthesis Research Report.
- ii) *Finalisation of State Research Reports for the Website*: The State reports have been finalised for uploading on the website.
- iii) *Preparation of Policy Briefs*: Policy briefs, primarily based on the findings from the study on “Governance and Management of Higher Education in India,” have been prepared. .

Project Coordinator/Principal Investigator: Dr Garima Malik

7.2.4 The Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level

There is very little empirical evidence to show whether or not there has been any change in the quality of the institutions that have been accredited by the National Assessment and Accreditation Council (NAAC) and where internal quality assurances (IQAs) have been in operation. The broad objectives of this research study are to understand how external quality assurance (EQA) and IQA agencies enhance quality at the institutional level; how the EQA agencies impact the higher

education institutions and programmes; and, to analyse the structure and function of IQA at the institutional level. Five universities in the second or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from five States – Karnataka, Madhya Pradesh, Meghalaya, Rajasthan, and Telangana. The synthesis report was presented at the Final Meeting of the Research Project Expert Committee held on 25 March 2022. Valuable inputs were given for refining the report and developing policy briefs. The experts included faculty from NAAC, Commonwealth of Open Learning, Jawaharlal Nehru University, and the Knowledge Commission, Karnataka.

The following activities were conducted in 2022-23:

1. *Submission of the Final Research Report to the Registrar, NIEPA.* The research report was refined to incorporate the review comments from the research expert committee members and submitted to the Registrar, NIEPA on 22 July 2022.
2. *Finalisation of State Reports for uploading on the website:* The State reports have been finalised for uploading on the website.
3. *CPRHE Research Paper:* Two CPRHE Research Paper drafts have been prepared. One paper is based on the literature review of the works on Quality Assurance in Higher Education and the second is a research synthesis paper developed on the basis of the findings of the empirical study included in the Synthesis Research Report. The papers were submitted to the CPRHE Director on 30 March 2023. The comments received are being addressed before submission to the editorial board for review and publication.

Project Coordinator/Principal Investigator: Dr Anupam Pachauri

7.3 Phase II Research Projects at CPRHE

With the successful completion of the research studies undertaken during Phase I, the CPRHE has entered Phase II, wherein it is undertaking large-scale, multi-State and multi-institutional research projects in new domains, with some projects having been launched and several others in the process of being rolled out.

The details of the research studies in new domains are given below.

7.3.1 College Readiness and Student Success in Higher Education in India

The importance of accessing higher education and its completion is increasingly relevant for an individual's productivity and social prosperity and for the nation's economic growth. Equitable access and success through higher education is considered to be a means of making growth more inclusive through a fair distribution of opportunities that help build a person's human capital and develop resources embedded in people. With 36.6 million students and a GER of 25.8 per cent (MHRD, 2018), higher education in India has undergone significant changes to include massification of the sector.

One of the features of massification of higher education is the creation of a new diverse student body. The recently-completed CPRHE study on 'Diversity and Inclusion' outlines the varying levels of academic preparedness and diversity in the social backdrop of new generation learners in higher education in India. Insights from research suggest that students from disadvantaged socio-economic backgrounds, who are also more likely to be the first-generation learners, face academic and social barriers that affect their integration in the classrooms and social inclusion in the campuses. As a result, students from the socially and economically disadvantaged backgrounds are subject to high dropouts and poor learning outcomes. In other words, insights from the research suggest that student groups are at varying stages of being "college ready" or prepared for college to remain and succeed in their studies.

College readiness implies being equipped with the knowledge and skills that students need for achieving academic success. The equity objective of increasing enrolment in the higher education of students from the traditionally under-represented groups must be coupled with the objective of ensuring that students are equipped with the knowledge and skills to succeed in higher education. The National Education Policy (NEP) 2020 re-affirms the goal of advancing equity in learning outcomes in higher education, and makes institutions responsible for supporting diverse student population groups in academic and social domains.

However, college readiness is an under-researched area, and the skills and aptitudes needed to succeed in college must be investigated and refined. The specific research questions addressed by the study are: What are the difficulties that college students face in the academic domain? What are the difficulties that college students face in the social domain? and, What are the existing institutional policies and support services

needed to improve college readiness for student success? This study will adopt a multi-institutional case study approach. It will be undertaken across five selected higher education institutions, including universities, undergraduate colleges, and Institutes of National Importance (NIT/ IIT) located across five geographical zones, North, West, Central, East, and South). The study will adopt a mixed methods approach, and will use both qualitative and quantitative research instruments to collect and analyse information and data. Through this study, an attempt will be made to address the issues related to college readiness in a massifying higher education system with the objective of advancing academic integration and the social inclusion of students coming from diverse backgrounds so as to promote improved learning outcomes at the end of their studies in universities and colleges. The budgetary requirement for this study is Rs 49,82,000/-, as presented in the CPRHE-EC meeting.

Activities conducted for 2022-23 for the implementation of the project:

1. *Pilot Study:* A pilot study was undertaken in a college of Delhi University with under-graduate students after the meeting held to discuss the research instrument and before the launch of the study. The aim of the pilot study was to test the research instruments and to gain hands-on expertise on implementing research in a college. All the instruments were tested and finalised.
2. *First Research Methodology Workshop:* The study was launched after the organisation of the first research methodology workshop (RMW). The RMW was attended by research teams from the following higher education institutions: Hansraj College, New Delhi; NIT Calicut, Kerala; Elphinstone College, Mumbai, Maharashtra; Cotton College, Assam; and IIT, Patna, Bihar. The research methodology workshop helped in orientation of the research team to the details of the instruments and in developing a shared understanding of the research proposal, key questions and objectives, research tools, and methods of collecting the data and the implementation plan. The meeting was held on 9-10 November 2022.

Project Coordinator/Principal Investigator: Dr Nidhi S. Sabharwal

7.3.2 Integrating Digital Technology with Teaching and Learning in Indian Higher Education

The reliance of higher education on digital technology has increased significantly during and post the COVID period, and many of these

changes are likely to persist in the system. This phase also witnessed a transition from discussions on technology to experimentation with technologies to create new possibilities and educational opportunities. The main stakeholders of the higher education sector, such as students, faculty, institutional leaders, and policymakers, have gained confidence in the digital technology-mediated educational transactions. It is increasingly being realised now that the future of higher education will depend on the acceptability of the sector to flexible pathways for higher learning, the capacity to rely on digital technology-mediated higher education provisions, and new types of credentials. Studying in multiple flexible modes, and switching between on-campus, blended, and fully online modes as per the learners' convenience, may soon become standard modes of delivery of higher education.

The different initiatives of the Government of India [like SWAYAM (Earn credit through online courses), SWAYAMPURABHA (Watch high-quality educational programs 24 × 7), e-PG Pathshala (Get free books and curriculum-based e-content), Shodhganga (Access Research Theses of scholars of Indian Institutes), e-Shodh Sindhu (Get access to full-text e-resources), e-Yantra (Get hands-on experience on embedded systems), and Virtual Labs (Try curriculum-based virtual experiments)], combined with the increased use of technology at the ground level, have instilled new hope and belief that effective and efficient use of technology can make the higher education sector more accessible, equitable, and quality-driven. In a nutshell, the future landscape of higher education will be an outcome of the extent to which institutions and individuals leverage opportunities opened through virtual modes.

While many studies have highlighted the importance of technologies in higher education, studies examining the integration of digital technology on teaching and learning are inadequate, especially in the context of the higher education sector in India. There is also a dearth of studies examining the new changes ushered in by the incorporation of digital technology in different aspects and practices of the Indian higher education institutions. These are crucial areas, which demand empirically grounded policies and strategies. An empirical study about the integration of digital technology in higher education will provide a useful contextual precursor to the setting to understand the change and associated consequences. Therefore, this study looks at the impact of contemporary digital technology on teaching and learning in higher educational institutes in India, and analyses the changes in

these institutes, as digital technology is becoming embedded through mainstream curricula, education, and learning.

Therefore, the proposed study attempts to study the integration of digital technologies with teaching and learning in Indian colleges and universities. In this regard, the study identifies the following main research questions: What changes are influenced by digital technologies in Indian HEIs? How do the HEIs promote using digital technologies in regular teaching and learning? What are the barriers to the use of digital technologies in teaching and learning in Indian higher educational institutions? and, How can digital technologies be effectively and efficiently integrated with teaching and learning in Indian HEIs?

The overall aim of the study is to identify the different physical and other factors that influence teaching and learning practices in higher educational contexts. This study also examines student characteristics, the home use of technologies by them, the digital literacy of parents, attitude towards computers and modern digital resources, attitude towards studying in a new integrated classroom (digital, and existing brick and mortar), or teaching influenced by digital technologies. The study will analyse the data collected to understand the institutional support needed for integration of digital technology in the teaching and learning processes for higher education, focusing on integration of digital technology.

The data will primarily provide a ground-level picture of the availability of digital technologies and their utilisation characteristics by the institutes. On a secondary basis, it will also show how the faculty and students utilise these available resources and how the administration facilitates the process. The curriculum planners and leadership interviews will provide their views on the effectiveness of digital technologies in incorporating access, equity, and quality in higher education and its linkages with the world of work or the requisite task of building of skills. The quantitative and qualitative data analysis will provide empirical evidence to determine the difficulties and loopholes in integrating digital technology in higher education. Finally, the data may also indicate the direction in which digital technologies should be utilised as an effective tool in integrating the teaching and learning process in Indian higher education institutes. The budgetary requirement for this study is Rs. 56,83,200/-, as presented in the CPRHE-EC meeting.

Activities conducted for 2022-23 for the implementation of the project:

1. *First Research Expert Committee meeting:* An Expert Committee was constituted to advise on and guide the implementation of the project. A detailed research proposal consisting of an extensive literature review, a conceptual and theoretical framework as well as the methodology for the study was presented to the group for their feedback and guidance. The meeting was held on 29 September 2022.

Project Coordinator/Principal Investigator: *Prof. Pradeep Kumar Misra*

7.3.3 **New Managerialism in Higher Education: The Changing Management of Public Higher Education Institutions in India**

New Managerialism is the mode of governance aligned with neo-liberalism: it entails governing through enactment of technical changes with market values. With the entry of private higher education institutions and collaborations with foreign institutions, the entire landscape of Indian higher education is undergoing dramatic changes. Thus, we see universities transforming into ‘workplaces’ and professors transforming into ‘managers.’ Governments are intervening in universities more than ever before and a ‘target culture’ has emerged. New Managerialism leads to the service providers being more focused on outputs, which can be measured in terms of performance indicators and rankings that emphasise the language of choice, competition, and service users. Thus, it promotes the decentralisation of budgetary and personal authority to line managers, and project-led contractual employment arrangements rather than permanency. Moreover, STEM (Science, Technology, Engineering and Mathematics) subjects get priority under New Managerialism due to their marketability, leading to disciplinary distortions. New Managerialism also stresses on market-like accountability in public spending. Thus, core values like autonomy and equality are getting sidelined in the name of modernising universities, introducing new management systems, and offering student choices. In India, the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), a web portal, has also emerged, wherein Massive Open Online Courses (MOOCs) will be available on all subjects. This is one of the examples showing how technology is impacting the governance and management of teaching in India. The distance learning platforms and digital technology currently exist along with brick-and-mortar universities, as we see them today. This will have major implications on the manner in which higher education institutions are managed.

This research will explore the rise of New Managerialism in higher education institutions in India and its policy implications against the backdrop of internationalisation and technological changes. The specific research questions to be addressed by the study are: What is the impact of New Managerialism on higher education governance? and, How are universities adjusting to these changes and how are these changes impacting their autonomy and accountability? The research objectives of the study are to examine the impact of New Managerialism in transforming universities and to study the rise of New Managerialism and its implications for decentralisation. The study will be contextualised in the emerging new scenario post-NEP 2020, with independent governing boards for universities. Moreover, the prevailing scenario will have new governance arrangements as the Higher Education Commission of India has its verticals of regulation, accreditation, financing, and standard setting with associated implications for the institutional governance of higher education.

Methodology/Study Design: The study will follow a descriptive research design and a comparative approach. Like any study relying on comparative research methodology, the research will try to analyse similarities and differences in management in the selected States. The study will rely on both primary and secondary sources of data and descriptive statistics to analyse the information.

India has several Central and State universities. In order to understand the impact of New Managerialism in India, it is important to study the different categories of institutions. The research will study a variety of institutions, including Central universities, State universities, institutes of eminence, and private universities. The budgetary requirement for this study is Rs 56,15,700/-, as presented in the CPRHE EC meeting.

The research proposal is presently undergoing a process of internal review.

Project Coordinator/Principal Investigator: Dr Garima Malik

7.3.4 Financing of Technical and Professional Education: A Comparative Study of Public and Private Higher Education Institutions in India

Since the 1990s, there has been a move towards the market process in higher education post the adoption of Structural Adjustment Policy, and there is market interference in higher education decision-making. This has resulted in the privatisation of public institutions

and encouragement of greater involvement of the private sector in higher education provision. Committees and commissions on higher education have reflected on the need for institutions to seek resources in addition to the resources allocated from the government. However, the availability of resources at the institution level has been found to be inadequate to meet the growing demand for student enrolments, particularly in job-oriented technical and professional courses. Many higher education institutions have resorted to several cost recovery measures in the form of levying higher rates of student fees and self-financing courses. The private sector has started charging higher tuition fees for technical/professional courses. Many resource mobilisation strategies were adopted by technical institutions in terms of alumni funds, new short-term courses, research projects, and consultancy activities. These have ostensibly widened inequalities between technical and professional HEIs in both the public and private sectors as well as between new and old established institutions. In the process, there have been distortions in terms of the market value or employability of the courses offered for determining the fee structure and capacity of institutions to generate additional resources.

A few studies have been conducted on technical education in the Indian context. In view of the greater role envisaged for the private sector under the National Education Policy 2020, this research project attempts to assess the issues related to the changing nature of financing of higher education and diversity across various types of technical and professional HEIs. It also looks at the extent of public funding and initiatives for resource generation and the overall implications for various types of institutions.

The following research questions are being addressed: a) What is the extent of public funding of technical/professional higher education institutions in India? b) What are the non-State sources or other innovative methods adopted by both public and private technical/professional higher education institutions to finance their respective institutions? c) What is the overall implication of various sources of funding of technical/professional higher education institutions at the policy level? The research methodology for the study would be descriptive in nature. Both secondary and primary data would be used for analysis, subject to the rationale, objectives, and research questions formulated for the study. The budgetary requirement for

this study is Rs 65,99,100/-, as presented in the CPRHE EC meeting, 2020-21.

The research proposal is in the process of internal review.

Project Coordinator/Principal Investigator: Dr Jinusha Panigrahi

7.3.5 Professionalisation of Academics as Teachers in Higher Education Institutions

The Centre's study on the quality of higher education highlights the pivotal role of teachers in the changing learning environment and learning demands in the universities and colleges. The challenges emanate not only from the shortage of teachers resulting from the pending teacher recruitments but also from the manner in which teaching-learning is organised. The diversity of the student body and technological advances reflected in the classrooms demand changes in the competencies of teachers. The MHRD has initiated several measures to strengthen pedagogical practices through the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT). This study will focus on the nature of academic preparations and professional development needed to make the teaching process more effective and to help improve learning outcomes.

The study will be designed as a mixed methods study, which will include a survey and focus group interviews/discussions with teachers, administrators, QA professionals, students, professional development coordinators and planners across 10-12 institutions. A component of action research will be developed by inducting at least 1-2 Assistant Professors across each institution to undertake a short action research project in their respective disciplines, where they will identify their professional development requirements, attend a professional development programme, and apply its learning in their practice to explore the scholarship of teaching and teacher knowledge in several domains, such as those related to content, pedagogy, and learning assessment. The budgetary requirement for this study is Rs 59,48,100/-, as presented in the CPRHE EC meeting.

The research proposal is currently undergoing an internal review process.

Project Coordinator/Principal Investigator: Dr Anupam Pachauri

7.3.6 Widening Access to Higher Education in India: Institutional Approaches (International Collaborative Research Project between University of Warwick, UK and CPRHE/NIEPA)

This is a four-year research project (2022-26) with complete funding support from the University of Warwick. It draws on and furthers the reach and impact of the first FCF project “A Fair Chance for Education (2017-21).” The new project takes the key finding from the first project which has a significant impact potential. This is the vital but currently under-utilised potential of higher education institutions in the government in providing informed guidance on post-school options for Higher Education (HE) to students from the SEDGs in India.

Activities conducted during 2022-23 for the implementation of the project:

1. *First Research Advisory Group Meeting:* A Research Advisory Group (RAG) was constituted to advise and guide implementation of the project. A detailed research proposal consisting of an extensive literature review, a conceptual and theoretical framework as well as the methodology for the study was presented to the group for their feedback and guidance. The meeting was held on 20 October 2022.

Project Coordinator/Principal Investigator: Dr Nidhi S. Sabharwal

8

Other Activities

8.1 Policy Support

The CPRHE has been regularly extending policy support to decision-making bodies such as the Ministry of Education (MoE), UGC, NITI Aayog, and other higher education policymakers by undertaking research and evaluation studies at their request — through preparation of policy documents and participation in policy-level discussions. In the process of preparation of the draft National Policy on Education, the CPRHE prepared extensive documents on different topics for the TSR Subramanian Committee (the committee set up to prepare the Education Policy), participated in the discussions of the drafting committee for the National Policy on Education (Kasturirangan Committee), and helped develop a Ranking Framework for Higher Education Institutions in India. The CPRHE has also completed a number of evaluation studies on several schemes such as the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT); a study on concentration and under-supply of higher and technical institutions in India; fixation of fees in private deemed-to-be universities in India at the request of the MHRD; and, an evaluation study of the UGC Coaching Schemes at the request of the UGC. The CPRHE has contributed to the NEP 2020: Implementation Strategies document developed by the NIEPA for the Ministry of Education (MoE), Government of India. The CPRHE is also a member of the Secretariat at NIEPA to support the Ministry of Education Committee on the development of the National Credit Framework. The CPRHE has been invited and has participated in various policy meetings.

8.2 National Credit Transfer Framework

The NEP 2020 envisages further expansion and eventual universalisation of higher education in India by 2035. It promotes multi-disciplinary approaches, flexible pathways to higher learning, and earning of multi-institutional certifications. These changes involve transfer of students from one course to another and from one institution to another. A system of credit transfer is seen as a way to ensure that prior learning is accounted for — to promote flexibility in the system and to facilitate easy mobility of students between programmes of study and among institutions.

The MoE constituted a committee for the development of the National Credit Transfer Framework in India under the chairmanship of Professor Prem Vrat. The Vice Chancellor, NIEPA, Professor N.V. Varghese, was appointed as the Member Secretary of the Committee and NIEPA housed the Secretariat of the committee. Dr Garima Malik of the CPRHE acted as the Convener of the Secretariat.

The Committee held meetings on February 17, March 25, and April 20, 2021. The final report of the National Committee on Credit Transfer Framework was submitted to the MoE by the end of May, 2021.

8.3 Teaching and Extension Activities of the CPRHE Faculty

The CPRHE is playing an important academic role in terms of enhancing the teaching-learning processes at NIEPA, with many of its faculty members engaged in transacting doctoral-level classes and contributing to curriculum planning, teaching, and evaluation of MPhil and PhD course works at NIEPA.

The CPRHE faculty members, apart from giving lectures at NIEPA, have also been giving lectures at other national and international universities that have been primarily based on CPRHE's research themes, such as on student diversity and inclusion, and the mixed-methods approach to undertake policy research in higher education. The CPRHE faculty members have been invited as expert speakers in several training programmes and workshops organised by at NIEPA or outside on varied themes such as governance and management, financing, quality, access and equity.

The CPRHE faculty members have been invited to develop units for the IGNOU Awareness Development Programme on NEP 2020 in the areas of 'Role of Teachers,' 'Governance and Leadership,' and 'GER, Access, Equity and Inclusion.'

The CPRHE has also reached out to a wider audience, generating academic interest and diffusing knowledge on higher education issues to the larger academic world. Many of the university syllabi, curricula, and libraries have books and articles based on CPRHE's research, such as the India Higher Education Reports (IHERs) and publications from the CPRHE faculty members.

Professor P.K. Misra has multiple responsibilities as the Director of CPRHE and a Professor at NIEPA. Professor Misra is the coordinator of the newly launched Master in Education and Development programme at NIEPA. He has successfully coordinated the course development for the MAED programme and has led the launch of the programme. Professor Misra supervises doctoral

students and is engaged in teaching at the post-graduate and Doctoral levels. Dr Misra is the coordinator from the CPRHE/NIEPA side for inter-institutional agreements between NIEPA, New Delhi, and Trnava University in Trnava, Slovakia, for the exchange of faculty and students from both universities. He is also the recipient of the Joint Research Project under ICSSR (India) and NIHSS (South Africa), and a member of the academic bodies of several institutions and organisations in India and abroad.

Dr Nidhi S. Sabharwal has been engaged with Master and doctoral level students in NIEPA, Delhi University, Jawaharlal Nehru University (JNU), and international universities (such as University of Warwick, the UK) on themes such as student diversity, gender issues, and promotion of inclusivity on campuses. She is also engaged with doctoral level students to teach the mixed methods approach for policy research in higher education and is undertaking classes at NIEPA for writing research papers.

Dr Anupam Pachauri is a member of the Doctoral Programme Committee of NIEPA. She has been conducting sessions on academic writing with a focus on literature review for undertaking empirical research for the compulsory course on Academic Writing Skills for MPhil and PhD scholars at NIEPA. She has also engaged with doctoral students from several prominent universities across India. She has been a resource person at the Human Resource Development Centre at JNU for several refresher courses and a course tutor, and has developed a series of online video modules on Quality in Higher Education as part of the Teacher Education course by Savitribai Phule University, Pune.

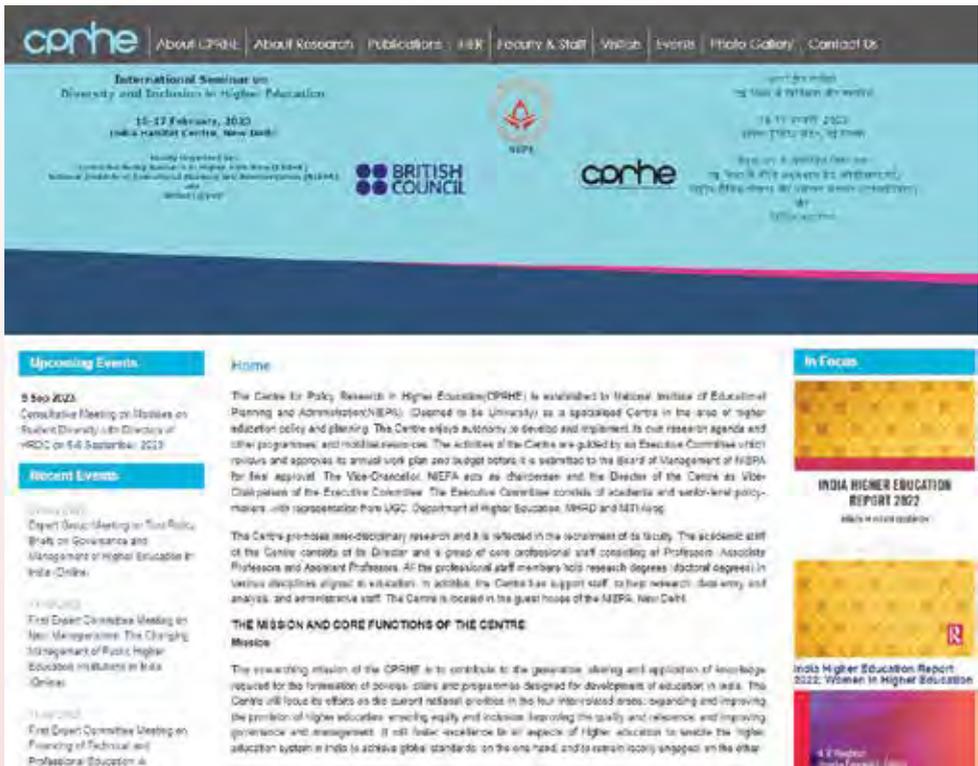
Dr Garima Malik has been associated with teaching Quantitative Research Methodology at NIEPA. She took sessions in the January-April Semester of 2022 of MPhil and PhD programmes at NIEPA. She is also a course tutor and has developed a series of online video modules on Governance in Higher Education as part of the Teacher Education course by Savitribai Phule University, Pune.

Dr Jinusha Panigrahi has also been associated with the teaching and evaluation of the Quantitative Research Methodology course at NIEPA. She took sessions in the MPhil and PhD programmes at NIEPA.

8.4 The CPRHE/NIEPA Website

The CPRHE website presents the latest work of the Centre, its mission, roadmap, and its contributions to the world of knowledge in different forms. The website highlights the ongoing national research projects, upcoming events, workshops, and national and international seminars. CPRHE publications, such as the CPRHE Research Paper Series, Policy Briefs, Annual Reports, and

Seminar and Conference Reports are also provided on the website, which is a platform, through which the Centre is continuously trying to connect with scholars, academics, educational managers, and policymakers around the world and share the knowledge thus generated. The Centre is, therefore, constantly improving and updating the website to make it more informative and interactive with user-friendly tools to find resources and communicate with the CPRHE team. The website also works as a dynamic platform for discussion and dissemination of ideas related to policy research in higher education. The development of the CPRHE website has taken place in consultation with the NIEPA technical team.



Website Address – cprhe.niepa.ac.in

9

Visitors, Interns and Visiting Professor/Scholar Programmes

The Centre has provision for inviting Visiting Fellows to stay with the Centre for fixed terms. The intention behind this policy is to attract and host international faculty members and research scholars from India and abroad. The objective of the Visiting Fellows Programme is to actively engage the visiting fellows in the Centre's activities in order to enhance and help academic development of the CPRHE and the NIEPA faculty, as well as to improve credibility of the work of the Centre.

The first Visiting Professor of the Centre was Professor William G. Tierney, who is a globally renowned professor of higher education and is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Centre for Higher Education, Rossier School of Education, University of Southern California, USA. In March 2019, the CPRHE hosted Professor William G. Tierney again as a Visiting Professor. In January, 2019, the CPRHE hosted Professor Odile Henry, who holds a Doctorate in Sociology from the Ecole des Hautes Etudes en Sciences Sociales (Paris).

In February 2019, the CPRHE hosted Dr Emily F. Henderson, who is a faculty member in the Centre for Education Studies, University of Warwick. The CPRHE also hosted research fellows Ms Anjali Thomas from University of Warwick, UK; Mr Shashank SR, Graduate Student of Public Policy and Governance from Tata Institute of Social Sciences (TISS), Ms Anjali Anil from Tata Institute of Social Sciences (TISS), and Ms Evita Rodrigues (St Stephen's College, University of Delhi). Professor Soren Christensen, Department of Education Studies, Aarhus University, Denmark, visited the Centre in November 2022. Professor Ann Stewart, Professor of Law and Gender Justice, University of Warwick, United Kingdom, visited the Centre in October 2022.

Dr Emily Henderson, a Reader in Gender and International Development in the Department of Education Studies, University of Warwick, and Dr Brigid Freeman, Australia India Institute, University of Melbourne, started their visiting professorship at the CPRHE/NIEPA in the year 2022-23.

10 Faculty and Staff at CPRHE





Professor Pradeep Kumar Misra, currently the Director, CPRHE, has an MSc (Chemistry), an MEd, and a PhD in Education. Dr Misra has previously served as Professor of Education and also held the responsibilities of Head and Dean, Faculty of Education, in the Chaudhary Charan Singh University, Meerut. His areas of research expertise include teacher education, educational technology, and vocational education. He has to his credit many research publications in journals of international repute and has authored reference books. He has completed several R&D projects; developed educational media programmes; and supervised Doctoral scholars. He has received several prestigious international research scholarships, including the Commonwealth Academic Fellowship of CSC, UK; Doctoral and Senior Researcher Scholarship of DAAD, Germany; Erasmus Mundus Visiting Scholar Scholarship of the European Commission; National Scholarship of Slovak Republic; MASHAV Scholarship of the Israel Government; and Research Exchange Scholarship of FMSH, France. He has been a member of the academic bodies of several institutions and organisations and has visited many countries for various academic purposes. Professor Misra is the Convenor of the Masters Programme in Education and Development at NIEPA and has coordinated the curriculum development for the programme. He is the co-editor of the forthcoming *India Higher Education Report 2023* on Higher Education Research.



Dr Nidhi S. Sabharwal holds a PhD in Geography from the Centre for the Study of Regional Development at the Jawaharlal Nehru University (JNU), New Delhi. She has previously been the In-Charge of the CPRHE/NIEPA. Dr Sabharwal has also previously served as the Director of the Indian Institute of Dalit Studies, New Delhi. She has conducted extensive research on the development concerns of the poor, especially the Scheduled Caste (SC) groups. She has studied inter-group inequalities across human development indicators, focusing on the role of caste and gender-based discrimination in the market and non-market institutions; Mid-Day Meal and Anganwadi programmes; social protection and affirmative action policies; diversity and discrimination within higher educational institutions; and, academic corruption and academic freedom. She has recently completed multi-State studies on *Student Diversity and Inclusion in Higher Education Institutions*

in India and Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges. Dr Sabharwal is also a research member of the multi-country international research project on *Inequalities and Higher Education between Public Policies and Private Sector Development* coordinated by CEPED, Paris Descartes University. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and discrimination, and presented papers at various international conferences. Her recent publications include a joint work titled *India Higher Education Report 2016: Equity* (with N.V. Varghese and C.M. Malish, Sage, 2018); an authored book titled, *Caste, Discrimination and Exclusion in Modern India* (Sage, 2015, with Vani K. Borooah et al.); and, an edited book titled *Bridging the Social Gap: Perspectives on Dalit Empowerment* (Sage, 2014, with Sukhadeo Thorat). Her current research focuses on issues of college readiness, access, student diversity, student success, equity and social inclusion in higher education.



Dr Anupam Pachauri holds a PhD in Education from the Centre for International Education, University of Sussex, the UK, and is a Commonwealth Scholarship awardee. She has wide-ranging professional experience of around 14 years, working in reputed government and non-government institutions in India in the field of teacher education and educational research. She has been an Assistant Professor at the Institute of Advanced Studies in Education (IASE), Department of Education,

University of Delhi, and a Research Associate at the Centre for International Education, University of Sussex, the UK. She is a recipient of a Central European University (CEU) summer school scholarship on Regionalisation, Privatisation and Globalisation in Education based in Budapest, Hungary (2011). She has taught courses on School Organisation, Pedagogy of Biological Sciences and Educational Psychology. She has also facilitated courses on “Teacher Education and Policy,” on policy analysis, and conducted research methodology and literature review for research workshops on qualitative research with several institutions across India. She is a co-editor (with N.V. Varghese) of the *India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education in India*, (Delhi: Sage, 2018). She has published articles in international journals and presented several research papers at international conferences. At CPRHE, Dr Pachauri has been the Research

Coordinator and Principal Investigator of the multi-State, national research project titled “Quality of Higher Education in India: A Study of Quality Assurance at the Institutional Level.” Her upcoming, multi-State, national research project focuses on the “Professionalisation of Higher Education Academics in India.” She was also a member of the evaluation team of the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching in 2017. Her further research interests are: Institutional Research, Programme Evaluation, Models of Public-Private Partnerships in Education: Role of Private and Non-State Actors in Delivering Educational Access and Social Justice; Professionalisation, Mental Health and Hygiene, Education and Professional Training of the Education Sector Workforce; AI, Technologies and Pedagogy in Higher Education, Internationalisation of Higher Education, Sustainable Development and Politics of Knowledge. Dr Pachauri is currently co-editing *India Higher Education Report 2023: Higher Education Research* (with P.K. Misra) to be published by Routledge. Her other co-edited book on *Quality and Excellence in Higher Education* (with N.V. Varghese) is also in the pipeline.



Dr Garima Malik is an Assistant Professor at the Centre for Policy Research in Higher Education (CPRHE/NIEPA), New Delhi. She holds a PhD in Economics from Ohio State University, USA. Before joining NIEPA, she was an Assistant Professor of Economics at the University of Delhi. She was a Fellow at the Indian Council for Research on International Economic Relations and also worked as an economist with Tata Services Limited and PricewaterhouseCoopers. At CPRHE, she coordinated

a major research project on *Governance and Management of Higher Education in India*. She has published in several journals and presented papers at national and international conferences. Her publications include a book *India Higher Education Report 2015* (Routledge, 2016, with N.V. Varghese). She has also co-edited *India Higher Education Report 2019: Governance and Management of Higher Education* (with N.V. Varghese, Sage, 2020). Her current research focusses on governance and management in higher education. She also completed a study as part of a multi-country UNESCO-International Institute for Educational Planning, Paris, project on SDG4: Planning for Flexible Learning Pathways in Higher Education.



Dr Jinusha Panigrahi is an Assistant Professor at the Centre for Policy Research in Higher Education at the National Institute of Educational Planning and Administration, New Delhi. She holds a PhD in Economics of Education from Jawaharlal Nehru University, New Delhi. She is the Co-Chairperson of the Economics and Finance Education – Special Interest Group, Comparative International Education Society, United States (2021-2024). She is the recipient of the prestigious International Visitor Leadership Program (IVLP) award in 2018 nominated by the United States Department of State, Washington D.C., as an ‘International Visitor’ for ‘Furthering United States-India Relationships in Higher Education.’ She has several years of experience in teaching and research. Her research lies in the areas of economics of education, financing of higher education, internationalisation, privatisation and private higher education. She is a co-editor of *India Higher Education Report 2018* on financing of higher education, published by SAGE in 2019 (with N.V. Varghese). Her forthcoming publications include *Financing of Higher Education: Traditional approaches and Innovative Strategies*, Springer Nature, Singapore (with N.V. Varghese) and *India Higher Education Report (IHER) 2021* on Private Higher Education, Routledge Publications (with N.V. Varghese). She has also completed a multi-country International Research Project (ESPI) on “Inequalities and Higher Education between Public Policies and Private Sector Development” in 2020, coordinated by AFD, CEPED, and Paris Descartes University.

CPRHE Staff

Junior Consultants

Ms Chetna Chawla

Ms Aqsa Sabiha

Administrative Staff

Mr Mayank Rajput works as the Computer Operator at the Centre.

Ms Monica Joshi works as the Computer Operator at the Centre.

Mr Sumit Kumar works as the Multi-Tasking Staff at the Centre.

ANNEXURE I

MEMBERS OF EXECUTIVE COMMITTEE OF CPRHE (2020-25)

1. Late Professor M. Anandkrishnan*
Former Chairman
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Karnataka
4. Professor Shyam B. Menon
Professor of Education
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University of Delhi
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Delhi - 110007
5. Professor Padmaja Mishra
Vice Chancellor
Rama Devi Women's University
Bhubaneswar-751022
Odisha
6. Professor (Mrs) Pankaj Mittal
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Near I.T.O.
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**Professor M. Anandkrishnan and Professor I. Ramabrahmam were erstwhile members of the CPRHE Executive Committee. They both passed away during the COVID pandemic. We deeply regret their loss and pray for their families' well-being.*

***Professor Mohd. Muzammil, a member of the CPRHE Executive Committee, passed away following a massive cardiac arrest in February 2023. We deeply regret his sudden demise and pray for his family's well-being.*

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LIST OF RESEARCH REPORTS

1. “Higher Education Success and Social Mobility: A Study of the UGC Coaching Schemes” by Dr C.M. Malish & Dr Nidhi S. Sabharwal, CPRHE Research Report. New Delhi: CPRHE/NIEPA, 2021.
2. “Turning Challenges into Opportunities: Flexible Learning Pathways in Indian Higher Education”, by Dr Garima Malik and Professor Narayanan Annalakshmi, Research Report, CPRHE/NIEPA, IIEP-UNESCO, Paris, 2020.
3. “ESPI India Report: Higher Education in India and Social Inequalities” by Professor Odile Henry, Dr Jinusha Panigrahi, and Dr Nidhi S. Sabharwal, ESPI, Paris, CPRHE/NIEPA, New Delhi, 2020.
4. “Fixation of Fees in Private Deemed-to-be Universities in India” by Dr Jinusha Panigrahi, CPRHE/NIEPA, Research Report submitted to the Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2019.
5. “Financing of Higher Education: Institutional Responses to Decline in Public Funding” by Dr Jinusha Panigrahi, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
6. “Governance and Management of Higher Education in India” by Dr Garima Malik, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
7. “Governance and Management of Higher Education in Uttar Pradesh” by Professor Rakesh Raman, Professor Seema Singh and Dr Sanjeev Kumar New Delhi, CPRHE/NIEPA, 2018.
8. “Governance and Management of Higher Education in Maharashtra” by Professor Sanjeev Sonawane, Dr Vaibhav Jadhav, and Dr Khandave Ekanath, New Delhi, CPRHE/NIEPA, 2018.
9. “Governance and Management of Higher Education in Rajasthan” by Dr Rashmi Jain, Dr Deeptima Shukla, and Dr Nidhi Singh, New Delhi, CPRHE/NIEPA, 2018.

10. "Governance and Management of Higher Education in Tamil Nadu" by Professor Annalakshmi Narayanan, Dr A.R. Bhavana and Dr C. Esther Buvana, New Delhi, CPRHE/NIEPA, 2018.
11. "Teaching and Learning in Indian Higher Education" by Dr Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
12. "Teaching and Learning in Indian Higher Education: Chhattisgarh" by Professor Chandrashekhar Vazalwar, Dr Sudhir Sudam Kaware, Dr Payal Banerjee, New Delhi, CPRHE/NIEPA, 2018.
13. "Teaching and Learning in Indian Higher Education: Gujarat" by Professor Karanam Pushpanadham, Professor S.C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.
14. "Teaching and Learning in Indian Higher Education: Tamil Nadu" by Dr R. Ramesh, Dr M. Vakkil, Dr R. Vinodh Kumar, New Delhi, CPRHE/NIEPA, 2018.
15. "Teaching and Learning in Indian Higher Education: West Bengal" by Professor Nimai C. Maiti, Professor Kutubuddin Halder, Dr Sudeshna Lahiri, New Delhi, CPRHE/NIEPA, 2018.
16. Evaluation Report on National Research Professorship Scheme by N.V. Varghese and Garima Malik, New Delhi, CPRHE/NIEPA, 2017.
17. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme by N.V. Varghese, Anupam Pachauri, and Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2017.
18. "Concentration and Undersupply of Higher and Technical Institutions in India" by N.V. Varghese, J. Panigrahi, A. Rohtagi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2017.
19. "Financing of Public Higher Education Institutions in Punjab: A Study of Flow of Funds and their Utilisation: A Case Study of Punjabi University, Patiala and Desh Bhagat College, Dhuri" by Dr Harvinder Kaur, Dr Neelam Kumari, and Dr Balbir Singh, New Delhi, CPRHE/NIEPA, 2017.
20. "Financing of Public Higher Education Institutions in Telangana: A Study of Flow of Funds and their Utilisation: A Case Study of University of Hyderabad" by Professor K. Laxminarayana, Professor Nagaraju Gundimedda, and Dr K. Ramachandra Rao, New Delhi, CPRHE/NIEPA, 2017.

21. "Financing of Public Higher Education Institutions in Odisha: A Study of Flow of Funds and their Utilisation: A Case Study of Utkal University" by Dr Himanshu Sekhar Rout, Dr Mitali Chinara, and Mr Rajanikanta Tripathy, New Delhi, CPRHE/NIEPA, 2017.
22. "Financing of Public Higher Education Institutions in Uttarakhand: A Study of Flow of Funds and Their Utilisation: A Case Study of Kumaun University" by Professor B.D. Awasthi, Professor N.C. Dhoundiyal, and Dr Mohan Chandra Pande, New Delhi, CPRHE/NIEPA, 2017.
23. "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" by Dr Nidhi S. Sabharwal and Dr C.M. Malish, New Delhi, CPRHE/NIEPA, 2016, Synthesis Report.
24. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Bihar" by Professor Asha Singh, Dr Fazal Ahmad, and Dr Barna Ganguli, New Delhi, CPRHE/ NIEPA, 2016.
25. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi" by Dr C.V. Babu, Dr Satyender Kumar, and Dr Nitin Kumar, New Delhi, CPRHE/NIEPA, 2016.
26. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh" by Professor Nidhi Bala, Dr Shravan Kumar, and Dr Roma Smart Joseph, New Delhi, CPRHE/NIEPA, 2016.
27. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Karnataka" by Dr Sreejith Alathur, Professor A.H. Sequeira, and Dr B.V. Gopalakrishna, New Delhi, CPRHE/NIEPA, 2016.
28. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra" by Dr H.A. Hudda, Dr A.V. Talmale, and Dr A.C. Bankar, New Delhi, CPRHE/NIEPA, 2016.
29. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala" by Professor K.X. Joseph, Dr T.D. Simon, and Dr K. Rajesh, New Delhi, CPRHE/NIEPA, 2016.
30. "Teacher Recruitment in Higher Education in India; the Role of National Eligibility Test" by Dr N.V. Varghese, Dr Garima Malik, and Dr Dharma Rakshit Gautam, Research Report submitted to University Grants Commission (UGC), Government of India, New Delhi, 2015.
31. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level" Synthesis Report of the

research project under the aegis of CORTE-NIEPA, by Dr A. Pachauri (under preparation)

32. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Madhya Pradesh" by Dr K. Agnihotri, Dr M. Varma, and Dr S. Dwivedi, Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.
33. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Karnataka" by Dr N. Betsur, Dr K.B. Praveena, and Dr B.D. Rayan, Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.
34. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Meghalaya" by Dr B. Bazeley, Dr D. Nongkynrih, and Dr I.S. Khyreim, Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.
35. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Rajasthan" by Dr S. Lodha, Dr N. Paliwal, and Dr B. Pokharna, Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.
36. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Telangana" by Dr M. Talla, Dr R. Murthy, and Dr A. Pariti, Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.

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ANNEXURE VII

INTERNATIONAL SEMINAR ON DIVERSITY AND INCLUSION IN HIGHER EDUCATION

(16-17 February 2023)
India Habitat Centre, New Delhi

DETAILED PROGRAMME

Day 1: Thursday, 16 February (Venue: Jacaranda Hall)	
9:00	Registration
9:30 - 10:45	<p>Inaugural Session</p> <p>Chairperson: Professor Sudhanshu Bhushan, Vice Chancellor I/c, Professor and Head, HEPD, National Institute of Educational Planning and Administration, India</p> <p>Welcome Address: Professor Pradeep Kumar Misra, Director, CPRHE, NIEPA</p> <p>Opening Remarks: Mr Michael Houlgate, Deputy Director, British Council, India</p> <p>Keynote Address: Professor Graeme Atherton, Director, National Education Opportunities Network, United Kingdom</p> <p>Release of CPRHE/NIEPA Publications</p> <p>India Higher Education Report 2021, Routledge</p> <p>Programme Highlights: Dr Nidhi S. Sabharwal, Associate Professor, Centre for Policy Research in Higher Education, NIEPA, India</p> <p>Vote of Thanks: Dr Sandeep Chatterjee, Registrar, National Institute of Educational Planning and Administration, India</p> <p>Rapporteur: Dr Garima Malik, CPRHE/NIEPA, India</p>
10:45 - 11:15	Coffee and Networking (Venue: Pre-function Area)

11:15 - 13:00	<p>Plenary Session 1: State, Market, and Equity in Higher Education</p> <p>Chairperson: Amitabh Kundu, Distinguished Fellow, Research and Information System for Developing Countries, India</p>
11:15 - 11:30	<p>Keynote Address: N.V. Varghese, Former Vice Chancellor, NIEPA, India</p>
11:30 - 12:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Brigid Freeman, Australia India Institute, University of Melbourne and Matt Brett, Deakin University, Australia 2. Suma Scaria, Central University of Karnataka, India 3. Protiva Kundu, Centre for Budget and Governance Accountability, India 4. Manika Bora, O.P. Jindal Global University, India
12:30 - 13:00	<p>Discussant: Mohammad Muzammil, Former Vice Chancellor, Dr. B. R. Ambedkar University, India</p> <p>Open for Discussion</p> <p>Rapporteur: Sangeeta Angom, Department of Higher & Professional Education, NIEPA, India</p>
13:00 - 14:00	<p>Lunch (Venue: Pre-function Area)</p>
14:00 - 15:45	<p>Plenary Session 2: Higher Education Access, Diversity, and Social Inclusion</p> <p>Chairperson: Pankaj Mittal, Secretary General, Association of Indian Universities, India</p>
14:00 - 14:15	<p>Keynote Address: Odile Henry, Director, Centre de Sciences Humaines (CSH), India</p>
14:15 - 15:15	<p>Speakers</p> <ol style="list-style-type: none"> 1. Jakob Williams Ørberg, Novo Nordisk Foundation, India 2. Surajit Deb, Aryabhata College, India 3. Ankit Kawade, Jawaharlal Nehru University, India 4. Nidhi S. Sabharwal, Centre for Policy Research in Higher Education, NIEPA, India
15:15 - 15:45	<p>Discussant: Sachidanand Sinha, Professor, Jawaharlal Nehru University, India</p> <p>Open for Discussion</p> <p>Rapporteur: Eldho Mathews, Unit for International Cooperation, NIEPA, India</p>
15:45 - 16:00	<p>Coffee and Networking (Venue: Pre-function Area)</p>

16:00	Heading to British Council for the Session on Gender Equality in Higher Education and Reception Dinner (Venue: British Council India, 17 Kasturba Gandhi Marg, New Delhi - 110001)
Day 2: Friday, 17 February (Venue: Jacaranda Hall)	
9:30 - 11:00	Plenary Session 3: Equity and Excellence in Higher Education Chairperson: Anita Rastogi, Professor, Department of Educational Studies, Jamia Millia Islamia, India
9:30 - 9:45	Keynote Address: Meenakshi Gopinath, Director, Women in Security Conflict Management and Peace, India
9:45 - 10:30	Speakers 1. Muhammad Muftahu, Universiti Sains Malaysia, Malaysia 2. N. Sukumar, Delhi University & Vidyasagar Sharma, University of Delhi, India 3. Ramdas Rupavath, University of Hyderabad, India 4. Dilip Vasant Rao Chavan, Swami Ramanand Teerth Marathwada University, India
10:30 - 11:00	Discussant: Mousumi Mukherjee, Associate Professor and Deputy Director, IIHed, O.P. Jindal Global University, India Open for Discussion Rapporteur: Binay Prasad, Unit for International Cooperation, NIEPA, India
11:00 - 11:15	Coffee and Networking (Venue: Pre-function Area)
11:15 - 13:00	Plenary Session 4: Higher Education and Equitable Employment Outcomes Chairperson: Sudhanshu Bhushan, Vice Chancellor I/c, Professor and Head, HEPD, National Institute of Educational Planning and Administration, India
11:15 - 11:30	Keynote Address: Sukhadeo Thorat, Professor Emeritus, Jawaharlal Nehru University, India

11:30 - 12:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Miguel Antonio Lim, The University of Manchester, United Kingdom, Icy Fresno Anabo, Deusto University, Anh Ngoc Quynh Phan, University of Auckland, Mark Andrew Elepaño, Far Eastern University, Gunjana Kuntamarat, Deusto University 2. G.D. Sharma, Society for Education and Economic Development (SEED), India 3. Nivedita Sarkar, Dr B.R. Ambedkar University, India and Anuneeta Mitra, USA 4. Khalid Khan, Indian Institute of Dalit Studies, India
12:30 - 13:00	<p>Discussant: Neetha N., Professor, Centre for Women’s Development Studies, India</p> <p>Open for Discussion</p> <p>Rapporteur: Jinusha Panigrahi, CPRHE/NIEPA, India</p>
13:00 - 14:00	<p>Lunch</p>
14:00 - 15:30	<p>Plenary Session 5: Institutional Leadership, Equity Policies, and Institutional Practices to Support Student Success</p> <p>Chairperson: Kumar Suresh, Professor, National Institute of Educational Planning and Administration, India</p>
14:00 - 14:15	<p>Keynote Address: Satish Deshpande, Professor, Delhi University, India</p>
14:15 - 15:00	<p>Speakers</p> <ol style="list-style-type: none"> 1. Sanghamitra Acharya, Jawaharlal Nehru University, India 2. Smriti Singh, Indian Institute of Technology Patna, India 3. Rabi Narayan Kar and Kusha Tiwari, Shyam Lal College, India 4. Kamal Raj Devkota, Tribhuvan University, Nepal 5. Akha Kaihrii Mao, Dr. B. R. Ambedkar University, India
15:00 - 15:30	<p>Discussant: M.H. Qureshi, Former Professor, Jawaharlal Nehru University, India</p> <p>Open for Discussion</p> <p>Rapporteur: Santwana G. Mishra, Department of Educational Planning, NIEPA, India</p>
15:30 - 15:45	<p>Coffee and Networking (Venue: Pre-function Area)</p>

15:45 - 17:30	<p>Open Panel and Valedictory Session: Future Perspective on Strategies for Equity in Higher Education</p> <p>Chairperson: N.V. Varghese, Former Vice Chancellor, NIEPA, India</p>
15:45 - 16:45	<p>Panelists</p> <ol style="list-style-type: none"> 1. K. Ramachandran, Senior Advisor, UIC, NIEPA, India 2. Geetha Venkataraman, Professor, Ambedkar University Delhi, India 3. Jose-Luis ALVAREZ-GALVAN, Programme Specialist-Head of Policy and Advocacy, UNESCO MGIEP, India 4. Graeme Atherton, Director, National Education Opportunities Network, United Kingdom
16:45 - 17:15	<p>Open for Discussion</p> <p>Concluding Remarks: Sudhanshu Bhushan, Vice Chancellor I/c, Professor and Head, HEPD, National Institute of Educational Planning and Administration, India</p>
17:15 - 17:30	<p>Vote of Thanks: Nidhi S. Sabharwal, Associate Professor, CPRHE/NIEPA, India</p> <p>Rapporteur: Anupam Pachauri, CPRHE/NIEPA, India</p>
Departure	

ANNEXURE VIII

FACULTY AND ADMINISTRATIVE STAFF

Vice-Chancellor

Professor Sudhanshu Bhushan

Department of Educational Planning

Professor K. Biswal, *Professor and Head*

Professor P. Geetha Rani, *Professor*

(*on deputation*)

Dr Santwana G. Mishra, *Associate Professor*

Dr N. K. Mohanty, *Assistant Professor*

Dr Suman Negi, *Assistant Professor*

Department of Educational Administration

Professor Kumar Suresh, *Professor and Head*

Professor Vineeta Sirohi, *Professor*

Dr Anshu Srivastava, *Associate Professor*

Dr V. Sucharita, *Assistant Professor*

Department of Educational Finance

Professor Mona Khare, *Professor and Head*

Dr Vetukuri P.S. Raju, *Assistant Professor*

Department of Educational Policy

Professor Avinash K. Singh, *Professor and Head*

Professor Veera Gupta, *Professor*

Professor Manisha Priyam, *Professor*

Dr S. K. Mallik, *Assistant Professor*

Department of School & Non-Formal Education

Professor Pranati Panda, *Professor and Head*

Professor Madhumita Bandyopadhyay, *Professor*

Professor Sunita Chugh, *Professor*

Dr Amit Gautam, *Associate Professor*

Shri A.N. Reddy, *Assistant Professor*

Dr Kashyapi Awasthi, *Assistant Professor*

Department of Higher & Professional Education

Professor Sudhanshu Bhushan, *Professor and Head*

Professor Aarti Srivastava, *Professor*

Professor Neeru Snehi, *Professor*

Dr Sangeeta Angom, *Associate Professor*

Department of Educational Management Information System

Department of Training and Professional Development in Education

Professor B. K. Panda, *Professor and Head*

Dr Mona Sedwal, *Assistant Professor*

National Centre for School Leadership

Professor Avinash K. Singh, *Professor and Head*

Professor Sunita Chugh, *Professor*

Dr Kashyapi Awasthi, *Assistant Professor*

Dr Subitha G.V., *Assistant Professor*

Dr Charu Smita Malik, *Assistant Professor*

Dr Shadma Absar, *Assistant Professor*

Dr Puja Singhal, *Assistant Professor*

Centre for Policy Research in Higher Education

Professor Pradeep Kumar Misra, *Professor and Director*

Dr Nidhi Sadana Sabharwal, *Associate Professor*

Dr Anupam Pachauri, *Assistant Professor*

Dr Garima Malik, *Assistant Professor*

Dr Jinusha Panigrahi, *Assistant Professor*

Unit for International Cooperation (UIC)

Professor K. Ramachandran, *Senior Advisor*
 Dr Tshering Chonzom Bhutia, *Advisor*
 Shri Alok Ranjan, *Deputy Advisor*
 Shri Eldho Mathews, *Deputy Advisor*
 Dr Binay Prasad, *Deputy Advisor*

School Standard and Evaluation Unit

Professor Pranati Panda, *Professor and Head*
 Professor Rasmita Das Swain, *Professor*
 Shri A.N. Reddy, *Assistant Professor*

Project Management Unit

Professor K. Srinivas, *Professor and Head,*
PMU & ICT

Digital Archives of Education Documents

Professor A. Mathew, *Professor and*
In-Charge

Registrar

Dr. Sandeep Chatterjee, *Registrar*

Finance & Accounts

Mr Nishant Sinha, *Finance Officer*
 Mr Kamal Kumar Gupta, *(I/c - Finance &*
Accounts)

General and Personnel Administration

Dr D.S. Thakur, *Administration Officer (I/c)*
 Shri Chander Prakash, *Section Officer (GA)*
 Mrs Suchitra Bhatnagar, *(I/c - Personnel Admn.)*

Academic Administration

Shri Bharat Bhushan Jain, *(I/c - Academic Admn.)*

Computer Centre

Professor K. Srinivas, *Head*
 Shri Chandra Kumar M J, *Systems Analyst*

Training Cell

Mrs Sonam Anand Sagar, *(I/c - Training Cell)*

Publication Unit

Shri Amit Singhal, *Deputy Publication Officer*

Hindi Cell

Dr Ravi Prakash Singh, *Hindi Editor*
 Shri Manoj Gaur, *Junior Translation Officer*

Student Cell

Dr D.S. Thakur, *Administration Officer*
 Shri Sonam Anand Sagar, *(I/c - Student Cell)*

Library and Documentation Centre

Mrs Puja Singh, *Librarian*
 Dr D.S. Thakur, *Documentation Officer*
 Mrs Sulbha Sharma, *Professional Assistant*



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