

cpnhe report

2016-17



Centre for Policy Research in Higher Education
National University of Educational Planning and Administration

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



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INTRODUCTION

Higher education is going through rapid expansion and diversification in India. With a Gross Enrolment Ratio (GER) of 24.5 and new providers and new modes of delivery, the higher education landscape is undergoing unprecedented changes. We are witnessing a rapid growth of private providers with far-reaching implications for the way institutions are regulated. There is also a social churning process due to the diversified groups which are entering higher education. This has major consequences for higher education mobility and student success.

India is emerging as a knowledge hub, and increasingly we are witnessing the internationalisation of higher education with more foreign universities opening branch campuses. The advent of digital technologies is also impacting the teaching-learning processes. In this scenario, Indian higher education institutions have to improve quality and compete with the best and brightest in the world. There is a need to ensure our higher education institutions reach higher positions in the world rankings i.e. we need world class universities. The challenges are even more pronounced due to the drying up of public sources of funding and institutions being increasingly dependent on innovative methods of financing and self-financing courses.

However, the very character of higher education as a public good necessitates an active role of the state in providing higher education. Also, there is a need for good governance and management practices which promote educational quality. While traditions of governance vary from country to country and by type of institution, there are a set of basic principles that promote good governance across a wide variety of situations. Good governance is not a panacea but it will surely start the process of achieving sustainable development.

We also need to look far into the future of higher education in India and then work towards realising what it will take to reach the stage of universalisation already achieved by developed countries. We need to build on our strengths of a large demographic dividend and recognise that, in fact, we have a lot to celebrate in terms of successes since Independence. However, there is scope for introspection as well about what more can be done in terms of improving our standards and ensuring the employability of our graduates.

The major challenge ahead is to guide higher education institutions in this rapidly changing scenario and provide policy inputs. CPRHE is uniquely positioned to make far-reaching changes in higher education policy making through evidence-based research inputs. The Centre is already examining issues of diversity, governance, quality, teaching-learning, financing and employability and, in the future, will delve into critical new areas of research like college readiness, language and inequality, new managerialism, ICT in teaching-learning and financing of technical and professional education and professionalisation of academics in higher education. The Centre continues to expand its network with different universities and colleges through dissemination of its research findings. This also includes engagement with the States through the State Higher Education Councils and Higher Education Departments. With the preparation of Policy Briefs and organisation of Policy Consultations during the Operational Plan period (2017-20), the Centre is expected to expand the networking activities among the higher education practitioners and policy-makers in India.

CPRHE'S thematic research agenda addresses different issues and concerns of higher education in India. Important recommendations arising out of deliberations in the seminars and publications of the Centre will lead to new directions in higher education in the country.

1

ORGANISATIONAL STRUCTURE OF THE CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

The CPRHE is established in NUEPA as a specialised Centre in the area of higher education policy and planning. The Centre is funded by the University Grants Commission (UGC). The Centre enjoys autonomy to develop and implement its own research agenda and other programmes; and mobilise resources. The activities of the Centre are 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 NUEPA for final approval. The Vice-Chancellor (VC), NUEPA acts as Chairperson, and the Director of the Centre as Vice-Chairperson of the EC. The EC consists of academia and senior-level policy-makers with representation from UGC, Department of Higher Education, MHRD and NITI Aayog (A list of EC members is given in Annexure I).

The Centre became fully functional when the first group of faculty members joined the Centre and was formally inaugurated by the then Vice-Chancellor of NUEPA, Professor R. Govinda on 23 July 2014. The Centre promotes inter-disciplinary research which is reflected in the recruitment of its faculty. The academic staff of the Centre consists of 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 aligned to education. In addition, the Centre has support staff to help research, data entry and analysis and administration. The Centre is located in the guest house of the NUEPA, New Delhi. The Centre has launched several research studies since 2015 onwards which are progressing well.

This report covers the activities of the Centre for the period between April 2016 and March 2017.

2

THE MISSION AND CORE FUNCTIONS OF THE CENTRE

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 will focus its efforts on the current national priorities in the four inter-related areas: expanding and improving the provision of higher education; ensuring equity and inclusion; improving the quality and relevance; and improving governance and management. It will foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards on one hand, and to remain locally engaged, on the other.

Main Tasks

The main tasks of the Centre will include the following:

- 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, and as a think tank on higher education engaged in promoting scholarly policy discourse on different aspects of higher education development and management in India;
- Undertake and sponsor policy research and analysis for generating and expanding the knowledge base required to inform and support decisions concerning higher education reforms;
- Assess/analyse trends in higher education development, both at the state and national levels, and disseminating them through publications and national/regional conferences and consultation meetings;
- Strengthen institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- Provide technical assistance to central/state governments and UGC to help them evolve policies, plans and programmes in higher education;

- Facilitate sharing and transfer of knowledge based on empirical research, to centre and state governments through meetings, seminars, conferences to facilitate 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;
- Networking with educational researchers and practitioners, universities, bodies like the Association of Indian Universities, and research institutions in higher education and social sciences in India and abroad, international institutions and organisations, in order to facilitate improved cooperation between all partners involved in higher education development and management, and exchange of experiences and know-how for addressing key education sector- related challenges and improving policy analysis and research in higher education;
- Advocacy for promoting the adoption of effective higher education policies/practices and the formulation of effective programmatic interventions for achieving the higher education development goals and targets set by each of the states/ universities.

3

THE CPRHE PROGRAMME FRAMEWORK

The Centre developed a document which contained the perspective plan, a programme framework and the activities to be undertaken by the Centre and budgetary requirements for the twelfth plan period. This document was shared among the UGC; Department of Higher Education, MHRD; and Planning Commission (now NITI Aayog) and was presented to the Executive Committee of the CPRHE.

The perspective plan and programme framework of the Centre is comprehensive and flexible to address the diversity across the country. The research programmes plan to cover all aspects of higher education development over a period of time. It is expected that the Centre’s programmes would provide a common platform for discussion on crucial issues pertaining to higher education reforms among policy-makers and researchers at the national and state levels. The Centre’s programmes are also aimed at developing capacity for policy analysis and research in universities and state level research institutions.

To start with, the Centre organised a meeting of the representatives from UGC, MHRD and Planning Commission to present the perspective plan of the Centre focussing on the research priorities and activities. This was followed by a detailed discussion and approval of the perspective plan, programme framework, activities and their budgetary implications in the Executive Committee.

A meeting with the representatives from UGC, MHRD and Planning Commission to discuss the research priorities and activities of the CPRHE was held on 4 February 2014.

A meeting of the Executive Committee was organised on 26 February 2014 to discuss the Perspective Plan and Programme Framework of the CPRHE.

The Perspective Plan and Programme Framework and the priority areas of research were further submitted and approved in the Academic Council (AC) and BoM of NUEPA.

Based on these discussions, the Centre planned to organise the following activities on a regular basis every year. These are : i) Carrying out research in the priority areas indentified in the Programme Framework; ii) Organisation of policy

dialogues based on the research findings; iii) Bringing out a publication entitled India Higher Education Report (IHER); iv) Engagement with the state level policy-makers 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) Bring out research publications.

Since the perspective plan was ending in March 2017, the CPRHE prepared another document on Programme Framework and Operational Plan 2017-18 to 2019-20 which was submitted to the UGC and MHRD in January 2017. The operational plan indicated the thrust areas of CPRHE activities, new areas of research and annual budgetary requirements to implement the activities. The activities such as IHER, Research Paper Series, International Seminars, etc. to be continued and will become regular activities of the Centre. The new activities to be initiated by the Centre will consist of preparation of policy briefs, organisation of policy consultation meetings, research in the new domains, etc. The most important and significant policy support work that the Centre aims to initiate will be on qualification framework. The CPRHE has been assigned by the UGC, the task to develop a National Higher Education Qualification Framework (NHEQF). Future activities of the CPRHE are the following: (i) Setting Standards in Higher Education: National Higher Education Qualification Framework (NHEQF); (ii) Knowledge Generation through Policy-Oriented Research and Analysis; (iii) Capacity Development; (iv) Analysis of Trends in Higher Education Development; (v) Sharing and Dissemination of Knowledge; (vi) Policy Dialogues/Consultations; (vii) Advocacy for Education Reform and Policy Formulation; (viii) Technical Support; and (ix) Networking with Educational Researchers and Practitioners.

4

CPRHE ACTIVITIES

CPRHE/NUEPA has initiated a publication on Indian higher education entitled 'India Higher Education Report' (IHER). The IHER focuses on the current issues and challenges facing the higher education sector in India. IHER is an annual publication and serves as a good reference document for researchers and policy-makers in India.

The first issue of the IHER report (IHER 2015) is comprehensive and contains articles on major issues and challenges facing higher education in the country. The IHER 2015, published by Routledge (Taylor and Francis group), was released in 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.

The second India Higher Education Report 2016 (IHER 2016) focuses on equity in higher education. The Centre developed a concept note for the IHER 2016, identified the prospective authors of different chapters and requested them to send the abstracts of the chapters. The first Peer Review Meeting to discuss the framework and individual chapters based on the abstract was organised on 30 April 2015. The authors developed their chapters, and a second Peer Review Meeting of the authors of the IHER 2016 was held on 14 August 2015. The CPRHE prepared extensive review comments and shared among the authors for revision of their papers. The final versions of the chapters were received from December 2015 onwards. The IHER 2016 is in the process for publication by the Sage. (Authors' List of IHER 2016 is given in Annexure III).

4.1 India Higher Education Report (IHER) 2017

The third India Higher Education Report 2017 (IHER 2017) focuses on 'Quality and Teaching-Learning'. The Centre developed a concept note for the IHER 2017, identified the prospective authors of different chapters and requested them to send the abstracts of the chapters. The first Peer Review Meeting to discuss the framework and individual chapters based on the abstract was organised on 23 June 2016. The authors developed their chapters, and a second Peer Review Meeting of the authors of the IHER 2017 was on 27 September 2016. The CPRHE prepared extensive review comments and shared among the authors for revision of their papers. The final versions of the manuscripts are being received from the authors. The Centre is in the process of finalising the manuscript for publication by Sage. (Authors' List of IHER 2017 is given in Annexure III).



First Peer Review Meeting of the 'India Higher Education Report 2017'

4.2 CPRHE Research Papers Series

The CPRHE has brought out a regular publication series entitled “CPRHE Research Papers”. The purpose of this series is to disseminate the research carried out in the Centre and to continue a dialogue with researchers and policy-makers. These papers are written by the CPRHE faculty members or research teams or prepared by others on request by the CPRHE. Prof. N.V. Varghese and Dr. C.M. Malish are the editors of the series. First six papers in the series have already been published, while the seventh, eighth and ninth are in the pipeline and will be out soon. The list of research papers is as follows:

- i) Research Paper 1: N.V. Varghese (2015). Challenges of Massification of Higher Education in India.
- ii) Research Paper 2: A. Mathew (2016). Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education.
- iii) Research Paper 3: Nidhi S. Sabharwal and C.M. Malish (2016). Student Diversity and Civic Learning in Higher Education in India.
- iv) Research Paper 4: William G. Tierney and Nidhi S. Sabharwal (2016). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions.
- v) Research Paper 5: Garima Malik (2017). Governance and Management of Higher Education Institutions in India
- vi) Research Paper 6: Jinusha Panigrahi (2017). Resource Allocation and Innovative Methods of Financing Higher Education in India
- vii) Research Paper 7: Vani K. Borooah and Nidhi Sadana Sabharwal (Forthcoming). English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities
- viii) Research Paper 8: N.V. Varghese, Garima Malik and Dharma Rakshit Gautam (Forthcoming). Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results
- ix) Research Paper 9: Sayantan Mandal (Forthcoming). Teaching and Learning in Higher Education.

4.3 International Seminar on ‘Innovations in Financing of Higher Education’

The higher education sector has traditionally been predominantly a public-funded sector. The growing demand for higher education and the limited fiscal capacity of the state to meet the social demand compelled many countries to explore alternative sources of financing higher education. The governments in many countries adopted measures to better targeting and effective utilisation of public resources, privatisation measures and cost-sharing and cost-recovery measures and promotion of private sector in higher education. The Centre initiated an empirical study on financing of public higher education institutions in India.

The seminar, jointly organised by CPRHE/NUEPA and British Council India, was held on 16-17 February 2017. The seminar was an effort to bring together researchers and policy-makers from different countries engaged in evolving alternative modes of financing of higher education to share and learn from their varied experiences.



Inaugural Session of the International Seminar - Professor Bruce Chapman of the Australian National University is delivering the inaugural address. Sitting on the dais (from left) : Professor N.V. Varghese, Director, CPRHE/NUEPA; Mr. Richard Everitt, Director, Education & Society, British Council India; Professor J.B.G. Tilak, Vice-Chancellor, NUEPA; Dr. Jinusha Panigrahi, Faculty CPRHE/NUEPA; and Dr. Sangeeta Angom, Faculty CPRHE/NUEPA.

Objectives

The major objectives of the seminar were:

- To discuss the changing role of the state and market in financing higher education in different countries.
- To discuss experience of different countries in adopting innovative measures in mobilisation of additional resources to finance higher education.
- To learn from the best practices to explore possibilities of mobilising non-state resources for higher education.

The International Seminar brought together key experts, policy-makers and policy-analysts from across the world. Around 120 delegates from different countries and India participated in the seminar. The participants were a mix of academics, researchers, administrators and policy-makers of higher education institutions. A report of the seminar, based on the sessions and respective themes, is in the drafting process. An edited volume, based on the papers in different themes of the seminar, would also be brought out this year. (The detailed programme is given in Annexure V)



Participants at the International Seminar on 'Innovations in Financing of Higher Education'

The CPRHE/NUEPA and the British Council of India jointly organised an International Seminar on 'Teaching Learning and New Technologies in Higher Education' on 25-26 February 2016. About 170 participants from 13 countries participated in the seminar. The seminar was inaugurated by Professor Ved Prakash, Chairman, UGC. A Report of the seminar was published in November 2016. (Title: Teaching-Learning and New Technologies in Higher Education, N.V. Varghese & Sayantan Mandal, NUEPA, New Delhi 2016)

4.4 National Seminar on 'Student Diversity and Discrimination in Higher Education in India'

The higher education sector in India has experienced an unprecedented expansion in the recent decades. With 34.6 million enrolments and Gross Enrolment Ratio (GER) of 24.5%, India is the second largest academic system in the world and is in its early stage of massification. The expansion of the sector is a result of increasing social demand and expanding supply conditions. The expansion has been accompanied by diversification of the sector in terms of types of institutions, sources of financing, nature of programmes of study offered and social composition of students' background. Among many characteristics of a massified system, growing student diversity is one of the defining characteristics of this system. Empirical evidence from the recently completed CPRHE/NUEPA-ICSSR study in higher education institutions in six states (Uttar Pradesh, Bihar, Kerala, Maharashtra, Karnataka and Delhi) points towards peer group formation based on social identities, division in student-faculty academic relations, prejudices and stereotypes on class, caste, ethnic, regional, religious lines. Exclusionary behaviours also bring discrimination, harassment, segregation and physical violence for women and students from the disadvantaged groups like the scheduled castes and scheduled tribes.

CPRHE hosted a National Seminar on 'Student Diversity and Discrimination in Higher Education in India' on 27-28 February 2017. The seminar brought together academics, educationists and policy-makers across India to delve deeper into

student diversity, equity and inclusion in higher education in India. (The detailed programme is given in Annexure VI)

The major objectives of the national seminar were:

- to discuss theoretical aspects of equity, diversity and discrimination in HEI in India in the context of massification;
- to discuss forms of discrimination experienced by socially disadvantaged social groups as revealed by CPRHE and other studies;
- to discuss institutional strategies and practices on achieving equity and non-discriminatory access/discrimination-free campuses in India; and
- to explore pathways for channeling student diversity for advancing civic learning in higher education.

About 80 participants from across India participated in the national seminar. CPRHE plans to bring out a publication based on the papers presented in the seminar.



Inaugural Session of the National Seminar - Sitting on the dais (from left): Professor N.V. Varghese, Director, CPRHE/NUEPA; Professor J.B.G. Tilak, Vice-Chancellor, NUEPA; Professor Michael Tharakan, Former Vice-Chancellor, Kannur University, Kerala



National Seminar session in progress - Sitting on the dais (from left): Dr. Malish C.M. Faculty CPRHE/NUEPA; Professor Geetha Nambissan, JNU; and Dr. Nidhi Sabharwal, Faculty CPRHE/NUEPA.

5

EXECUTIVE COMMITTEE MEETING

The fourth meeting of the Executive Committee (EC) of the CPRHE was held on 28 March, 2017 at NUEPA. Eight members of the EC participated in the meeting. (A list of EC members is given in Annexure I).

The meeting was chaired by Professor J.B.G. Tilak, Vice-Chancellor of NUEPA. He welcomed everyone to the meeting and pointed to the important role played by the EC in shaping the agenda for future activities of the CPRHE. He expressed his happiness with the progress in the implementation of CPRHE activities and the outputs produced by the Centre.

Professor N.V. Varghese, Director of the CPRHE, made detailed presentations on the activities of the CPRHE. The presentation was divided into three parts: i) Programme Framework and Operational Plan 2017-20; ii) CPRHE activities for the year 2016-17; and iii) CPRHE activities and budgets proposed for the year 2017-18.



CPRHE Executive Committee Meeting in progress

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 (Annexure II). Separate Expert Committees for each of the project were constituted to review the proposal and to guide and advise the project implementation. The Centre organised the following expert committee meetings during the year 2016-17. All the meetings were chaired by the Director, CPRHE.

- i) The second Expert Committee meeting of the research project on the 'Financing of Public Higher Education Institutions in India,' was held on 6 April 2016 at CPRHE/NUEPA New Delhi. The members of the Expert Committee are Professor M.M. Ansari, Professor Jayati Ghosh, Professor P.R. Panchamukhi, Dr. P. Geetha Rani, Professor Tridip Ray, Professor B. Shiva Reddy, and Professor Jandhyala B.G. Tilak. The meeting started with the outline of the progress made in the research project immediately after completion of the field visits of the case study institutions. There were suggestions by the experts regarding the data analysis and report writing.



Expert Committee Meeting of the Research Project on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and Their Utilisation"

- ii) The second Expert Committee meeting of the research project on 'Governance and Management of Higher Education in India' was held on 8 April 2016 at NUEPA, New Delhi. The meeting started with highlighting the progress made in the research project, including preliminary insights from the completion of the field visits of the case study institutions. There were suggestions by the experts regarding the data analysis and report writing. The members of the Expert Committee are Professor Pankaj Chandra, Shri J. Veeraghavan, Professor Kuldeep Mathur, Professor Supriya Chaudhuri and Professor Sudhanshu Bhushan.



Expert Committee Meeting of the Project on “Governance and Management of Higher Education in India”

- iii) The first Research Advisory Committee meeting of the project on “Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges” was held on 4 October 2016 at CPRHE/NUEPA, New Delhi. There was a discussion by the experts on the proposal, methodology and institutions selected for case studies. Based on the recommendations of the committee, 16 institutions were finalised for case studies which included 7 colleges, 6 state universities and 3 central universities. The members of the Research Advisory Committee are: Professor W.N. Gade, Professor Ravinder Kaur, Professor Geetha Nambissan, Professor D.D. Nampoothiri, Professor Azra Razzak, Professor A.K. Sharma, Shri R. Subramanyam, Professor Kumar Suresh and Professor Virginius Xaxa.



Research Advisory Committee Meeting of the Research Project on ‘Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges’

- iv) The third Research Advisory Committee meeting of the research project on ‘Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions,’ was held on 18 October 2016 at CPRHE/NUEPA, New Delhi. The members of the expert Committee are: Professor Sudhanshu Bhushan, Professor Kuldeep Kaur,

Professor Furqan Qamar, Professor Ghanshyam Shah, Professor Meenakshi Thapan, Professor Michael Tharakan, and Professor Sukhdeo Thorat. The main purpose was to discuss draft synthesis report of the study prepared by the Centre. The Committee agreed to the follow up activities presented by the CPRHE team: organisation of a national seminar; preparation of policy briefs and organisation of policy dialogues; publications of research reports both individual state research report and the synthesis report; preparation of CPRHE Research Paper based on the research findings and modules to sensitise HE administrators.



Research Advisory Committee Meeting of the Research Project on 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions'

- v) The first Expert Committee meeting of the research project on 'Employment and Employability of Higher Education Graduates' was held on 26 October, 2016. The research proposal for the study was sent to the experts and presented in the expert committee meeting. The members of the Expert Committee are: Professor T.S. Papola, Professor R.S. Deshpande, Professor K. Chaubey, Professor Archana Shukla, Shri Pawan Kumar Agarwal, Mr. Dilip Chenoy and Professor S. Padmini Swaminathan.
- vi) The first Expert Committee meeting of the research project on 'Modules on Student Diversity, Discrimination and Civic Learning' was held on 17 January, 2017. The Expert Group was constituted with academics and representative from ICSSR, MHRD and NITI Aayog. Each module was presented before the committee. Based on the suggestions and recommendations, overall approach and structure of the modules were finalised. The members of the Expert Committee are: Professor Siba Prasad Adhikary, Dr. Inderjit Singh Bakshi, Professor Sudhanshu Bhushan, Professor Meenakshi Gopinath, Professor Mehtab Manzar, Dr. Parimala Rao, Professor P. Sivanandan and Professor Meenakshi Thapan.

7

RESEARCH PROJECTS LAUNCHED
BY CPRHE/NUEPA

CPRHE has currently ongoing and completed research projects. Summaries of the research projects are as follows:

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

Given the diversification of higher education system and consequent diversity in student population, this research project aims to explore diversity and discrimination in higher education campuses in India. As a result of higher education expansion and enhanced aspirational levels of families cutting across the class and caste boundaries, a large number of non-traditional social groups enters into college campuses and campuses are now occupied by students belonging to various social, economic, linguistic, gender, regional and physical ability backgrounds. Although it appears to be a positive development towards equity in higher education, existing research raised concerns that social divisions and its associated practices, prejudices and values are getting reproduced in higher education campuses.

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

Study was implemented in 12 HEIs located in six states i.e. Bihar, Delhi, Karnataka, Kerala Maharashtra and Uttar Pradesh. The case study institutions are: Patna University, Patna, and Patna College (affiliated to Patna University); Zakir Husain College, New Delhi (affiliated to Delhi University); National Institute of Technology, Surathkal, Karnataka; Dr. John Matthai Centre (University of Calicut), Sree Kerala Varma College, Thrissur and Sri C Achutha Menon Government College, Thrissur (affiliated to University of Calicut); RTM Nagpur University, Nagpur, V.N. Government Institute of Arts and Social Sciences, Nagpur and Government Institute of Science, Nagpur (affiliated to RTM Nagpur University); University of Lucknow, Uttar Pradesh, Sri Jai Narain Post Graduate College, Lucknow (affiliated to University of Lucknow). Project was launched in February 2015 by organising a research methodology workshop for research team members from six states.

Study adapted combination of quantitative and qualitative methodology for collection and analysis of information. It involves questionnaire survey among the

students (3200), interview with faculty members, institutional leaders, faculty in-charge of various cells/committees and focus group discussions with students belong to various socio-religious groups and gender. Coordinators visited all the case study institutions to monitor the progress of the data collection and participated in field work activities such as focus group discussions with students and interview with faculty members, faculty in-charge of cells/committees and institutional leaders. A second Research Advisory Committee (RAC) was organised on 18 September 2015 to seek advice from members of RAC on analysis framework to be used for the study. Based on the suggestions from RAC, analysis framework and chapter schemes for the reports from the states have been finalised.

The second research methodology workshop focusing on analysis framework was organised on 23-24 September 2015. Fifteen research team members attended the workshop. Draft chapter schemes have been presented, and based on inputs from each state team, these were finalised. At the second research methodology, hands-on expertise on analysing both quantitative and qualitative data, strategies for integrating various data sources such as primary and secondary, student survey and focus group discussion, and, interpreting, analysis and writing reports were discussed. Draft chapters prepared by the research team members after the second research methodology workshop, were thoroughly reviewed, and detailed feedbacks were sent back to respective teams. It helped them to revise their drafts. It also ensured comparability across the reports and quality. The full reports were submitted and the third research methodology workshop was held on 7-8 June, 2016.

The third research methodology workshop for the research project was organised with the objective to discuss and review the draft research reports and discuss the synthesis report. The synthesis report prepared in the Centre included collation and analysis of data from the student survey and thematic analysis of interview transcripts and focus group discussions. The third research methodology workshop meeting was attended by the members of the research teams from 12 higher education institutions listed above. The workshop was organised as a peer-review meeting. One of the members from another research team was the discussant for the draft research report which was followed by a discussion by all the members of the research teams present at the workshop.

The drafts of the research reports were prepared in advance under guidance and in collaboration with research team at CPRHE. The workshop was organised in a way that the research teams got sufficient time to make full presentation followed by a discussion. Following general guidelines were followed while commenting on drafts: the comments are solely based on review of the draft reports; critical suggestions were provided to improve analysis and writing; focus was given on internal consistency in writing and arguments; focus was on arguments developed in each section/sub-section and data set used for the same; emphasis was given on data triangulation and to ensure that there was an adequate integration of qualitative and quantitative data; the reviewer focused whether draft explained "why" of the results, the process (how) of the results along with description (what) of

the results. Based on the comments received from the group, the research reports were revised and presented in the third Advisory Research Committee meeting held on 18 October 2016. Based on the study, a national seminar was held on 27-28 February 2017 brought together academics, educationists and policy-makers across India to delve deeper into student diversity, equity and inclusion in higher education in India.

The project is funded by the ICSSR.

Major Findings

The study developed a method of classifying student diversity in higher education institutions in India. The study thus identified three stages of student diversity are: Stage I is social diversity which is quantifiable; measurable and is visible aspect of diversity in nation's population. Stage II is academic diversity wherein academic differences have to be addressed to achieve equity in academic outcomes. Stage III diversity is a condition of social inclusion, wherein, forms of discrimination that shape the experiences of diverse students have to be addressed to achieve inclusion in higher education.

The study finds that inequality persists in terms of choice of subject areas of study. Students from the advantaged groups (such as students from general category social group) increasingly choose sciences and engineering study programmes. The analysis shows that this can be due to variations in the pre-college academic experiences. General category students have mostly attended private schools with English medium of instruction unlike students from the socially-excluded groups who studied in government schools with regional language as the medium of instruction. Thus, while overall social diversity may have improved, social group disparity continues to exist in the choice of subjects of studies leading to stratifications of disciplines based on caste and ethnicity. Such disciplinary stratification adds to the existing inequalities in education and the prospects and nature of employment after studies.

The findings of the study indicate that discrimination continues to exist in higher education campuses. It was found that dominant attitude of faculty members and institutional leaders towards increasing student diversity are mostly negative. To institutionalise equality and protect students from discrimination, there are clear directives from higher education authorities to create cells such as Equal Opportunity Cells, Women's Cell, Anti-Ragging Cells in higher educational institutions. The empirical findings indicate that although all types of institutional arrangements (in the form of cells) exist the cells are not effectively functioning, awareness of students about the cells was low; many did not know whom to contact and how to complain. It seems there is limited institutional interest in planning, monitoring and coordinating the functioning of the cells to make them effective and helpful to students who need them badly.

The study shows that we have made progress in terms of achieving diversity in the campuses. Affirmative action policies at the time of admission have contributed to achieving Stage I diversity. However, addressing issues of diversity in the campuses need detailed examination and further progressive action. But, a lack of perspective

towards diversity and insensitivity from the institutional leaders can create a vacuum in the discourse on diversity and equity in higher education. Developing a diversity perspective is an important step wherein student diversity is valued.

The study shows that there is a long distance to travel to reach Stage II and Stage III diversity. Though external factors are important, achieving Stage II and III diversity is an internal matter of institution. The study clearly shows that we have reached a stage in addressing diversity in the campus where the attention needs to be shifted to the initiatives within institutions. This is what we may like to term as “institutional turn” in addressing changing nature of student diversity. “Institutional turn” predisposes drastic changes in ways in which institutions are functioning and changes in attitude and perception of institutional stakeholders such as faculty members and academic administrators.

The first and foremost diversity initiative at the institutional level is to sensitise leaders and faculty members on ways to address student diversity more positively and to see diversity as an asset. Institutions also play a role in fostering learning about diverse others and dialogues across differences which, in turn, has an effect on the campus climate. Pedagogical interventions that include awareness about the diverse ‘others’ and dialogue across differences are diversity initiatives for fostering positive campus climate and inter-group relationships. Thus, to realise the ideals in the Constitution and to contribute to democratisation of society, higher education institutions in India need to help students acquire and internalise knowledge, values and skills to promote diversity, civic learning and democratic functioning.

Six state team reports and one synthesis report have been prepared as a part of this project.

1. ‘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/NUEPA, 2016.
2. ‘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/NUEPA, 2016.
3. ‘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/NUEPA, 2016.
4. ‘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/NUEPA, 2016.
5. ‘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/NUEPA, 2016.
6. ‘Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala’ by Professor K. X. Joseph, Dr. T. D. Simon, Dr. K. Rajesh, New Delhi, CPRHE/NUEPA, 2016.
7. ‘Diversity and Discrimination in Higher Education: A Study of Selected

Institutions in Delhi' by Dr. C. V. Babu and Dr. Satyendra Thakur, CPRHE/NUEPA, 2016

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

7.2. Governance and Management of Higher Education in India

The rapid expansion of Indian higher education and diversification in terms of courses, providers and mode of delivery necessitates the understanding of the emerging governance and management structures which are more complex than before. The role of universities in expanding knowledge continues; at the same time, the institutional alternatives to them focus on skills development in areas linked directly to the market economy. The universities are becoming entrepreneurial. There is shift in resource allocation from an input-orientation to output and outcome-orientation. The diversified structure has made it imperative to study the governance and management structures to understand the changing role of the state, examine the issues of autonomy and accountability with measures to improve efficiency in operation, improve performance of institutions and staff and resource allocations based on institutional performance.

The broad objectives of the research project are firstly to discuss the evolution of the governance structure and processes at the national, state and institutional levels. The project also aims to understand how the Ministry of Education, Directorates of Higher Education, State Councils of Higher Education and higher education institutions interact. Further, the project will examine the role and functioning of governing bodies at universities and colleges. Finally, the project aims to study the management of higher education at the institutional level.

The research study explores how the governance and management of Indian higher education has evolved, and also aims to understand the functioning of governance and management of higher education at the national and state levels. The study also examines how higher education institutions are governed and managed. The study follows a descriptive and analytical research design and a comparative approach analysing the similarities and differences in the governance and management in the selected institutions. The study has been launched in the following institutions from various states:

Banaras Hindu University, Varanasi, Uttar Pradesh; Vasanta College for Women (Banaras Hindu University), Uttar Pradesh; Bharathiar University, Coimbatore, Tamil Nadu; Government Arts College, Coimbatore (Bharathiar University), Tamil Nadu; Savitribai Phule Pune University, Pune, Maharashtra; S.M. Joshi College, Hadapsar, (Savitribai Phule Pune University), Maharashtra; University of Rajasthan, Jaipur, Rajasthan, Kanoria College, Jaipur (University of Rajasthan), Rajasthan.

The codebook and codesheets were prepared for the quantitative data collection which would facilitate data entry. These were sent to all the research teams in the four states of Rajasthan, Tamil Nadu, Maharashtra and Uttar Pradesh.

Data collection activities are completed along with processing and analysis of data. The Analysis Framework Workshop was organised on 11-12 April 2016. Twelve

faculty members from the four universities and their affiliated colleges from each of the selected universities in Uttar Pradesh, Tamil Nadu, Maharashtra and Rajasthan participated in the workshop.

The quantitative data collected by the four research teams were cleaned before analysing them. After cleaning of the data in excel format it was exported to SPSS file for analysis. Before going for final analysis the variables were defined in the variable view of the SPSS file. The qualitative data collected from institutional administrators like Vice-Chancellor, Registrar, Finance/Accounts Officer, Principal, Deans, Heads of Departments of selective departments of respective institutions were analysed for the study. The data collected from interviews with the State Higher Education Councils and the State Higher Education Departments were also used for analysis. Similarly, the Focus group discussions with the students and faculty members of the respective higher education institutions were drafted for analysis. The transcripts of all interviews were prepared by all teams, and analysis of the transcripts was done based on the theme book prepared and sent to the teams. The first draft of the state level reports is being prepared by the selective institutions which is being edited and reviewed and sent back to the teams for revision before submitting the final report. The synthesis report is in final stages of preparation. The project monitoring was done providing support to research teams in coding, analysis of quantitative and qualitative data and writing of draft state report and regular feedback and comments were given on chapters submitted so far.

Project Coordinator/Principal Investigator: Dr. Garima Malik

7.3. Teaching and Learning in Indian Higher Education

Teaching-learning is considered vital for all educational sectors. While extensive research and development are being conducted on improving teaching-learning in primary and secondary education sectors, there seems a lack of substantial and contemporary research for evidence-based policy making to improve teaching-learning in Indian higher educational arena. It is an important area to focus considering the continuously changing landscape of higher education, increased international competition, diversity of the student body and types of educational service providers, increasing demand of value for money and efficiency, and hence, call for new teaching methods among other reform prerequisites. Studies also infer that in spite of the focus on excellence (along with equity and expansion) as a national agenda for higher educational reform (XI and XII Plan, Planning Commission, Government of India), teaching in higher education has an overall limited success in improving the conditions of the youth of India. It is in this backdrop, CPRHE/ NUEPA took the initiative to undertake a research organised at higher education institutions across the nation, focusing on understanding the teaching and learning processes from different vantage points.

The overarching scope of the proposed research project therefore aims to analyse the process and status of teaching-learning in higher education in India to develop an empirical body of knowledge to facilitate robust evidence-based policy making and kindle further research. The study may play an important role in providing empirically grounded understandings of how India can better respond to the

challenges facing in its higher education system in terms of effective teaching and learning, including faculty development. By looking at teaching quality across a whole range of academic disciplines at both bachelors and masters levels, the current study will address a gap in higher education research in India. Indeed, it will be one of the first studies to make a contribution to the literature of teaching and learning as a multifaceted phenomenon in higher education in the Indian contexts.

The research project is presently examining the process of teaching and learning in higher education in India, and developing an empirical body of knowledge that can inform on-going and future national policies. Within this overarching scope, the main objectives of the research project are to understand the process of teaching and learning in the higher education institutions (colleges and universities) in India and identify possible diversities and different practices; to understand the dynamics of teaching across a range of disciplines at bachelors' and masters' level programmes; to analyse the effectiveness of teaching and teaching environment (institutional) in the learning of the students in higher education; to provide an empirically grounded and analytically robust understanding of policy priorities and policy responses in terms of teaching and learning, faculty and learner development in India's higher education institutions and, finally, to suggest specific policy changes in the field of teaching and learning in higher education based on the evidences generated by the research.

The research project is a multi-state, multi-institute study and employed mixed methods approach to examine the issues. The study was launched in 2014-15 with a research methodology workshop with research teams from the University of Calcutta, West Bengal; Guru Ghasidas University, Chhattisgarh; Maharaja Sayajirao University of Baroda, Gujarat; and the Periyar University, Tamil Nadu. During the last academic year of 2015-16, the study has progressed substantially. The second research methodology workshop has been organised and the data collection phase is over. It includes rich qualitative data such as classroom observation and focus group discussions among others and a large set of quantitative data from teachers, students and administrators. The quantitative data collected by the four research teams were prepared for SPSS analysis. The qualitative data collected from institutional administrators, faculty members and focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analysed. The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report. The synthesis report is in final stages of preparation. The CPRHE closely monitored the progress implementation of the project and helped state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing of draft state report and providing regular feedback and comments on chapters submitted so far. Both the state and the central teams are now preparing the reports, which will be discussed in the third expert committee meeting and in the next research methodology workshop.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

7.4. Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation

The governments and individuals/households have been increasing their investment in higher education leading to massification of higher education in many countries. The availability of resources at the institution level has been found to be inadequate to meet the growing demand for student enrolment. Consequently, many higher education institutions (HEIs) have started cost recovery measures, mostly in the form of levying higher rates of student fees and resource mobilisation strategies, with varying success. This study attempts to map the diversified sources of funding of HEIs, to analyse 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 is implemented in the five states of Bihar, Odisha, Punjab, Uttarakhand and Telangana. As part of implementation, the data collection is complete, and data analysis and preparation of draft report are in progress.

A second Expert Committee meeting was held in April 2016 to discuss the progress made in the implementation of the research project and the analysis framework. There were suggestions by the experts regarding the data analysis and report writing. The Analysis Framework Workshop was organised on 18-19 April 2016. The framework of analysis of the data (both quantitative and qualitative) collected for the study were discussed and finalised in the workshop. The tables to be included in the state reports were discussed and a list of select tables to be included from the variables in the Finance/Accounts, Administration, teacher and student, questionnaire was prepared and finalised and sent to the research teams after the workshop. The chapterisation scheme for the draft reports to be written by the state teams was also discussed. The research team members participated in the workshop.

The quantitative data collected by the five research teams were prepared for SPSS analysis. The data based on annual budgets, audit reports and annual reports of the respective universities and colleges collected through questionnaires as well as reports were also cleaned and analysed. The qualitative data collected from institutional administrators like Vice-Chancellor, Registrar, Finance/Accounts Officer, Principal, Deans, Heads of Departments of selective departments of respective institutions, interviews with the State Higher Education Councils, the State Higher Education Departments, focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analysed.

The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report.

The CPRHE closely monitored the progress implementation of the project and helped state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing of draft state report and providing regular feedback and comments on chapters submitted so far. The synthesis report is in the final stages of preparation.

An International Seminar on “Innovations in Financing of Higher Education” was organised on 16-17 February 2017 where the findings of the study were disseminated before the academicians, researchers and policy-makers from India and abroad in the area of financing of higher education.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

7.5. 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 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 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 of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

The study has been launched with the first research methodology workshop of the research teams from Mysore University, Karnataka; Devi Ahilya Vishwavidyalay, Madhya Pradesh; North Eastern Hill University (NEHU), Meghalaya; Mohanlal Sukhadia University, Rajasthan; and Osmania University, Telangana. A research workshop on research analysis framework was conducted on 21-22 January 2016 in which 12 members of the research teams participated.

The field-based data collection is complete. The process of analysing the data and preparing the draft version of the report are in progress. The quantitative data collected by the five research teams were prepared for SPSS analysis. The qualitative data collected from institutional administrators, faculty members and focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analysed. The first draft of the state level reports is being prepared by the selected institutions which is being edited and reviewed and sent back to the teams for revision before submitting the final report.

The synthesis report is in the final stages of preparation. The CPRHE closely monitored the progress implementation of the project and helped state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing of draft state report and providing regular feedback and comments on chapters submitted so far. The research reports will be discussed in the third research methodology workshop of the project.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

7.6. Employment and Employability of Higher Education Graduates in India

India has one of the largest education systems in the world, employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. The problem of graduate employability has both supply and demand side aspects. Also, the problem of employability and skills deficit cannot be completely

delinked from the employment, unemployment and labour market conditions. Most studies look at one single aspect. In addition, massification and the experience of unemployment have challenged the Humboldtian idea of the research-oriented university and necessitated to look at the problem in a broader context of external as well as internal factors like general labour market conditions, local and global labour market demand at the macro-level; quality of education, possibilities for career counselling, provision of training courses, transition opportunities, demand supply context at the institutional level; effectuation factors like personal circumstances, willingness and preferences of individual employees as well as conditions and attitudes of employers.

The present study would try to combine the impact of both external and internal as well as demand and supply factors affecting and influencing graduate employability.

The research questions are as follows: a) What are the employers' perceptions regarding employability skills of HE graduates? b) What are the experiences of new employees regarding their employability readiness during university education vis-a-vis their work place requirements? c) What are the students' expectations from HEIs on developing skills for employability? d) What is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) Is a graduate employability skill policy need of the hour?

The study shall try to explore the above questions with a focus by generating perspectives of the major stakeholders such as the employers and the new employees, students and teachers. The focus shall be to understand what is their awareness regarding the concept of "employability skills", identify the types of employability skill gaps existing among the new job entrants, the differences existing therein by gender and social groups and the expectations of the employers from the universities in preparing industry ready graduates. The study shall also try to explore the challenges the new employees experience in their work place, to what extent they are required to supplement their university education with external trainings of different nature to fill in this gap.

It shall be a multi-level, multi-state study covering multiple cities in the country. The study at the primary level would be based on selected industrial organisations and academic institutions in select cities. Selection of the cities shall be based on their employment growth structure and also from the point of view of geographical coverage. The six cities identified are four Tier I cities of Mumbai, Delhi, Bangalore, Hyderabad; Lucknow as a lead employment provider among Tier II cities; and Udaipur as one among the first three employment providers in the Tier III category of cities.

At the institutional level, from each of these cities, it is proposed to draw a representative sample from different categories of educational institutions and employers for a qualitative as well as quantitative analysis. At the individual level, to explore both the demand and supply side angle employers'/employees'/students'/education service providers' perspectives shall be generated to identify

their expectations, gaps and challenges. The study thus aims to generate and assess the demand and supply side aspects of employability of Higher Education graduates.

The research proposal for the study was developed in 2015. The proposal was sent to the experts and presented in the expert committee meeting held on 26 October 2015. Post approval, quantitative and qualitative research instruments were developed. A discussion meeting on the research instruments with a group of external experts was organised on 12 May 2016. State teams were formulated and team members identified. After finalisation of the Research Instruments, Pilot survey was conducted in a Delhi University college to generate students' and college faculty /administration perspective. Survey was also conducted in Canara Bank in order to generate employers' and employees' perspectives. In addition to the questionnaires administered, the survey included FGDs and interviews. The entire activity was completed between August and November 2016. Data entry and analysis of the Pilot survey is under progress. The first methodology workshop was held on 18-19 January 2017 in which the 17 State team members participated. The research instruments were thoroughly discussed and shared with them to undertake field survey in their respective states. The data collection in the states is now under progress.

Project Coordinator/Principal Investigator: Professor Mona Khare

7.7. Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET)

This study was undertaken at the request of the UGC. The study analysed the characteristics of those who appear and qualify the NET examinations, examined the usefulness and reliability of NET in the recruitment of higher education and made suggestions regarding the reliance on NET examinations in teacher recruitment process. A research report titled 'Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET)' (by Professor N.V. Varghese, Dr. Garima Malik and Dr. Dharma Rakshit Gautam) was submitted to the University Grants Commission in November 2015.

Project Coordinator/Principal Investigator: Professor N.V. Varghese, Dr. Garima Malik and Dr. Dharma Rakshit Gautam

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

UGC requested CPRHE/NUEPA to undertake a study to assess the efficacy of coaching schemes sponsored by the UGC. The UGC introduced coaching schemes for disadvantaged groups in higher education since the 11th plan period. This has been in existence for the last one decade. Major objectives of the scheme are to provide additional learning input in the form special coaching classes for disadvantaged groups to facilitate the successful completion of the academic courses and career mobility. The following are those coaching schemes: 1. Remedial coaching for SC/ST/OBC and Minorities; 2. Coaching for NET/SET for SC/ST/OBC and Minorities; and 3. Coaching for entry into the service for SC/ST/OBC and Minorities.

The Centre developed a detailed project proposal which was sent to UGC. After the approval, the Centre tried to identify institutions for case studies. As a first step of implementation, we have collected a list of institutions availing of these schemes from UGC headquarters and UGC regional offices. Based on the list and suggestions from UGC regional offices, we have prepared a tentative list of institutions for case studies. The following considerations have been devised for selection of the case study institutions. They are: 1. Regional representation; 2. Representation of types of institutions; 3. Institutions implementing all three schemes; 4. Comparatively higher budget allocation; 5. Institutions from SC-ST dominated area; 6. Institutions serving Minorities; and 7. Institutions serving women. The Centre constituted a research advisory committee with academics and representatives from UGC and MHRD. The Centre organised first meeting of the research advisory committee on 4 October 2016 to discuss proposal, methodology and institutions selected for case studies. Based on the recommendations of the committee, we have finalised 16 institutions for case studies which include 7 colleges, 6 state universities and 3 central universities.

Once the draft instruments were ready, the Centre organised a discussion meeting-cum-instrument development workshop with the coordinators of UGC coaching schemes and faculty members involved with academic empowerment of disadvantaged groups in Delhi colleges and universities on 22 December 2016. The CPRHE had sent in advance the brief note on project with objectives and methodology. Full proposal and draft instruments were circulated in the meeting. Discussion provided grassroots picture of the ways in which scheme is implemented in colleges and universities. Afternoon session was fully devoted to discuss the draft research instruments. Each of the instruments was discussed in detail. Participants have commented on each of the instruments. Based on the inputs from the members, research instruments were revised and finalised.

In consultation with head of the institutions, coordinators of the case study were identified. Coordinators were parallelly contacted by phone and later contacted by letter to formalise the research collaboration. We have completed formalisation of research team in all case study institutions. We are planning to organise first research methodology workshop with research coordinators of the case study institutions in the month of May 2017.

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

7.9. Concentration and Oversupply in Higher and Technical Institutions

India experienced a high rate of growth of the higher education sector from the turn of this century. The fast expansion of the sector is also accompanied by widening regional inequalities in the provision and access to higher education. The inequalities in the provision of higher education facilities, no doubt, have led to uneven development of the sector. It seems there are possible issues of concentration and oversupply of higher education institutions which have not yet received adequate attention in the policy and planning of higher education. The present study attempts to address issues related to oversupply and concentration of higher

education institutions among different regions and states in India. The study is based on available secondary data such as: (a) All India Survey of Higher Education (MHRD); (b) Latest Data from Census 2011; and (c) National Sample Survey Office (NSSO) data.

An extensive literature review was undertaken to develop a concentration index in order to identify the ratio and degree of concentration of Higher Education Institutions (HEIs) in different states and their respective districts. The average size of the Higher Education Institutions, Gross Enrolment Ratios, and concentration ratios were calculated at the district and state levels to find out the degree of concentration of general and technical institutions. The collection of the secondary data and their analysis has been completed. The writing of the report is in progress. It will be submitted to the MHRD in a month's time.

Project Coordinators/Principal Investigators: Professor N.V. Varghese and Dr. Jinusha Panigrahi

7.10. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) Scheme

The CPRHE/NUEPA had initiated a study to evaluate the implementation of the PMMMNTT scheme. The PMMMNTT scheme focuses on the seven components related to teachers and teaching. These are: a) School of Education (in Central Universities); b) Centres of Excellence in Science and Mathematics Education (CESME); c) Teaching-Learning Centre (TLC); d) Faculty Development Centre (FDC); e) Innovations, Awards and Teaching Resource Grant/Support for Faculty, including Workshops and Seminars; f) Subject Networks for Curricular Renewal and Reforms (SBN); and g) Institutions of Academic Leadership and Education Management. Although the scheme is in its initial stages of implementation, the MHRD requested NUEPA to undertake a study to evaluate the implementation of the PMMMNTT scheme. The evaluation study was initiated during the second-half of December 2016. All the eight (8) components of the scheme have been evaluated by the CPRHE, which are running in more than 40 institutions across the nation.

The following activities were undertaken as part of the PMMMNTT evaluation - Review of Documents; Review of Progress Reports, Analysis of Field Visit Reports by the PMMMNTT Team of Consultants; Group Discussion Meeting with the PMMMNTT Team of Consultants, MHRD PMU; Group Discussion with the Members from MHRD and EdCIL; Meeting with the Nodal Officers participating in the Workshop in Delhi; Field visits by the Evaluation Team; Administration of Questionnaire by the Evaluation Team. These formal sources of information are in addition to a plenty of informal and telephonic conversations we had with several functionaries associated with the implementation of the scheme.

The scheme, in its implementation, has succeeded in mobilising a large number of high quality academics and top ranking institutions of India to lead academic changes in higher education. The study is complete and the evaluation report with recommendations was submitted to the Ministry of Human Resource Development (MHRD) in January 2017.

Project Coordinators/Principal Investigators: Professor N.V. Varghese, Dr. Anupam Pachauri and Dr. Sayantan Mandal

7.11. Modules on Student Diversity, Discrimination and Civic Learning

The objective of this project funded by the Indian Council of Social Science Research is to prepare modules on Student Diversity, Discrimination and Civic Learning. The modules will be to sensitise faculty and administrators in higher education on issues related to student diversity and the role of higher education in civic learning and democratic engagement.

A detailed proposal with framework on the modules was prepared. An Expert Group has been constituted with academics and representative from ICSSR, MHRD and NITI Aayog. After preparing draft outline of modules, first meeting of the Expert Group was organised on 17 January 2017. Each module was presented before the committee.

Based on the suggestions and recommendations overall approach and structure of the modules were finalised. Following are the seven modules:

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 in Campuses;

Module 4: Forms of Discrimination in Higher Education;

Module 5: Social Inclusion in the Campus;

Module 6: Institutional Mechanism for Managing Student Diversity; and

Module 7: Student Diversity, Civic Learning and Democratic Engagement.

The first meeting of authors' of the modules was held on 16 March, 2017. The meeting helped to develop a collective understanding of overall approach and content of each module. The writing of the modules is in progress.

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



Meeting of Research Project on Modules on 'Diversity and Discrimination' in progress

8

RESEARCH WORKSHOPS ORGANISED BY CPRHE

- Research Methodology Workshop for the project on ‘Governance and Management of Higher Education’ was organised on 11-12 April 2016 by Dr. Garima Malik. Faculty members from one central university and three state universities and their affiliated colleges from Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra attended the workshop.



Analysis Framework Workshop of Research Project on ‘Governance and Management of Higher Education in India’ in progress

- Research Methodology Workshop for the research project on ‘Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation’ was organised by Dr. Jinusha Panigrahi on 18-19 April 2016. Faculty members from the universities and one affiliated college with each of the selected universities in Bihar, Odisha, Punjab, Uttarakhand and Telangana attended the workshop.



Analysis Framework Workshop of Research Project on ‘Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation’ in progress

- Workshop to finalise the research instrument for the research project on ‘Employment and Employability of Higher Education Graduates in India’ was organised on 12 May 2016 by Professor Mona Khare.



*External Experts at the Research Instrument Development
Workshop of Research Project on 'Employment and Employability of Higher Education Graduates in India'*

- Research Methodology Workshop organised to discuss draft reports of state teams for research project on 'Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India', on 7-8 June 2016 by Dr. Nidhi S. Sabharwal and Dr. Malish C.M. Faculty members from the universities and one affiliated college with each of the selected universities in Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh attended the workshop.



*Research Methodology Workshop in progress for the Research Project on
'Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India'*

- Workshop on 'Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges' was organised on 22 December 2016 by Dr. Malish C.M. and Dr. Nidhi S. Sabharwal to discuss and finalise the research instruments.



Instrument Meeting in progress for Research Project on 'Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges'

- Research Methodology Workshop was organised for the project on "Employment and Employability of Higher Education Graduates in India" by Professor Mona Khare on 18-19 January 2017. Research teams from Maharashtra, Uttar Pradesh, Delhi-NCR, Telangana, Rajasthan and Karnataka attended the workshop.



Research Methodology Workshop for Research Project on 'Employment and Employability of Higher Education Graduates in India' in progress

9

OTHER ACTIVITIES

9.1. Research and Policy Support

- An Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) by Professor N.V. Varghese, Dr. Anupam Pachauri and Dr. Sayantan Mandal, New Delhi, CPRHE/NUEPA, 2017. At the request of the MHRD, CPRHE has completed a study to evaluate the implementation of the PMMMNTT scheme.
- A research proposal titled “Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges” submitted to University Grants Commission (Dr. Malish C. M. and Dr. Nidhi S. Sabharwal).
- A project to develop Modules on Student Diversity, Discrimination and Civic Learning, has been initiated by Dr. Nidhi S. Sabharwal and Dr. Malish C.M. with the financial support from the Indian Council of Social Science Research.
- A concept note was prepared by Professor N.V. Varghese on National Higher Education Qualification Framework (NHEQF) at the request of the UGC and presented in a discussion meeting on 9 December 2015 at UGC, New Delhi. The activities relating to the development of the NHEQF will be continued during the year 2017-18.
- Participated in the discussions of the drafting committee and prepared a document on inputs for the National Policy on Education.
- Helped developing a Ranking Framework for Higher Education in India, with MHRD.
- Provided inputs for the formulation of the ‘Vision and Strategy for Higher Education 2030’, by the MHRD and NITI Aayog, 2016.

9.2. CPRHE/NUEPA Website

CPRHE website provides information about the Centre, its mission and road-map. The website highlights the ongoing national research projects and upcoming events and works as a digital platform to disseminate the resources, such as CPRHE research paper series, CPRHE reports, international seminars and conference reports. All these are free to download. Through the website, the Centre attempts to connect with the scholars, academics and policy-makers around the world and

share the knowledge generated through empirical studies, research paper series, reports among others. The Centre is also constantly upgrading the website to make it more interactive, and informative, and with quality research-based contents on higher education. The website can also work as a dynamic platform for discussion and dissemination of ideas and works related to policy research in higher education. The website development is taking place in consultation with the technical team of NUEPA and is coordinated by Dr. Sayantan Mandal of CPRHE

Website address - cprhe.nuepa.org

The screenshot shows the website for the Centre for Policy Research in Higher Education (CPRHE). The header includes the CPRHE logo and navigation links. The main banner features a group of six individuals holding certificates, with a background that reads 'TEACHING-LEARNING AND TECHNOLOGY IN EDUCATION'. Below the banner, the 'Home' section provides an overview of the Centre, stating it was established in 2008 under the Ministry of Education, Government of India. It mentions the Centre's focus on research, policy, and innovation in higher education. The 'In Focus' section highlights the 'INDIA HIGHER EDUCATION REPORT 2015' by the Department of Higher Education, MHRD, and NITI Aayog. The 'Upcoming Events' and 'Recent Events' sections list various seminars and conferences. The 'Important Links' section provides direct links to the Centre's website, YouTube channel, and Facebook page.

10

VISITING PROFESSOR AT CPRHE

The Centre hosted Professor William G. Tierney, a globally renowned professor of higher education, at CPRHE/NUEPA from September 2015 to June 2016.



Research Methodology Workshop for Research Project on 'Employment and Employability of Higher Education Graduates in India' in progress

Professor Tierney is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Center for Higher Education, Rossier School of Education and University of Southern California, USA. He holds a doctoral degree in Administration and Policy Analysis from Stanford University, USA. Prior to his current assignment, he held several positions of responsibility such as Professor & Senior Scientist, Center for the Study of Higher Education, Pennsylvania State University; Senior Associate, National Center for Higher Education Management Systems (NCHEMS); Academic Dean, Fort Berthold Community College, North Dakota; and Teacher, Peace Corps, Morocco.

He was President of the American Educational Research Association (AERA), 2012-13 and has received many awards and recognition. He has authored several books brought out by reputed academic publishers. Also, his numerous articles have appeared in world class journals.

He has been closely associated with the academic activities of the Centre. Additionally, he has been investing his time liberally and very effectively with the faculty and research scholars of NUEPA. His area of work includes (a) Governance and decision-making; (b) Effectiveness and efficiency; and (c) Issues of class in student advancement.

He has worked on several research papers in the Centre. Some of the research papers he has worked on are : i) Research Excellence in Indian Higher Education: An American Perspective; ii) Academic Freedom and the Implications for Teaching and Learning; iii) Globalisation's Impact on Higher Education; iv) Reimagining Indian Higher Education: A Social Ecology of Post-secondary Institutions (with Dr. Nidhi S. Sabharwal); v) Academic Regulations: Culture and Structure in Higher Education (with Dr. Nidhi S. Sabharwal); vi) Debating Academic Freedom in India (with Dr. Nidhi S. Sabharwal); and vii) Caste and Class in Higher Education (with Dr. Malish C.M. & Dr. Nidhi S. Sabharwal).

1. Tierney W.G. and Sabharwal N. S. (2016). Debating Academic Freedom in India, AAUP Journal of Academic Freedom, Volume 7
2. Tierney W.G. and Sabharwal N. S. (2016). Analysing Corruption in Indian Higher Education. International Higher Education, No. 87, pp. 6-7.
3. Tierney W.G. and Sabharwal N. S. (2016). Academic Freedom in the World's Largest Democracy. International Higher Education, No. 86, pp. 15-16.
4. Tierney W.G. and Sabharwal N. S. (2016). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions., CPRHE Research Paper 4
5. Tierney W.G. and Sabharwal N. S. (Forthcoming). Academic Corruption: Culture and Trust in Indian Higher Education. International Journal of Educational Development.
6. Tierney W. G., Sabharwal N. S. and C. M. (Forthcoming). Inequitable Structures: Class and Caste in Indian Higher Education. International Journal of Qualitative Studies in Education.

In addition to these research activities, he had been invited by several universities and research institutions to deliver lectures and present papers in the seminars. He contributed a paper titled 'The Idea of Academic Freedom and its Implications for Teaching and Learning' in the international seminar on 'Teaching-learning and New Technologies in Higher Education.' He had been a great academic asset to the Centre, its faculty and to the academic community of NUEPA.



CPRHE Faculty with Professor Simon Marginson, University College London



Faculty with Professor Kenneth Holland, Ball State University



CPRHE Faculty with Ms. Michaela Martin, UNESCO International Institute for Educational Planning

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FACULTY AND STAFF AT CPRHE



Picture 22: Faculty and staff members of CPRHE (from left): Ms. Anubha Rohtagi, Dr. Nivedita Sarkar, Dr. Nidhi S. Sabharwal, Dr. Garima Malik, Dr. Anupam Pachauri, Dr. Sayantan Mandal (standing at the back), Professor N.V. Varghese (Director CPRHE/NUEPA), Dr. Jinusha Panigrahi, Professor Mona Khare, Dr. Malish C.M., Mr. Suwendu Barik and Ms. Monica Joshi



Professor N.V. Varghese is the Director of the Centre for Policy Research in Higher Education (CPRHE), New Delhi. He holds a doctoral degree in Economics with specialisation in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris till October 2013, and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Masters programme in educational planning and management. In the 1990s, he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has been closely associated with educational planning at the federal and decentralised levels and with the design and development of externally-funded education projects in India. While in NIEPA, he was responsible for managing an Asian regional network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. While in IIEP, he was the Secretary General and responsible for the Secretariat of the International Working Group on Education (IWGE), which is a network of funding agencies in education. He has directed several research projects, published more than 20 books and research reports, and nearly 150 research papers and articles in the areas related to educational planning, financing and higher education.



Professor Mona Khare, Professor in Department of Educational Finance and CPRHE, is M.A. and Ph.D. (Economics) with specialisation in Regional Planning and Economic Growth and PGDM in Financial Management. She has a brilliant academic record of being a topper throughout, including Madhya Pradesh Public Service Commission examinations for collegiate services, 1993, UGC-NET qualified in 1990. She is associated with and is an invited speaker in various international education forums like Commonwealth, UNESCO, SAARC, British Council, etc; is member of various GOI Committees, holds advisory position in different Committees of Universities and Colleges, Advisor UPSC and acts as resource person in training programmes for Central, State Government Officers, banking and teaching professionals across the country. She has twice been conferred with the YOUNG ECONOMIST AWARD by the Indian Economic Association and has been awarded 'Prashasti Patra' by the Directorate of Higher Education, Government of Madhya Pradesh for her praiseworthy contribution in their Distance Education Programme (EDUSAT). She was member of the Drafting Committee of post-secondary forum for providing inputs for the next MDGs in the recently held Conference of Commonwealth Education Ministers in Mauritius. She has many publications to her credit in various journals, books and magazines of national and international repute, authored book, and has been on the editorial board of international and national journals, Fellow, International Congress of Environmental Research, Vice President of Madhya Pradesh Economic Association, and Associate Editor of the Indian Economic Journal. With more than 20 years of teaching training and research experience, she has travelled widely both nationally and internationally, including Harvard University, Oxford University, Singapore University, Mauritius University, London, Thailand, Philippines, etc. and premier institutions in the country like Indian Institute of Management, Lucknow; National Institute of Industrial Engineering, Mumbai; ISRO, Ahmedabad; to name a few. Her current areas of research include employability skills of educated youth, educational internationalisation and regional disparities in educational development.



Dr. Nidhi S. Sabharwal Ph.D. from the Centre for the Study of Regional Development at the Jawaharlal Nehru University (JNU), Delhi. Dr. Sabharwal has previously served as the Director of the Indian Institute of Dalit Studies. She has conducted extensive research on the development concerns of the poor, especially the scheduled caste groups. She has studied inter-group inequalities across human development indicators, focusing on the role of caste and gender-based discrimination in market and non-market institutions; Mid-Day Meal and Anganwadi programmes; social protection policies; diversity and discrimination within higher educational institutions and academic corruption and academic freedom. She has recently completed a multi-state study on 'Student Diversity and Discrimination in Higher Education Institutions in India'. 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 an authored book 'Caste, Discrimination And Exclusion in Modern India', Sage, 2015 (with Vani K. Borooah et al) and edited a book 'Bridging the Social Gap: Perspectives on Dalit Empowerment,' Sage, 2014 (with Sukhadeo Thorat). Her current research focuses on the issues of college readiness, access, equity and social inclusion in higher education.



Dr. Malish C. M. Ph.D. in Sociology from the Indian Institute of Technology Delhi, New Delhi. He has extensively worked on area of equity in higher education. He recently completed a multi-state study on 'Student Diversity and Discrimination in Higher Education in India'. His current research focuses on access, equity, student diversity, discrimination, student success, institutional culture and language of education in higher education. He has published articles in reputed international journals and presented papers at national and international conferences on these themes. He serves as editor of CPRHE research paper series.



Dr. Garima Malik Ph.D. in Economics from Ohio State University in the US. Before joining NUEPA, 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 worked as an Economist with Tata Services Limited and PricewaterhouseCoopers. At CPRHE, she is coordinating a major research project on 'Governance and Management of Higher Education in India'. She has published articles in several journals and presented papers at national and international conferences. Her recent publications include an edited book 'India Higher Education Report 2015', Routledge, 2016 (with N.V. Varghese). Her current research focuses on governance and management in higher education.



Dr. Sayantan Mandal Ph.D. in Education Policy Analysis from the University of Deusto, Spain, and graduated from the Danish School of Education in European Masters in Lifelong Learning: Policy and Management with the Erasmus Mundus Scholarship(s) by the European Commission. Before joining NUEPA, he was a faculty of the University of Delhi. Dr. Mandal also worked at the UNESCO Institute for Lifelong Learning (UIL, Hamburg) as an intern, and has several years

of working experience in the NGO sector, focusing educational development. He has articles published in several journals and presented papers at national and international conferences. At CPRHE, Dr. Mandal is coordinating a national level research project on ‘Teaching and Learning in Indian Higher Education’. He has also participated in evaluating the PMMMNMTT Scheme by the MHRD and co-organised the international seminar on ‘Teaching-Learning and New Technologies in Higher Education’ with British Council, India. His current research focus is on teaching and learning in higher education.



Dr. Anupam Pachauri Ph.D. in Education from the University of Sussex, UK, and a Commonwealth Scholarship awardee. She has a wide range of 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. Dr. Pachauri has facilitated courses on ‘Teacher Education and Policy’ and conducted research methodology workshops on qualitative research with several institutions. She has published articles in international journals and presented several research papers at international conferences. At CPRHE, she is the coordinator and principal investigator of a major research project on ‘Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the institutional level’. She was also the member of the evaluation team of the PMMMNMTT Scheme. Her current research is focused on quality in higher education.



Dr. Jinusha Panigrahi M.Phil./Ph.D. in Economics of Education from the Jawaharlal Nehru University, New Delhi, India. She has several years of experience in research and teaching in the field of Economics & Education. She was engaged in several research projects of the Ministries of Finance, Statistics & Programme Implementation, Commerce & Industry, Agriculture, and External Affairs in her previous offices such as National Institute of Public Finance and Policy, and Indian Institute of Foreign Trade. She also taught Economics in several colleges of the

University of Delhi. Prior to joining CPRHE, she was an Assistant Professor at the Institute for Studies in Industrial Development, New Delhi. She has published articles in different journals, and edited books and presented papers in various national and international seminars and conferences. At CPRHE, she is coordinating a major research project on 'Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation'. She is also coordinating a MHRD project on 'Concentration and Oversupply in Higher and Technical Institutions in India'. She is currently the Co-Chairperson (Elect), Economics and Finance of Education Special Interests Group (EFE-SIG), Comparative and International Education Society (CIES), USA.

CPRHE Staff

Junior Consultants

Dr. Nitin Verma (till November 2016)

Mr. Suwendu Barik

Dr. Nivedita Sarkar

Ms. Anubha Rohtagi

Administrative Staff

Ms. Anjali Arora manages the support activities for the Centre.

Mr. Mayank Rajput works as the Data Entry Operator at the Centre.

Ms. Monica Joshi works as the Data Entry Operator at the Centre



CPRHE Staff at the International Seminar on 'Innovations in Financing of Higher Education'

ANNEXURE I

MEMBERS OF THE EXECUTIVE COMMITTEE OF CPRHE

1. Shri Pawan Agarwal
Former Advisor Education
Planning Commission
Government of India
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2. Professor M. Anandkrishnan
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11. Shri K.K. Sharma (or nominee)
Secretar Department of Higher
Education Ministry of Human
Resource Development
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12. Professor Ved Prakash
(or nominee)
Chairperson
University Grants Commission
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13. Professor Furqan Qamar
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14. Professor Jandhyala B.G. Tilak
{Chairperson (July 2015 onwards)}
Vice Chancellor
National University of Educational
Planning & Administration
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15. Ms. Alka Tiwari (or nominee)
Adviser
(LEM/VAC/Minority Education)
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Sansad Marg, New Delhi
16. Professor N.V. Varghese
(Vice Chairperson & Convenor)
Director
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ANNEXURE II

EXTERNAL EXPERTS CONSULTED FOR CPRHE RESEARCH PROJECTS

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10. Shri Dilip Chenoy
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(Department of Economics) Indian
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21. Professor P. R Panchamukhi
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Development Research Dharwad
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22. Professor Minati Panda
Zakir Husain Centre for
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Social Sciences
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23. Professor Santosh Panda
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24. Professor Saroj Pandey
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Secretary
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32. Professor K. Sudha Rao
Executive Director
Knowledge Commission
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34. Professor B. Shiva Reddy
Former Professor & I/c Head
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37. Professor A.K. Sharma
Former Director
NCERT
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38. Professor G.D. Sharma
Chairman
SEED
Former Secretary, UGC & Head
Higher Education, NUEPA
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39. Professor Archana Shukla
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41. Professor Sachidanand Sinha
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42. Professor A. B. L. Srivastava
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43. Professor S. Padmini Swaminathan
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Academy of Rural Development
Rajendranagar
44. Professor Meenakshi Thapan
Department of Sociology
Delhi School of Economics
University of Delhi
45. Professor Michael Tharakan
Former Vice Chancellor
Kannur University
Parayilvallyara Kakkathuruth
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46. Professor Sukhadeo
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47. Professor J. Veeraraghavan
Former Secretary
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ANNEXURE III

AUTHORS OF IHER 2016: EQUITY IN HIGHER EDUCATION

1. Professor M.M. Ansari
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University, New Delhi
5. Sayantan Mandal
Assistant Professor
Centre for Policy Research in
Higher Education, NUEPA
17-B, Sri Aurobindo Marg, NCERT
Campus, New Delhi
6. N. Jayaram
Professor (Formerly with TISS)
Swasthi, 87 10th Cross
5th Main R.B.I. Layout, J.P. Nagar,
7th Phase, Bangalore
7. Karanam Pushpanadham
Professor of Educational
Management, Department of
Educational Administration Faculty
of Education and Psychology, The
Maharaja Sayajirao University of
Baroda Pratapgunj, Vadodara
8. Rajiv Lochan
Professor
Department of History
Panjab University, Chandigarh
9. Anupam Pachauri
Assistant Professor, Centre for
Policy Research in Higher
Education National University of
Educational Planning and
Administration (NUEPA) 17-B, Sri
Aurobindo Marg NCERT Campus,
New Delhi
10. Mariamma Varghese
Former Vice Chancellor
SNDT Women's University
No 12, Dorchester Jakkur Layout
Bellary Road Bangalore
11. B.S. Madhukar
Adviser National Assessment and
Accreditation Council (NAAC)
P. O. Box No. 1075, Nagarbhavi
Bangalore
12. Dr. Aarti Srivastava
Associate Professor
Higher & Professional Education,
NUEPA 17-B, Sri Aurobindo Marg,
NCERT Campus
New Delhi
13. Dr. Vimal Rarh
Project Head & Joint Director
Guru Angad Dev Teaching-
Learning Centre SGTB Khalsa
College, University of Delhi
Delhi
14. Professor N.V. Varghese
Director
Centre for Policy Research in
Higher Education, NUEPA
New Delhi

ANNEXURE IV VISITORS AT CPRHE

1. Professor Odile Henry
Professor of Sociology
Centre for Social Sciences and
Humanities (CSH)
Paris 8 University
France
2. Professor Kenneth M. Holland
Executive Director
Center for International
Development
Ball State University Muncie
USA
3. Professor Toby Linden
Lead Education Specialist
World Bank
70 Lodi Estate
New Delhi
India
4. Professor Simon Marginson
Professor International Higher
Education at the Institute of
Education
University College London
United Kingdom
5. Professor Francisco Marmolejo
Lead Tertiary Education Specialist
World Bank
70 Lodi Estate
New Delhi
India
6. Dr. Gunjan Sondhi
Research Associate
Open University
United Kingdom
7. Professor Michelle Stack
Professor
Department of Educational Studies
University of British Columbia
Canada
8. Mr. Wesley Teter
Senior Consultant APEID,
UNESCO
Asia-Pacific Regional Bureau for
Education
Bangkok
Thailand
9. Professor Hai-Sui Yu
Pro-Vice-Chancellor
University of Leeds (UOL)
United Kingdom
10. Ms. Michaela Martin
UNESCO International Institute
for Educational Planning
Paris France

ANNEXURE V

International Seminar On Innovations In Financing Of Higher Education

(16-17 February 2017)

India Habitat Centre, New Delhi

Detailed Programme

Day 1: Thursday, 16 February (Venue: Jacaranda Hall, India Habitat Centre, New Delhi)	
9:00	Registration
09:30 - 11:00	Inaugural Session Chairperson: Professor J.B.G. Tilak, Vice Chancellor, NUEPA Welcome: Professor N.V. Varghese, Director, Centre for Policy Research in Higher Education Opening Remarks: Mr. Richard Everitt, Director, Education & Society, British Council India Inaugural Address: Professor Bruce Chapman, Australian National University, Australia Vote of thanks: Dr. Jinusha Panigrahi, Assistant Professor, CPRHE/NUEPA Rapporteur: Sangeeta Angom, NUEPA, India
11:00 - 11:30	Coffee and Networking (Venue: Pre-function Area)
11:30 - 13:00	Plenary Session: State, Market and Financing of Higher Education Chairperson: Shri J. Veeraraghavan, Former Secretary, MHRD, Government of India Paper Presentations
11:30 - 12:15	1. Isak Froumin, HSE University, Moscow, Russian Federation & Mikhail Alashkevich, Center for Strategic Research, Moscow, Russian Federation 2. P.S.M. Gunaratne, Vice Chairman, UGC, Sri Lanka 3. Saumen Chattopadhyay, Jawaharlal Nehru University, India Discussant: K. Biswal, NUEPA, New Delhi
12:15 - 13:00	Open for Discussion Rapporteur: Garima Malik, CPRHE/NUEPA, India
13:00 - 14:00	Lunch
14:00 - 15:30	Plenary Session: Privatisation of Public Institutions and Cost-recovery Measures
14:00 - 14:15	Keynote Address: Claire Callender, University College London, UK

14:15 - 15:00	<p>Paper Presentations</p> <ol style="list-style-type: none"> 1. Johnson M. Ishengoma, University of Dar es Salaam, Tanzania 2. Tridip Ray, Senjuti Patra and Arka Roy Chaudhuri, Indian Statistical Institute, New Delhi, India 3. Asha Gupta, University of Delhi, India 4. Daniel Shah, Research Council, UK 5. V.P.S. Raju, NUEPA, New Delhi, India
15:00 - 15:30	<p>Open for Discussion Rapporteur: Pradeep Kumar Choudhury, JNU, New Delhi, India</p>
15:30 - 15:45	<p>Coffee and Networking (Venue: Pre-function Area)</p>
15:45 - 17:15	<p>Plenary Session: Financing of Public Higher Education Institutions in India (Findings of the CPRHE study) Chairperson: Padmaja Mishra, Vice Chancellor, Ramadevi University, Odisha, India</p>
15:45 - 16:45	<p>Panel Discussion</p> <ol style="list-style-type: none"> 1. Jinusha Panigrahi, CPRHE, NUEPA, India 2. Harvinder Kaur and Balbir Singh, Punjabi University, Patiala, India 3. Himanshu Shekhar Rout and Mitali Chinara, Utkal University, Odisha, India 4. Bhaskar Awasthi, Navin Dhoundiyal, and Mohan C. Pande, Kumaun University, Uttarakhand, India
16:45 - 17:15	<p>Discussant: D. Malathy, IIT Madras, India Open for Discussion</p>
17:15	<p>Rapporteur: Malish C.M., CPRHE/NUEPA, India Heading for Reception Dinner at British Council India, 17 Kasturba Gandhi Marg, New Delhi - 110001</p>
Day 2: Friday, New Delhi)	<p>17 February (Venue: Jacaranda Hall, India Habitat Centre,</p>
09:30 - 11:00	<p>Plenary Session: Student Support Systems Chairperson: Richard Everitt, British Council India</p>
09:30 - 9:45	<p>Keynote Address: Bruce Chapman, Australian National University, Australia</p>
09:45 - 10:30	<p>Paper Presentations:</p> <ol style="list-style-type: none"> 1. Pankaj Mittal, UGC, India 2. Gill Wyness, London School of Economics and Political Science, UK 3. P. Duraisamy, Madras Institute of Development Studies, India, and D. Malathy, IIT Madras, India <p>Discussant: M. R. Narayana, ISEC, Bengaluru, India</p>

10:30 - 11:00	Open for Discussion Rapporteur: Sayantan Mandal, CPRHE/NUEPA, India
11:00 - 11:15	Coffee and Networking (Venue: Pre-function Area)
11:15 - 13:00	Plenary Session: Entrepreneurial Universities and Private Higher Education Institutions Chairperson: Kumar Suresh, NUEPA, India Keynote Address: Moses Oketch, University College London, UK
11:15 - 11:30	Panel Discussion
11:30 - 12:30	Speakers: 1. Bikas C Sanyal, Former Advisor of UNESCO in Higher and Teacher Education, Paris 2. B. Shiva Reddy, Former Professor, Osmania University, Hyderabad, India, and K. Anji Reddy, Mahatma Gandhi University, Telangana, India 3. C. Krishnan, Government College, Kodancherry, Kerala, India Discussant: Md. Muzammil, University of Lucknow, India
12:30 - 13:00	Open for Discussion Rapporteur: Nidhi S. Sabharwal, CPRHE/NUEPA, India
13:00 - 14:00	Lunch
14:00 - 15:30	Plenary Session: External Funding of Higher Education Chairperson: K. Ramachandran, NUEPA, New Delhi, India
14:00 - 14:45	Panel Discussion Speakers: 1. Francisco Marmolejo, World Bank, India 2. G. D. Sharma, SEED, New Delhi, India 3. Mona Khare, NUEPA, New Delhi, India
14:45 - 15:15	Open for Discussion Rapporteur: Neeru Snehi, NUEPA, India
15:15 - 15:30	Coffee and Networking (Venue: Pre-function Area)
15:30 - 17:30	Open Panel: World Bank, British Council, CPRHE Panel on World Class Universities- Lessons for India Chairperson: N. V. Varghese, Director, Centre for Policy Research in Higher Education Panel Discussion Speakers: 1. Isak Froumin, HSE University, Moscow, Russian Federation 2. Moses Oketch, University College London, UK 3. Francisco Marmolejo, World Bank, India Rapporteur: Anupam Pachauri, CPRHE/NUEPA, India
Departure	

ANNEXURE VI

NATIONAL SEMINAR ON STUDENT DIVERSITY AND DISCRIMINATION IN HIGHER EDUCATION IN INDIA

(27-28 February 2017)

National University of Educational Planning and Administration, New Delhi

Detailed Programme

Day 1: Monday, 27 February	
09:00	Registration
09:30 - 11:00	Inaugural Session Chairperson: Professor J.B.G. Tilak, Vice Chancellor (I/c), NUEPA, New Delhi Welcome: Professor N. V. Varghese, Director, Centre for Policy Research in Higher Education, New Delhi Keynote Address: Professor Michael Tharakan, Former Vice Chancellor, Kannur University, Kerala Vote of Thanks: Dr. C.M. Malish, Assistant Professor, CPRHE/NUEPA, New Delhi Rapporteur: Nivedita Sarkar, CPRHE/NUEPA, New Delhi
11:00 - 11:30	Coffee
11:30 - 13:00	Plenary Session: Equity and Diversity <p>The higher education sector in India entered a stage of massification in this century. One of the defining characteristics of massification is the growing student diversity in higher education institutions. Diversity in student composition is reflected in terms of gender, caste, religion, ethnicity and class. At present, students belonging to different religions, lower castes, poor families, rural areas, and speaking minority languages co-exist with students from high caste, urban and rich families. This session will discuss the implications of changing composition of students on equity and social inclusion in higher education.</p> <p>Chairperson: A. K. Singh, NUEPA</p>
11:30 - 12:45	Panel Discussion <ol style="list-style-type: none"> 1. Sudhanshu Bhushan, NUEPA, New Delhi 2. Ratna Sudarshan, ISST, New Delhi 3. Dhruva J. Saikia, Cotton College State University, Assam 4. Parimala Rao, JNU, New Delhi 5. Naresh Kumar, NUEPA, New Delhi Open for Discussion

12:45 - 13:00	Rapporteur: Arokia Mary, NUEPA, New Delhi
13:00 - 14:00	Lunch
14:00 - 16:00	<p>Plenary Session: Student Diversity and Discrimination in Higher Education Findings from the CPRHE Study</p> <p>CPRHE/NUEPA launched a study on student diversity and discrimination in higher education institutions in India. Major objectives of the study were to assess the extent of diversity in the Indian Higher Education Institutions, to analyse the nature and forms of discrimination in Higher Education Institutions and examine the institutional policies and strategies to address diversity and discrimination in the campuses. The study was conducted in the institutions located in the states of Uttar Pradesh, Bihar, Kerala, Maharashtra, Karnataka and Delhi. This session will discuss the findings of the study.</p> <p>Chairperson: Geetha Nambissan, JNU, New Delhi</p>
14:00 - 15:30	<ol style="list-style-type: none"> 1. Nidhi S. Sabharwal and C.M. Malish, CPRHE/NUEPA, New Delhi 2. Asha Singh, Fazal Ahmad and Barna Ganguly, Bihar 3. K.X. Joseph, T. D. Simon and Rajesh K, Kerala 4. H.A. Hudda, Avinash V. Talmale and Anil C. Bankar, Maharashtra 5. Roma Smart Joseph and Shravan Kumar, Uttar Pradesh 6. C.V. Babu and Satyender Kumar Thakur, New Delhi
15:00 - 16:00	<p>Open for Discussion</p> <p>Rapporteur: Anuneeta Mitra, NUEPA, New Delhi</p>
16:00 - 16:30	Coffee
Day 2: Tuesday, 28 February	
09:30 - 11:00	<p>Plenary Session: Academic Diversity and Social Inclusion</p> <p>The student diversity is mostly discussed in terms of social composition of students at the entry point. What happens to the students during the post-admission phase is relatively less explored area of research in higher education. Students are coming to campus with varying socio-economic and cultural background, competency levels, pre-college credentials and aspiration levels. These varying backgrounds have implications for their academic performance and social integration in the campuses. At times, the nature of academic diversity and the extent of social gaps may become source of discrimination creating barriers to social inclusion. This session will discuss the nature of diversity across social groups and its implications for academic diversity and social inclusion in higher education.</p>

09:30 - 10:30	<p>Chairperson: Karuna Chanana, Former Professor, JNU, New Delhi</p> <p>Panel Discussion</p> <ol style="list-style-type: none"> 1. Gitanjali Sen, Shiv Nadar University, Uttar Pradesh 2. D. D. Nampoothiri, CREST, Kerala 3. N. Sukumar, University of Delhi, New Delhi <p>Open for Discussion</p>
10:30 - 11:00	<p>Rapporteur: Manika Bora, NUEPA, New Delhi</p>
11:00 - 11:30	<p>Coffee</p>
11:30 - 13:00	<p>Plenary Session: Diversity Initiatives in India - Institutional Perspectives</p> <p>India has been formulating and implementing caste and ethnicity-based affirmative policies and actions to promote diversity and equity. Diversity initiatives undertaken by the State can be broadly classified into three types: initiatives to improve access to higher education, initiatives for success in higher education and initiatives to promote civic learning. As higher education system is massified, various institutional mechanisms are put in place to address student diversity. This session will discuss existing institutional mechanisms and structures for managing student diversity.</p>
11:30 - 12:30	<p>Chairperson: Asha Singh, Department of Economics, Patna University</p> <p>Panel Discussion</p> <ol style="list-style-type: none"> 1. G.G. Wankhede, TISS, Mumbai 2. Rajeev Doley, Tezpur University, Assam 3. P. Vijaya Prakash, Andhra University, Andhra Pradesh
12:30 - 13:00	<p>Open for Discussion</p> <p>Rapporteur: Swati Waghmare, NUEPA, New Delhi</p>
13:00 - 14:00	<p>Lunch</p>
14:00 - 15:30	<p>Plenary Session: Student Diversity and Civic Learning</p> <p>Literature shows that a diverse student body promotes an atmosphere essential to quality higher education and promotes civic learning. Civic learning is the process of acquiring new knowledge, values, skills and habits necessary to respectfully interact with people who represent diverse cultures and perspectives. Efforts to promote civic learning in higher education are in a way to improve the campus climate for the under-represented groups. This session will discuss the pathways for</p>

<p>14:00 - 15:15</p>	<p>channelling student diversity for advancing civic learning in higher education.</p> <p>Chairperson: Kuldeep Mathur, Former Director, NUEPA, New Delhi</p> <p>Panel Discussion</p> <ol style="list-style-type: none"> 1. Rowena Robinson, IIT Bombay, Mumbai 2. Sangeeta Kohli, NRCVEE, IIT Delhi, New Delhi 3. Wandana Sonalkar, TISS, Mumbai 4. Kumar Suresh, NUEPA, New Delhi
<p>15:15 - 15:30</p>	<p>Open for Discussion</p> <p>Rapporteur: Vartika, NUEPA, New Delhi</p>
<p>15:30 - 16:00</p>	<p>Coffee</p>
<p>16:00 - 17:00</p>	<p>Open Panel: Reflections on Managing Student Diversity in Higher Education</p> <p>Chairperson: N.V. Varghese, CPRHE/ NUEPA, New Delhi</p> <ol style="list-style-type: none"> 1. Sudhanshu Bhushan, NUEPA, New Delhi 2. N. Sukumar, University of Delhi, New Delhi 3. Rajesh Kharat, JNU, New Delhi 4. Sangamitra Acharya, IIDS, New Delhi 5. D. Parimala, University of Delhi, New Delhi 6. Nidhi S. Sabharwal, CPRHE, NUEPA, New Delhi <p>Vote of Thanks: C. M. Malish, CPRHE, NUEPA, New Delhi</p> <p>Rapporteur: Nivedita Sarkar, CPRHE/ NUEPA, New Delhi</p>

ANNEXURE VII

FACULTY AND ADMINISTRATIVE STAFF (As on 31.03.2017)

Vice-Chancellor (I/c)

Professor Jandhyala B. G. Tilak

Department of Educational Planning

Professor S.M.I.A. Zaidi, *Head*

Dr. P. Geetha Rani, *Associate Professor*

Dr. N. K. Mohanty, *Assistant Professor*

Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration

Professor Kumar Suresh, *Head*

Dr. Vineeta Sirohi, *Associate Professor*

Dr. Manju Narula, *Assistant Professor*

Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance

Professor Jandhyala B. G. Tilak, *Head*

Professor Mona Khare

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

Department of Educational Policy

Professor Avinash K. Singh, *Head*

Dr. Manisha Priyam, *Associate Professor*

Dr. S. K. Mallik, *Assistant Professor*

Dr. Naresh Kumar, *Assistant Professor*

Department of School & Non-Formal Education

Professor Nalini Juneja, *Head*

Professor Neelam Sood

Professor Pranati Panda

Professor Rashmi Diwan

Dr. Madhumita Bandyopadhyay, *Associate Professor*

Dr. Sunita Chugh, *Associate Professor*

Dr. Kashyapi Awasthi, *Assistant Professor*

Department of Higher and Professional Education

Professor Sudhanshu Bhushan, *Head*

Dr. Aarti Srivastava, *Associate Professor*

Dr. Neeru Snehi, *Assistant Professor*

Dr. Sangeeta Angom, *Assistant Professor*

Department of Educational Management Information System

Professor Arun C. Mehta, *Head*

Professor K. Biswal

Mr. A. N. Reddy, *Assistant Professor*

Department of Training and Capacity Building in Education

Professor Najma Akhtar, *Head*

Professor B. K. Panda

Dr. Savita Kaushal, *Assistant Professor*

Dr. Mona Sedwal, *Assistant Professor*

Computer Centre

Professor K. Srinivas, *Head, Computer Centre*

National Centre for School Leadership

Professor Rashmi Diwan, *Head*

Dr. Sunita Chugh, *Associate Professor*

Dr. N. Mythili, *Assistant Professor*

Dr. Subhitha G.V., *Assistant Professor*

Centre for Policy Research in Higher Education

Professor N. V. Varghese, *Director*

Professor Mona Khare

Dr. Nidhi S. Sabharwal, *Associate Professor*

Dr. Anupam Pachauri, *Assistant Professor*

Dr. Garima Malik, *Assistant Professor*

Dr. Jinusha Panigrahi, *Assistant Professor*

Dr. Malish C. M., *Assistant Professor*

Dr. Sayantan Mandal, *Assistant Professor*

School Standards and Evaluation Unit

Professor Pranati Panda, *Head*

Dr. Veera Gupta, *Associate Professor*

Dr. Rasmita Das, Swain, *Associate Professor*

Advisor (IAIEPA)

Professor K. Ramachandran

ADMINISTRATION & ACADEMIC SUPPORT

Registrar

Shri. Basavaraj Swamy

Administration (General and Personnel)

Shri. G. Veerabahu, *Administrative Officer*

General Administration

Shri J. P. Singh Dhama, *S.O.*

Personnel Administration

Shri B. R. Pahwa, *S.O. (I/c)*

Academic Administration

Shri P. P. Saxena, *S.O.*

Accounts

Dr. Subhash C. Sharma, *Finance Officer (I/c)*

Shri Chander Prakash, *S.O.*

Training Cell

Mr. J. P. Singh Dhama, *Training Officer (I/c)*

Publication Unit

Mr. Pramod Rawat, *Deputy Publication Officer*

Hindi Cell

Dr. Subhash C. Sharma., *Hindi Editor*

Library/Documentation Centre

Mrs. Puja Singh, *Librarian*

Dr. D.S. Thakur, *Documentation Officer*

Computer Centre

Shri Naveen Bhatia, *Computer Programmer*



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