cprhe report

2018 -19

Centre for Policy Research in Higher Education
National Institute of Educational Planning and Administration
(Deemed to be University)
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 GER of 25.8, 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 in the country. 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 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 the developed countries. We also 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 student diversity, governance, quality, teaching-learning, financing and employability and, in the future, will delve into critical new areas of research like college readiness and student success, 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 Dialogues 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 (CPRHE)

The CPRHE was established in NIEPA as a specialised Centre in the area of higher education policy and planning. The Centre was funded by University Grants Commission (UGC) in the initial stages. The Centre now is fully funded by the Ministry of Human Resource Development (MHRD). 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 NIEPA for final approval. The Vice-Chancellor (VC), NIEPA 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 *(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 NIEPA, 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 the Director and a group of core professionals 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 NIEPA, New Delhi. The Centre has launched several research studies since 2015 onwards.

This report covers the activities of the Centre for the period between April 2018 and March 2019.

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 focuses 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 quality and relevance; and improving governance and management. It endeavours to 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 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; and,

- 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 with 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 in February 2014.

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 the Board of Management (BoM) of NIEPA.

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) Bringing 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. are being continued and have become regular activities of the Centre. The new activities to be initiated by the Centre consist of preparation of policy briefs, organisation of policy dialogues, and research in the new domains. The thrust of the CPRHE activities are: i) Knowledge Generation through Policy-oriented Research and Analysis; ii) Capacity Development; iii) Analysis of Trends in Higher Education Development; iv) Sharing and Dissemination of Knowledge; v) Policy Dialogues/Consultations; vi) Advocacy for Education Reform and Policy Formulation; vii) Technical Support; and viii) Networking with Educational Researchers and Practitioners.

4 » CPRHE Activities

The CPRHE activities planned for the year 2018-19 followed from the Programme Framework and Action Plan prepared and submitted to the UGC and MHRD in January 2017. The CPRHE activities in the year 2018-19 focused on completing the research projects, finalising national synthesis reports and state research reports, organising expert committee meetings, methodology workshops and seminars. The regular publication activities of the Centre namely, India Higher Education Report (published by Sage), CPRHE Research Paper Series, Policy Briefs based on CPRHE research and CPRHE research reports continued in the year 2018-19, too. The details of the activities are:

4.1 India Higher Education Report

CPRHE/NIEPA 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 India Higher Education Report 2015 (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 IHER 2016, published by Sage in 2018, was released on the auspicious occasion of Maulana Azad Memorial Lecture at India Habitat Centre, New Delhi.

The third India Higher Education Report 2017 (IHER 2017) focuses on 'Teaching, Learning and Quality' was published by Sage in 2018 and released on the NIEPA Foundation Day Lecture in August, 2018.

The fourth India Higher Education Report 2018 (IHER 2018) focuses on 'Financing of Higher Education'. The final versions of the manuscript were received from the

authors. The Centre finalised the manuscript and the report is now in press for printing *(List of authors is attached in **Annexure II**)*.

The fifth India Higher Education Report 2019 (IHER 2019) focuses on 'Governance and Management of Higher Education'. The Centre developed a concept note for the IHER 2019, identified the prospective authors of different chapters and requested them to send the abstracts of the chapters *(List of authors is attached in **Annexure III**)*. The first Peer Review Meeting to discuss the framework and individual chapters based on the abstracts was organised on 4 May, 2018. The authors developed their chapters, and a second Peer Review Meeting of the authors of the IHER 2019 was held on 27 September, 2018. The CPRHE prepared extensive review comments and shared among the authors for revision of their papers. The report is under-preparation and will be published by Sage. CPRHE also plans to prepare the next issue of India Higher Education Report 2020 (IHER 2020) on the theme 'Employment and Employability of Higher Education Graduates'.

Second Peer Review Meeting of the Authors of the IHER 2019

4.2 Publications Based on Seminars Organised by CPRHE

4.2a: Teaching-Learning and New Technologies in Higher Education

Understanding teaching, learning and use of technology in improving, facilitating the process requires in-depth understanding of the issue, which also helps investigating it with references of different contexts and from various standpoints. With this understanding, the CPRHE has brought together a group of top academics and researchers to develop deeper insights into the issue of integrating digital technologies and teaching-learning at higher education, academic freedom, institutional leadership, new ways of teaching-learning, managing technology in facilitating teaching-learning, collaborating e-learning spaces among others.

By discussing experiences from various international contexts and empirical researches, this edited volume shaded light on the issues of teaching-learning and technology, which profoundly influence the higher education systems in recent times. The manuscript is submitted to Springer, India.

4.2b: Innovations in Financing of Higher Education

The Centre organises an International Seminar every year in collaboration with British Council, India on a specific theme of higher education. The research findings of the thematic research study are also disseminated in the seminar. The theme of International Seminar 2016-17 was "Innovations in Financing of Higher Education". The final versions of the manuscript have been received from the authors. The Centre has finalised the manuscript for publication.

4.3   CPRHE Research Paper Series

The CPRHE brings out a regular publication series titled "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. Professor N.V. Varghese and Dr. C.M. Malish are the editors of the series. The Centre has already published eleven research papers under this series. 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 S. Sabharwal (2017). 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 (2017). Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results.

ix) *Research Paper 9:* Sayantan Mandal (2018). Teaching-Learning in Higher Education: Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis..

x) *Research Paper 10*: Nidhi S. Sabharwal and C.M. Malish (2018). Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India.

xi) *Research Paper 11*: N.V. Varghese, Jinusha Panigrahi and Anubha Rohatgi (2018). Concentration of Higher Education Institutions in India: A Regional Analysis.

4.4   CPRHE Research Reports

The Centre brings out reports of the research undertaken and completed by the CPRHE. These reports are CPRHE research studies; evaluation studies of programmes and schemes, carried out at the request of UGC and MHRD; reports on the case studies of selected higher education institutions in the states and, synthesis national level report on various research themes. Close to 33 research reports have been prepared by the CPRHE *(List of Research Reports is given in Annexure IV)*.

4.5   CPRHE Seminar Reports

The CPRHE has been publishing reports of the International Seminars and National Seminars, organised by the Centre, as a part of the initiatives related to sharing and dissemination of knowledge. These reports on the seminars are published by CPRHE/NIEPA which describe and analyses issues discussed and raised in the seminar. The CPRHE Seminar Report of the International Seminar titled 'Quality and Excellence in Higher Education' held in 2018 is being finalised. The CPRHE Seminar Report of the International Seminar titled 'Employment and Employability of Higher Education Graduates ' held in 2019 is under preparation.

4.6   CPRHE Policy Briefs

Based on the research studies completed by the Centre and similar studies by other organisations, the CPRHE planned to prepare policy briefs in selected themes. A policy brief is a small document of 4-5 pages discussing the issue identified primarily from our research, and elaborates the policy implications. The areas for policy briefs are identified from the CPRHE research studies. The primary target

groups of these policy briefs are policy-makers at the national and state levels. The policy briefs on the following themes have been prepared: Equalising Access to Higher Education in India; Achieving Academic Integration in Higher Education Campuses in India; and Developing Socially Inclusive Higher Education Campuses in India. These policy briefs are based on the findings from the study on "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India". The policy briefs have been translated in Hindi, uploaded on the UGC website, and were recently shared with the Members of Parliament. In the year 2018-19, the CPRHE policy briefs were uploaded on the UGC website. The links to policy briefs uploaded on UGC website are the following:

https://www.ugc.ac.in/pdfnews/8714294_CPRHE-POLICY-BRIEF-1-Diversity-and-Inclusion-in-HE.pdf

https://www.ugc.ac.in/pdfnews/4755136_CPRHE-POLICY-BRIEF-2-Diversity-and-Inclusion-in-HE.pdf

https://www.ugc.ac.in/pdfnews/0373387_CPRHE-POLICY-BRIEF-3-Diversity-and-Inclusion-in-HE.pdf

4.7   International Seminar on Employment and Employability of Higher Education Graduates

The CPRHE has been organising International Seminars in collaboration with the British Council since 2014. The aim of the seminars is to provide academics, researchers, experts, policy-makers and members of various institutions engaged in research and policy to discuss issues related to higher education. The themes of the International Seminars organised in collaboration with British Council are : i) Massification of Higher Education in 2014-15; ii) Teaching, Learning and Technology in Higher Education in 2015-16; iii) Innovative Methods of Financing Higher Education in 2016-17; iv) Quality and Excellence in Higher Education in 2017-18; and v) Employment and Employability of Higher Education Graduates in 2018-19.

The International Seminar on 'Employment and Employability of Higher Education Graduates' was organised in February 2019. The focus of the deliberations was on the idea of employability as also on the empirical evidence on employment of the higher education graduates. Employment is about getting a job, and employability is about having a good mix of skills competencies and attitudes to successfully perform on the job. Employability is a necessary attribute employers look for while recruiting candidates for jobs. The recent education reforms emphasise the importance of developing employability skills by schools and institutions of higher education. The United Nations (UN) has made employability as a priority

area for youth employment, and expects all countries to review and re-orient their education, vocational training and labour market policies to facilitate transition from institutions of learning to places of work. The SDGs 2030, too, emphasise the need for focusing on job readiness among the youth.

Inaugural address of Mr. Gabriel Bordado at the International Seminar on 'Employment and Employability of Higher Education Graduates'

The youth unemployment is on the rise. The global unemployment among youth is more than 200 million and is expected to increase to 212 million by 2019. According to ILO estimates which take into account new labour market entrants, an additional 280 million jobs need to be created to close the global employment gap by the end of this decade. More importantly, a good share (45%) of the additional job seekers in this decade maybe from East and South Asia regions. The situation becomes aggravated since the vulnerability of the employed and informal rate of employment is very high in many of the countries of the same region. In the absence of stability in employment and well developed social security support systems, even the employed are becoming increasingly vulnerable.

Delegates of the International Seminar on 'Employment and Employability of Higher Education Graduates'

The concept of the so called 21st century 'employability skills' consists of both cognitive and non-cognitive aspects of human behaviour and learning. Over the past two decades, the definitions of employability have shifted from skills sets to be possessed by graduates to a more holistic view of 'graduate attributes' that include cognitive skills, competencies and inter-personnel interaction and communication skills. According to the Global Monitoring Report of UNESCO, employers from around the world consider skill gap as a major constraint for companies to grow and innovate. In India, increasing unemployment of the educated is accompanied by widening job-skill mismatch and declining labour force participation rates, especially among women. The youth population in India is expected to increase to 350 million by 2022. According to the latest NSSO data, the unemployment rate increases with increasing levels of education till the post graduate levels of education. The peak point in unemployment rates has been shifted from the secondary level to university degree level.

The Government of India has initiated various steps to make university graduates employable. The enrolments in B.Voc programmes have doubled in 2017-18; seven skill universities are operating; several universities have started apprenticeship programmes and are starting degree professional study programmes under the scheme of Higher Order Skills for Higher Education (HOSHE). These efforts to have add on skills to the students of Bachelor of Arts, Science and Commerce graduates will be offered by providers in higher education institutions.

The CPRHE Panel at the International Seminar on
'Employment and Employability of Higher Education Graduates'

The Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi and the British Council, jointly organised this International Seminar titled 'Employment and Employability of Higher Education Graduates' to discuss the global trends in job-skill mismatch and graduate employment/unemployment; to share experiences in

the practices of employability skill development programmes in higher education institutions, and to discuss strategies for aligning higher education with improved work readiness of graduates.

The seminar, held at the India Habitat Centre, New Delhi on 19-20 February, 2019, created an excellent opportunity to form an international network of partners, researchers, experts and policy-makers for sustainable knowledge-building. The seminar brought together educationists, academicians and decision-makers from Afghanistan, Sri Lanka, Bangladesh, Nepal, Ethiopia and United Kingdom. Close to 125 participants, including 28 international participants, attended the seminar. Representatives from the UGC and MHRD also participated in the seminar. The seminar was also a platform to disseminate the findings of the CPRHE research project on employment and employability of higher education graduates. Professor Mona Khare, the Principal Investigator and Project Coordinator of the research project, was the coordinator and convenor of the international seminar, under the guidance of Professor N.V. Varghese, Vice-Chancellor, NIEPA. 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 be brought out this year. *(The detailed programme is given in **Annexure VII**).*

5 » Executive Committee Meeting

The sixth meeting of the Executive Committee (EC) of the CPRHE was held on 27 March, 2019 at NIEPA. Nine members of the EC participated in the meeting. The meeting was chaired by Professor N.V. Varghese, Vice-Chancellor of the university. 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. The Vice-Chancellor presented some of the contributions made by the CPRHE towards policy and planning of higher education in the country since its inception five years back and also made a presentation on the Perspective Plan of NIEPA. The Vice-Chancellor informed the members of the EC that the funding for the Centre has been shifted from the University Grants Commission (UGC) to the NIEPA in 2018-19. He thanked the UGC for its support for the establishment and funding of the CPRHE in the initial years, and the Ministry of Human Resource Development (MHRD) for its continued support and taking the responsibility of funding the CPRHE under the regular structure of NIEPA. The Vice-Chancellor reiterated that the CPRHE will continue to engage in close interactions with the UGC, conduct studies and provide policy support.

Executive Committee Meeting of the Centre for Policy Research in Higher Education

Before moving to the agenda items for discussion and detailed presentation on the CPRHE activities, Professor Varghese pointed out that the CPRHE has

successfully completed the first cycle of the empirical studies. The research studies are implemented in universities and affiliated colleges located in several states. All the research studies undertaken by the CPRHE have been large-scale multi-institutional case studies implemented across various states *(See Figure 1)* in a comparative perspective following a collaborative research process.

Figure 1: States covered by CPRHE Research Studies

Represents the states which are part of the CPRHE research studies
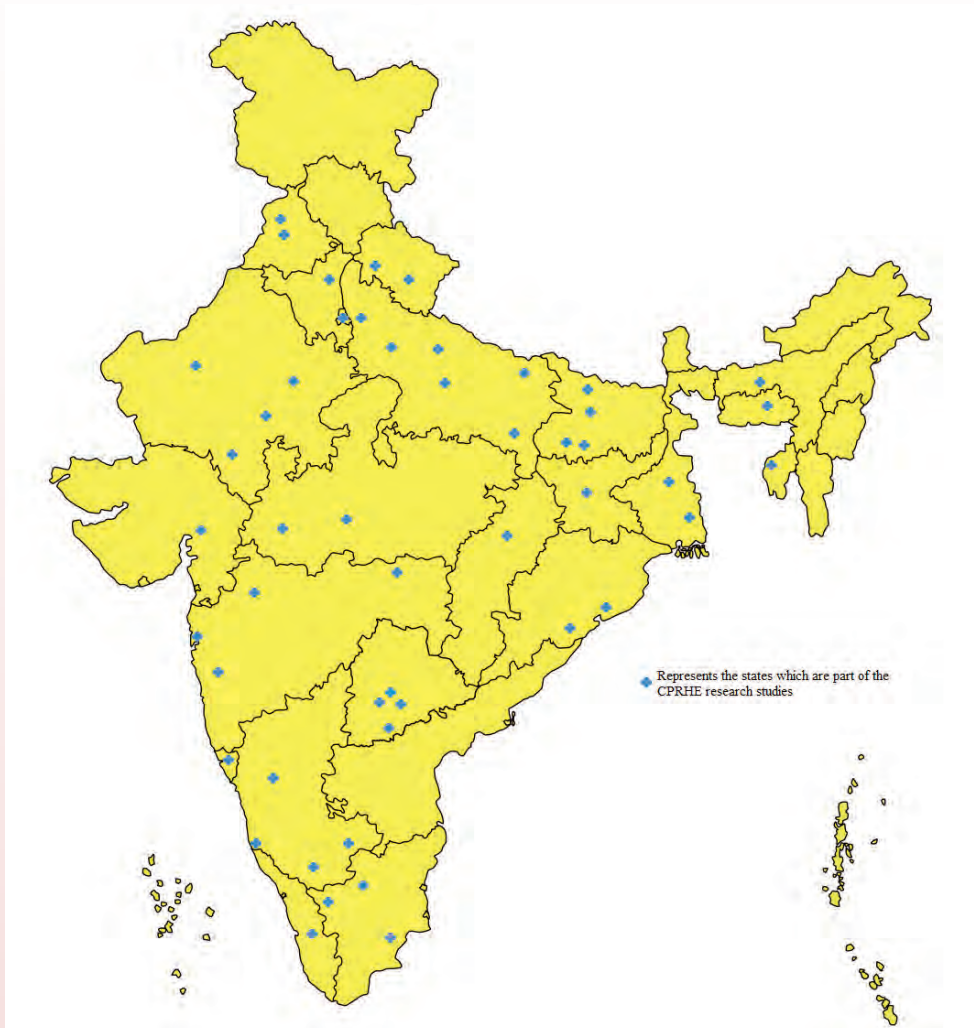
Six studies were launched and five have been completed with 33 research reports prepared. These include state research reports authored by collaborating research teams from the case study institutions and coordinated by the CPRHE faculty

members. The national level synthesis reports are prepared by the CPRHE faculty members.

It was elaborated that the research cycle of the CPRHE studies does not end with the preparation of research reports. The research reports signal the end of the first stage of research. The second stage of research is preparing of policy briefs and organising of policy dialogues in collaboration with universities in different regions. Preparation of policy briefs which are primarily based on the CPRHE research and organisation of policy dialogues are mechanisms of research-based engagement with the institutional level decision-making process for institutional change. The CPRHE is also in the process of launching the second round of research. The new research proposals for the second round of research are under preparation.

Furthermore, a distinction was drawn between training programmes and workshops/programmes organised by the CPRHE. It was clarified that the CPRHE does not organise training programmes. The CPRHE mainly focuses on organising of programmes which are primarily related and integrated with the research studies being carried out in the Centre. For example, research methodology workshops, expert group meetings, national seminars and international seminars are all linked to the research being carried out by the CPRHE. The programmes are embedded in the integrated whole of the research that is based on the Perspective Plan of CPRHE prepared in 2013-14. Also, it was shared that all the publications of the CPRHE such as the CPRHE Research Papers Series, CPRHE Policy Briefs, CPRHE Seminar Reports are uploaded on the CPRHE website which is freely accessible.

The meeting was coordinated by Dr. Nidhi S. Sabharwal, Associate Professor, CPRHE who also made a detailed presentation on the activities of the CPRHE. The discussions in the meeting were broadly divided into two parts - Part I dealing with the activities carried out by the Centre in the year 2018-19, and Part II on the programmes proposed by the Centre to be carried out in the year 2019-20. The Committee Members were highly appreciative of the contributions made by the CPRHE towards higher education research in India, and encouraged the faculty members to continue the research activities with the same level of academic rigour and engagement.

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 V)*. The Centre is at present completed or in the process of completion of research projects in selected institutions located in 22 states of India in the areas of: a) access and equity, b) accreditation agencies and their effects on quality, c) teaching and learning, d) financing, e) governance and management, and f) employment and employability. Each of the research projects has an expert committee which guides and monitors the activities of the project. The members of the expert committee consist of academics and educationists. The Expert Committee meets three times during the research cycle of the CPRHE studies. In the first Expert Committee meeting, the draft research proposal is presented before the members of the Expert Committee. The second Expert Committee meeting is organised to seek advice for analysing and interpreting the data. The draft case study reports and the synthesis reports are presented before the third Expert Committee meeting. Based on the suggestions and recommendations from the group, reports are then finalised.

The Centre organised the following third Expert Committee meetings during the year 2018-19. All the meetings were chaired by the Director, CPRHE.

1. The third Expert Committee meeting of the research project on the 'Financing of Public Higher Education Institutions in India' was held on 26 June, 2018 at CPRHE/NIEPA, New Delhi.

2. The third Expert Committee meeting of the research project on the 'Governance and Management of Higher Education in India' was held on 26 July, 2018 at CPRHE/NIEPA, New Delhi.

The Expert Committee Meeting of the Research Project on the
'Governance and Management of Higher Education in India'

3. The third Expert Committee meeting of the research project on the 'Teaching and Learning in Indian Higher Education' was held on 12 September, 2018 at CPRHE/NIEPA, New Delhi.

The Expert Committee Meeting of the Research Project on the
'Teaching and Learning in Indian Higher Education'

7 » Research Projects Launched by the CPRHE

The CPRHE has completed and/also is undertaking the following research projects. Summaries of the research projects are as follows:

7.1. Completed Research Projects

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

Given the diversification of higher education system and consequent diversity in student population, this research project aims at exploring 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 enter into college campuses which 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 their associated practices, prejudices and values are getting reproduced in higher education campuses.

This project attempts to understand the 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.

The 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, Bihar and Patna College (affiliated to Patna University); Zakir Husain Delhi College, New Delhi (affiliated to Delhi University); National Institute of Technology, Surathkal, Karnataka; Dr. John Matthai Centre (University of Calicut), Kerala; Sree Kerala Varma College, Thrissur and Sri C Achutha Menon

Government College, Thrissur (affiliated to University of Calicut), Kerala; RTM Nagpur University, Nagpur, Maharashtra; V.N. Government Institute of Arts and Social Sciences, Nagpur; and Government Institute of Science, Nagpur (affiliated to RTM Nagpur University), Maharashtra; University of Lucknow, Uttar Pradesh, and 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.

The study adapted combination of quantitative and qualitative methodology for collection and analysis of information. It involved questionnaire survey among the students (3200), interviews with faculty members, institutional leaders, faculty in-charge of various cells/committees and focus group discussions with students belonging to various socio-religious groups and gender. Coordinators visited all the case study institutions to monitor progress of the data collection, and participated in the field work activities such as focus group discussions with students and interviews 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 workshop, hands-on expertise on analysing both quantitative and qualitative data, strategies for integrating various data sources such as primary and secondary, student surveys and focus group discussions, and, interpreting, analysis and writing of reports were discussed. Draft chapters, prepared by the research team members after the second research methodology workshop, were thoroughly reviewed, and the detailed feedbacks were sent back to the respective teams. It helped them 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 as also 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

was attended by 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 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 the 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. General guidelines were followed while commenting on the drafts: the comments were 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 the arguments developed in each section/sub-section and data set used for the same; emphasis was laid on the data triangulation and to ensure that there was an adequate integration of qualitative and quantitative data; the reviewer focused whether the 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, 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 thus identified three stages of student diversity are: Stage I is social diversity which is quantifiable; measureable 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 the higher education authorities to create cells such as Equal Opportunity Cells, Women's Cell, and Anti-Ragging Cells in higher education institutions. The empirical findings indicate that although all types of institutional arrangements (in the form of cells) exist but 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.

It 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 the institution. The study clearly shows that we have reached a stage in addressing diversity in the campus where 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.

The Centre has also organised an Expert Group meeting with policy-makers and academics as members of the committee to discuss and finalise the policy briefs on Diversity and Inclusion in Higher Education. These policy briefs are based on the findings of the study and similar empirical evidences generated by other studies. The titles of the policy briefs are: Equalising Access to Higher Education in India; Achieving Academic Integration in Higher Education Campuses in India and Developing Socially Inclusive Higher Education Campuses in India. The Centre also plans to prepare modules on managing student diversity in higher education institutions to sensitise educational administrators.

Project Outputs: The research outputs prepared and submitted as a part of this project include: six state team reports and one synthesis report; two CPRHE Research Papers; three Policy Briefs in English with translations in Hindi; one CPRHE Seminar Report and close to seven published/forthcoming journal articles and chapters in books.

The following 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/NIEPA, 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/NIEPA, 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/NIEPA, 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/NIEPA, 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/NIEPA, 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/NIEPA, 2016.

7. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi' by   Dr. C. V. Babu, Dr. Satyendra Thakur and Dr. Nitin Kumar Verma, New Delhi, CPRHE/NIEPA, 2016.

The following CPRHE Policy Briefs have been prepared primarily based on this research project:

8. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा की सुलभता में समानता. CPRHE नीति सार 1, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.

9. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा का शैक्षणिक समेलन. CPRHE नीति सार 2, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.

10. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. नीति सार 3, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.

11. Sabharwal N.S. and C.M. Malish (2017) Equalising Access to Higher Education in India (2017). CPRHE Policy Brief 1. Delhi: Centre for Policy Research in Higher Education/NIEPA, New Delhi.

12. Sabharwal N.S. and C.M. Malish (2017). Achieving Academic Integration in Higher Education in India. CPRHE Policy Briefs 2. Delhi: Centre for Policy Research in Higher Education/NIEPA, New Delhi.

13. Sabharwal N.S. and C.M. Malish (2017). Developing Socially Inclusive Higher Education Campuses in India. Policy Briefs 3. Delhi: Centre for Policy Research in Higher Education/NIEPA, New Delhi.

The following CPRHE Seminar report has been prepared based on the national seminar held on the theme of the research project:

14. Sabharwal N.S. and C.M. Malish (2017). Report on National Seminar on "Student Diversity and Discrimination in Higher Education in India". CPRHE/NIEPA, New Delhi.

Following are the publications as research papers and articles from the completed research project:

15. Sabharwal, N.S. and Malish, C.M. (2018). "Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India", CPRHE Research Paper Series 10, August 2018.

16. Malish, C.M. and Sabharwal, N.S. (2018). "Diversity and Institutional Discrimination in Higher Education in India" In Abdul Salim (Ed.). Higher Education in Emerging India: Problems, Policies and Perspectives. New Delhi: Shipra Publication. pp. 84-98.

17. Nidhi S. Sabharwal (2018). Mind the Gap: Gendered and Caste-Based Disparities in Access to Conference Opportunities. *Conference Inference*.

18. Sabharwal, N.S. and Malish, C.M. (2018). "Diversity and Discrimination: Role of Higher Education for Civic Learning". In Varghese, N. V., Sabharwal, N.S. and Malish, C.M. (Eds). India Higher Education Report 2016: Equity. New Delhi: Sage.

19. Sabharwal, N. S. and Malish, C.M. (2017). Student Diversity and Challenges of Inclusion in a Massified Higher Education System in India, International Higher Education. No. 91. pp. 25-27.

20. Sabharwal N.S. and Malish, C.M. (2016). Dalit Scholar Suicide: Time to Reflect on Institutional Response to Student Diversity in Higher Education. February 4. Daily News Analysis.

21. Sabharwal, Nidhi S. and Malish, C.M. (2016). "Student Diversity and Civic Learning in Higher Education in India", CPRHE Research Paper Series 3, July 2016.

22. Sabharwal, N. S. (*forthcoming*). "Managing Student Diversity in Indian Higher Education Institutions: Achieving Academic Integration and Social Inclusion". In Varghese, N V., Malik G. (Eds). *India Higher Education Report 2019: Governance and Management*. New Delhi: Sage.

Project Coordinator/Principal Investigator: Dr. Nidhi S. Sabharwal and Dr. C.M. Malish

7.1.2 Governance and Management of Higher Education in India

The objectives of the research project are firstly to map out the evolution of the governance structure and processes at the national, state and institutional levels

and examine the role and functioning of the governing bodies at universities and colleges. The study is being implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra.

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

The study shows that government-university relation has evolved over time from direct control and monitoring to steering from a distance and devolving authority to institutions. While Central universities enjoy relatively more autonomy, the State universities are subject to more control and enjoy less autonomy. Even the funding given to Central universities is at a higher level as compared to the share of funding from state government to State universities. Hence, State universities face more resource crunch than Central universities.

Further, the study finds that the universities, in general - Central and State universities - enjoy more autonomy in academic matters and less of administrative and financial autonomy. Thus, designing academic programmes and curricula are done by the universities and approved by their Board of Studies.

Additionally, the governing bodies in the State universities have government officials and representatives from the Legislative Assembly and Legislative Council. For example, in the Universities of Rajasthan, Bharathiar University and Savitribai Phule Pune University, one finds these trends. However, Central universities do not have representatives from political parties. This pattern of representation has important implications for the way control is exercised by these functionaries on the university.

Institutional autonomy is a necessary but not a sufficient condition for decentralisation of decision-making within the university. It is observed that in the Central and State universities, there is over-centralisation of power and decision-making at the level of offices of Vice- Chancellors. It shows that the autonomy enjoyed by the university has not necessarily translated into decentralised and participative decision-making process within the university.

It can be concluded that there is a decline in the bargaining power of the professoriate. New governance arrangements have clearly reduced the collective influence of academics over decision-making in the institutions.

It is observed that a move to outcome-based measures from being purely input-based measures need to be strengthened. Internal Quality Assurance cells need to function effectively. Thus, quantitative metrics like the Academic Performance Index (API) are being used extensively though many teachers expressed their dissatisfaction with the metric. Governance structures are in need of reform and there is a sense that a form of managerialism is gripping the institutions under study. Recruitment of teachers has not taken place for several years in some cases, so there is an excessive reliance on adhoc and guest teachers.

The study also shows that the universities are not in a position to provide academic leadership to colleges due to the large number of affiliated colleges in the State universities.

The field-based data collection and data analysis is completed and draft reports have been finalised. Third Research Methodology Workshop was organised on 11-12 September, 2017 where the draft state reports and synthesis report were presented for comments from the peers. The synthesis report and the state reports have been submitted. Third Expert Committee meeting to discuss the reports was organised on 26 July 2018. Policy briefs will be prepared and policy dialogues will be held.

Research paper titled "Governance and Management of Higher Education Institutions in India" published as CPRHE Research Paper Series 5 in February 2017.

Project Outputs: (a) Four State Reports, (b) One Synthesis Report, and (c) One CPRHE Research Paper.

The following four state team reports and one synthesis report have been prepared as a part of this project:

1. "Governance and Management of Higher Education in India" by Dr. Garima Malik, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

2. "Governance and Management of Higher Education in Uttar Pradesh" by Professor Rakesh Raman, Professor Seema Singh and Dr. Sanjeev Kumar, New Delhi, CPRHE/NIEPA, 2018.

3. "Governance and Management of Higher Education in Maharashtra" by Professor Sanjeev Sonawane, Dr. Vaibhav Jadhav and Dr. Khandave Ekanath, New Delhi, CPRHE/NIEPA, 2018.

4. "Governance and Management of Higher Education in Rajasthan" by Dr. Rashmi Jain, Dr. Deeptima Shukla and Dr. Nidhi Singh, New Delhi, CPRHE/ NIEPA, 2018.

5.   "Governance and Management of Higher Education in Tamil Nadu" by Professor Annalakshmi Narayanan, Dr. A. R. Bhavana and Dr. C. Esther Buvana, New Delhi, CPRHE/NIEPA, 2018.

Following are the publications from completed research project:

1.   Malik G. (2017). "Governance and Management of Higher Education Institutions in India" by Dr. Garima Malik, CPRHE/NIEPA, Research Paper Series 5, February 2017.

2.   Malik G. (2019). "Institutional Autonomy and Governance of Higher Education Institutions in India", Book Chapter in The Governance and Management of Universities in Asia (with N.V. Varghese), Routledge. Edited by Chang Da Wan, Molly N.N. Lee, and Hoe Yeong Loke.

Project Coordinator/Principal Investigator: Dr. Garima Malik

7.1.3   Teaching and Learning in Indian Higher Education

The project looks into the issues of teaching and learning in Indian universities and colleges. The aim is to analyse the process of teaching from the points of views of the teachers, learners and institutions to suggest necessary policy changes to up-grade teaching-learning for a robust and sustainable development of Indian higher education. The objectives of the project are to understand the process of teaching-learning in the higher education institutions (colleges and universities) in India and identify possible diversities and different practices. It also aims 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 students in higher education and finally, to provide an empirically grounded and analytically robust understanding of policy priorities and policy responses in terms of teaching-learning, faculty and learner development in India's higher education institutions.

It is important to accept that there are hurdles at many levels to improve teaching and learning, and there are several stakeholders involved with the teaching-learning process in addition to the teachers and learners. Analysing their roles and interactions are equally important to understand the complexity of the system. The analytical tool, MATT, thus came as an outcome of the study, which tries to include various stakeholders and their interactions, and represents them in a simplified manner.

The analysis of the empirical findings of the study shows that there needs to be multilayered and context specific approaches for the development of teaching

and learning. Programmes that focus on interactivity, modern teaching-learning pedagogies, and interpersonal relationship building between teachers and students are helpful in the first level of transition from information-oriented to interactive teaching-learning. The shift from interactive to collaborative teaching-learning is time consuming, need intensive efforts, demands complex changes at all levels; nevertheless needed. Teaching to reach a collaborative stage and become learner-centred need a mid- to long-term approach, a diversified planning for HEIs at different stages of progress. Several measures can be taken in this regard. Based on the analysis, we suggest fourteen action points to improve teaching and learning in Indian higher education.

The first set of action points are for the administrators and larger decision-makers of Indian higher education and HEIs. Starting from developing a strategic planning to redefine teachers' role, managing information-oriented teaching and learning, promoting integrated use of ICTs and inclusive measures, redesigning curriculum focusing competence development, incorporating students' feedback, administrative awareness and sensitivity, improvement of infrastructure; the principles also recommend recruitment of permanent/tenured-tracked faculty positions. For the teachers of Indian colleges and universities, it suggests four key points. Practicing interactive teaching is one of them. Other action points include integrated use of ICT in regular classroom teaching, inclusive practices and welcoming constructive feedback from the students. The major step is to focus on teacher-training. The existing HRDCs (or the ASCs) should be revamped or replaced with a larger set up, dedicated to train teachers.

The teacher-training can also be linked with the professional development pathways of the teachers, which can be flexible yet incentive-based. The training programmes should focus on the process and the pedagogy and also allow inputs from the teachers and administrators in this regard. The realities of various HEIs, their shortcomings should be taken into consideration while planning for training of the teachers. Similarly, training of the administrations should be provided, and inputs from the students and teachers should be incorporated to identify the institution and region-specific issues to address them in a customised manner. State level institutions of educational administration should take the lead role in this regard. To impart effective teacher-training, higher educational policies required to redesign training programmes, focusing modern interactive teaching-learning pedagogy, subject and core competence-based teaching methodologies. Student orientation programmes need to be introduced at the school level and continued at the college level to break the culture of silence, and make students more open to interaction, starting from their enrolment in the institutions.

A systematic plan of interactive sessions between students, teachers and administrations, in intra- and inter-group levels would help reduce the gap and help identifying actual problems and find solutions, which could be effective. It is important to eliminate the power dynamics in all these interactions. The institutional expertise of the best national HEIs (like IITs, IISCs, and IISERs) should be tapped and existing schemes on the teacher-training (e.g. the PMMMNMTT by the MHRD) should expand their reach ensuring long-term sustenance. Maximum focus should be put on improving the teaching-learning conditions of the universities and colleges which are performing below average in NIRF and/or NAAC scales. The perceptions are changing in Indian higher education institutions regarding teaching, learning, use of ICT and administrative support to promote learning; which is critical, meaningful and relevant for the development of the present and future generations. However, the culture of traditional teaching-learning is deep-rooted, hence, difficult to change swiftly. It requires a long-term participatory approach where the policies and strategies could use the changing perceptions of the stakeholders in favour of effective teaching-learning. It is important for the policies to come up with short-mid- and long- term plans with a connected multilayered approach, designed for the development of teacher, students and learning environment.

Third research methodology workshop was organised on 29-30 August, 2017 where the draft state reports and synthesis report were presented for comments from the peers. The draft of the synthesis report is final and all the state reports have been submitted. Third Expert Committee meeting to discuss the reports was organised on 12 September 2018. Policy briefs and policy dialogues will be prepared.

Project Outputs: (a) Four State Reports, (b) One Synthesis Report, (c) One CPRHE Research Papers. The following four state team reports and one synthesis report have been prepared as a part of this project:

1. "Teaching and Learning in Indian Higher Education" by Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

2. "Teaching and Learning in Indian Higher Education: Chhattisgarh" by Professor Chandrashekhar Vazalwar, Dr. Sudhir Sudam Kaware, Dr. Payal Banerjee, New Delhi, CPRHE/NIEPA, 2018.

3. "Teaching and Learning in Indian Higher Education: Gujarat" by Professor Karanam Pushpanadham, Professor S. C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.

4. "Teaching and Learning in Indian Higher Education: Tamil Nadu" by Dr. R. Ramesh, Dr. M. Vakkil, Dr. R. Vinodh Kumar, New Delhi, CPRHE/NIEPA, 2018.

5. "Teaching and Learning in Indian Higher Education: West Bengal" by Professor Nimai C. Maiti, Professor Kutubuddin Halder, Dr. Sudeshna Lahiri, New Delhi, CPRHE/NIEPA, 2018.

The following CPRHE Seminar report has been prepared based on the international seminar held on the theme of the research project:

6. International Seminar on "Teaching-Learning and New Technologies in Higher Education" by N. V. Varghese and Sayantan Mandal, New Delhi, CPRHE/NIEPA and British Council, 2016.

Following are the publications from completed research project:

7. Mandal, S. (2018). "Teaching-Learning in Higher Education: Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis", CPRHE Research Paper Series 9, April 2018.

8. Mandal, S. (2018). The Critical Perspectives of Teaching-Learning in Indian Higher Education. In Varghese, N.V, Pachauri, A., Mandal, S. (Eds.) India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education, Sage, New Delhi.

9. Mandal, S. (2018). Teaching in Indian Higher Education: Six Principles for Improvement. International Higher Education. Boston College. No. 95, Fall Issue.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

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

Indian higher education system has experienced, in the last decade, a major overhaul not only in terms of massive participation of diverse students in higher education institutions rather in terms of participation of new private higher education institutions both in general as well as technical courses. The changing institutional participation is the repercussion of the post-structural adjustment policies and thereby the new economic reforms that encourage market interventions in higher education decision making. Similarly, with response to such policy changes, the public higher education institutions have undergone major transformation to meet the growing demand for higher education due to changing amount of funding by central and state governments along with other existing and emerging challenges related to availability and maintenance of infrastructure, shortages of teaching and non-teaching staff in the institutions and other related issues.

This study attempted to map the diversified sources of funding of higher education institutions, 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 was implemented in five states - Bihar, Odisha, Punjab, Uttarakhand and Telangana.

The study involved a mixed methodology using both quantitative and qualitative data, including detailed interviews with institutional administrators, higher education authorities, and focused group discussions (FGDs) with the students and faculty members of selected institutions. Thorough analysis of annual budgets and audit reports gave a detailed understanding of financial health of the university and the trends and patterns of income and expenditure over a five-year period. Similarly, the analysis of empirical data collected through student and faculty questionnaire gave clear understanding of the resource mobilisation and patterns of usage of available institutional resources and shortages thereby in the respective institutions. The qualitative data through interviews and FGDs gave insights of day-to-day functioning of the institutions and challenges and issues those are pertinent to scarcity of funding of diverse types of HEIs. Through the study, an in-depth comparative analysis is done in terms of varying sources of funding of diverse HEIs to understand the differences in funding sources of Central and State universities and colleges with different types of management. The idea was to observe the challenges faced by these diverse HEIs whenever there is a shortage of resources, and multiple strategies they adopt to meet the day-to-day operational expenses of their respective institutions. Understanding such dynamics was also very important in a period of declining public funding and growing enrolment of students, particularly in state universities and colleges.

The major recommendations were:

The well established Central universities have a better scope to mobilise resources from different sources like consultancy, projects from national and international agencies, renting out their available infrastructure like markets, shops, auditorium, vehicles, seminar halls, etc and outsourcing various services like securities, canteen, hostel mess, etc. But, for state universities mobilising resources in case of shortages in public funding or delay in receipts make them resort to fees. In some instances, the tuition fee is higher with large number of students. Fees collected as examination fee also contributes a larger share within fees components.

Self-financing course though does not contribute to state universities but aided colleges get a larger proportion of income from running self-financing courses.

The scope for any other income generating sources is limited with a few instances of contract farming, investments income from bank deposits and renting out minimum facilities of the institutions particularly by aided colleges.

The mounting expenditures of these institutions resort to various cost-saving measures which indirectly impact the growth and development of these institutions and fulfilling the purpose of provision of higher education. There is the need of policy interventions for these struggling higher education institutions where grants for development purposes would make these institutions to improve their quality in an era of global rankings and higher competitions. The major area to be intervened would be to filling out vacant posts and providing adequate resources to run the overburdened salary expenses. Similarly, there is the need of extending development grants to state universities and colleges according to the requirement to reach a level of competitiveness to improve quality of teaching-learning as well as to get equipped with basic infrastructure to cater to the growing enrolment of students in such institutions. Third Research Methodology Workshop was organised on 25-26 September, 2017 where the draft state reports and synthesis report were presented for comments from the peers. The synthesis report and state reports have been submitted. The third Expert Meeting to discuss the reports was organised on 26 June, 2018. Policy briefs and policy dialogues will be prepared.

Project Outputs: (a) Five State Reports, (b) One Synthesis Report, (c) One CPRHE Research Papers; d) One CPRHE Seminar Report and six published and forthcoming articles in books and journals.

The following five state team reports and one synthesis report have been prepared as a part of this project:

1. "Financing of Higher Education: Institutional Responses to decline in Public Funding" by Dr. Jinusha Panigrahi, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

2. "Financing of Public Higher Education Institutions in Punjab: A Study of Flow of Funds and their Utilisation: A Case Study of Punjabi University, Patiala and Desh Bhagat College, Dhuri" by Dr. Harvinder Kaur, Dr. Neelam Kumari and Dr. Balbir Singh, New Delhi, CPRHE/NIEPA, 2017.

3. "Financing of Public Higher Education Institutions in Telangana: A Study of Flow of Funds and their Utilisation: A Case Study of University of Hyderabad" by Professor K. Laxminarayana, Professor Nagaraju Gundimeda and Dr. K. Ramachandra Rao, New Delhi, CPRHE/NIEPA, 2017.

4. "Financing of Public Higher Education Institutions in Odisha: A Study of Flow of Funds and their Utilisation: A Case Study of Utkal University" by

Dr. Himanshu Sekhar Rout, Dr. Mitali Chinara and Mr. Rajanikanta Tripathy, New Delhi, CPRHE/NIEPA, 2017.

5. "Financing of Public Higher Education Institutions in Uttarakhand: A Study of Flow of Funds and their Utilisation: A Case Study of Kumaun University" by Professor B. D. Awasthi, Professor N. C. Dhoundiyal and Dr. Mohan Chandra Pande, New Delhi, CPRHE/NIEPA, 2017.

The following CPRHE Seminar report has been prepared based on the international seminar held on the theme of the research project:

6. International Seminar on "Innovations in Financing of Higher Education", by N. V. Varghese and Jinusha Panigrahi, New Delhi, CPRHE/NIEPA and British Council, 16-17 February, 2017.

Following are the publications from completed research project:

7. Panigrahi, J. (2017). "Resource Allocation and Innovative Methods of Financing Higher Education in India", CPRHE Research Paper Series 6, February 2017.

8. Panigrahi, J. (2018). 'Public Institutions in India Consider New Methods of Financing' in The World View, weekly blog from the Centre for International Higher Education published in Inside Higher Education, U.S. 22 October, 2018. (https://www.insidehighered.com/blogs/world-view/public-institutions-india-consider- new-methods-financing)

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Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

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

The expansion of private deemed to be universities is enormous compared to public deemed to be universities. The fee charged by such universities is exorbitant which needs to be regulated to safeguard rights of students and parents. For fee regulations, UGC passed a regulation as Institutions Deemed to be Universities Regulations, 2016 with the objective of controlling the exorbitant fees charged by such institutions, in particular such private institutions. In the light of above regulation relating to fees, it is important to understand the fee structure and the compliance in accordance with fee regulation.

On the request of MHRD, CPRHE conducted a study on 'Fixation of Fees in Private Deemed to be Universities in India'. The major objectives of the study were: to understand the fee structure in private deemed to be universities, the existing regulations by the centre and different state governments for fees charged by such institutions and the rationale in fixation of fees in such private deemed to be universities. The project activities carried out in the year 2018-19 are the following:

a)   Both qualitative and quantitative research instruments were developed.

b)   The project was implemented across selected institutions of six selected states of India.

c)   Primary data was collected from sampled students and teachers of selected private deemed to be universities and FGDs were conducted with teachers and students. Interviews were conducted with institutional administrators and selected state higher education departments.

d)   The data was complied and analysed at CPRHE and final draft report prepared.

e)   The report is reviewed and submitted in March 2019.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

7.2   Follow-up Activities for Completed Research Projects (2019-20)

7.2.1   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 was aimed at exploring diversity and discrimination in higher education campuses in India. The project attempted to understand nature and forms of diversity in campuses and structure and mechanism that exist to deal with diversity and discrimination. The study administered a

detailed questionnaire-based survey among 3200 students, conducted around 200 interviews with faculty and administrators, close to 50 solicited diaries and 70 focus group discussions with students. The study was implemented in institutions located across six states, namely, Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. The research report is completed and was submitted to the Research Advisory Committee. As a follow-up activity, the Centre organised a national seminar on the theme in 2017. The objective of the national seminar was to initiate a national dialogue on diversity, equity and discrimination in universities and colleges in India. In addition to the CPRHE study, invited scholars presented various dimensions of student diversity and equity in higher education. Seven research reports - a synthesis report, six state reports - two CPRHE research papers, report on the national seminar and three policy briefs have been prepared. We are also in the preliminary stage of developing a book proposal based on the study report.

Organisation of Policy Dialogue at the National Level: A policy dialogue is proposed to be conducted on 23 July, 2019 in collaboration with the research team members from Vasantrao Naik Government Institute of Arts and Social Sciences at Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The policy dialogue will bring together policy-makers, institutional leaders and academics to discuss issues of student diversity and social inclusion in higher education institutions. The dialogue will be structured around the CPRHE policy briefs for policy-makers on three themes. The three themes on which CPRHE Policy Briefs are:

CPRHE Policy Brief 1 (2017): Equalising Access to Higher Education in India (Written by Nidhi S. Sabharwal and C.M. Malish).

CPRHE Policy Brief 2 (2017): Achieving Academic Integration in Higher Education in India (Written by Nidhi S. Sabharwal and C.M. Malish).

CPRHE Policy Brief 3 (2017): Developing Socially Inclusive Higher Education Campuses in India (Written by Nidhi S. Sabharwal and C.M. Malish).

English and Hindi versions of the policy briefs will be circulated. A report will be prepared based on the dialogue.

Authors' workshop with the Expert Group to discuss Draft of Modules on Managing Student Diversity in Higher Education: CPRHE/NIEPA, New Delhi was requested by the Indian Council of Social Science Research (ICSSR) to prepare modules related to student diversity and civic learning in higher education. The purpose of the modules is to sensitise students, teachers and administrators in higher education on issues related to student diversity, specific challenges facing

students from marginalised social groups and the role of higher education in civic learning and democratic engagement. Developing module to sensitise educational managers and administrators are primarily based on empirical findings from the large scale study on student diversity and social inclusion that has been carried out by the Centre. We plan to prepare seven modules collaboratively with academics and experts as authors. The final workshop is scheduled to be held in December, 2019 with members of the expert group to seek their guidance for finalising the modules.

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

7.2.2 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 objectives of the research project are firstly to map out the evolution of the governance structure and processes at the national, state and institutional levels and examine the role and functioning of governing bodies at universities and colleges. The study has been implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra. The field-based data collection and data analysis is completed. In the year 2018-19, four state reports and synthesis reports were prepared and presented to the members of Research Expert Committee in July 2018

Specific activities planned for this research project for the year 2019-20 are the following:

Finalising State Reports for Website Upload: Final drafts of the state level reports have been prepared by the selected institutions in the CPRHE/NIEPA project on "Governance and Management of Higher Education in India". The final draft of the state level reports has been prepared by the selected institutions. The draft was edited, reviewed and sent back to the teams for revision before submitting the final reports. The final reports have been submitted by the teams. The reports are being now edited at CPRHE for finalisation.

The synthesis report has been finalised.

Preparation of Policy Briefs: Primarily based on the findings from the study on 'Governance and Management of Higher Education in India', policy briefs will be prepared. An expert group meeting will be convened to review the drafts of the policy briefs.

Expert Group Meeting on Policy Brief 'Autonomy and Accountability of Higher Education Institutions': An Expert Group meeting to discuss draft policy briefs on 'Autonomy and Accountability of Higher Education Institutions in India' is scheduled to be organised in July, 2019. The meeting will invite experts who will discuss the draft policy briefs and make suggestions to revise and finalise the policy briefs. The policy briefs will discuss issues of autonomy and accountability. The objective of the policy briefs is to evolve national, state and institutional policies in addressing the issues of autonomy and accountability of higher education institutions in India and make key policy recommendations. The autonomy debate starts with what kind of autonomy is meant for universities and colleges. The first step in the process is the academic autonomy to be granted, followed by financial and administrative autonomy.

Organising a Policy Dialogue: Based on the policy briefs, a policy dialogue on 'Autonomy and Accountability of Higher Education Institutions' is scheduled for November, 2019.

Project Coordinator/Principal Investigator: Dr. Garima Malik

7.2.3   Teaching and Learning in Indian Higher Education

While research on improving teaching-learning process in the primary and secondary education sectors are common, it is relatively absent in higher education. 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. The objectives of the research project include an analysis of the process and status of teaching-learning process in higher education in India. The research project is being implemented in the states of Chhattisgarh, West Bengal, Gujarat and Tamil Nadu. The data collection and data analyses are complete.

Specific activities planned for this research project for the year 2019-20 are the following:

Finalising of State Reports for Website Upload: The final draft of the state level reports has been prepared by the selected institutions. The draft was edited, reviewed and sent back to the teams for revision before submitting the final reports. The final reports have been submitted by the teams. The reports are being now edited at CPRHE for finalisation.. The synthesis report has been finalised.

Preparation of Policy Briefs: Primarily based on the findings from the study on 'Teaching and Learning in Indian Higher Education', policy briefs will be prepared. An Expert Group meeting will be convened to review the drafts of the policy briefs.

Expert Group Meeting on Policy Briefs: Policy Briefs on '*Transforming Teaching in Indian Colleges and Universities'* focus on addressing the issue of ineffective teaching in undergraduate and postgraduate levels of Indian colleges and universities. It aims at suggesting several measures to improve the quality of teaching in undergraduate and postgraduate levels of Indian higher education. The policy briefs are based on empirical studies carried out in the CPRHE/NIEPA. An Expert Group meeting to discuss draft policy briefs is scheduled to be organised in July, 2019. The aim of this meeting is to present the draft of policy briefs to the experts for discussion and for further comments. Educational and policy experts will attend the workshop, along with members of the NIEPA faculties.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

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

This study attempts to map the diversified sources of funding of higher education institutions 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. The data collection, data analysis and draft state and synthesis reports are complete.

Activities planned for the year 2019-20 are the following:

Finalising of State Reports for Website Upload: The final draft of the state level reports has been prepared by the selected institutions. The draft was edited, reviewed and sent back to the teams for revision before submitting the final reports. The final reports have been submitted by the teams. The reports are being now edited at CPRHE for finalisation. The synthesis report has been finalised.

Preparation of Policy Briefs: Primarily based on the findings from the study on 'Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation", policy briefs will be prepared. An Expert Group meeting will be convened to review the drafts of the policy briefs.

Expert Group Meeting for Policy Briefs: An Expert Group meeting to discuss policy briefs on Resource Allocation Criteria and Resource Mobilisation by Public Higher Education Institutions will be organised in September, 2019. In view of the review comments, the policy briefs will be revised and finalised for print and dissemination.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

7.3   Ongoing Research Projects

7.3.1   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 quality of the institutions that have accredited by the National Assessment and Accreditation Council (NAAC) and Internal Quality Assurance (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 field-based data collection is complete. The process of analysing the data and preparing the draft version of the report are in progress.

The project activities carried out in the year 2018-19 are the following:

a)   The final draft of the state level reports was prepared by five institutional teams from the institutions selected for the study, namely, Mysore University, Mysore, Karnataka; Devi Ahilya Vishvavidyalaya, Indore, Madhya Pradesh; North Eastern Hill University, Shillong, Meghalaya; Mohanlal Sukhadia University, Udaipur, Rajasthan; and Osmania University, Hyderabad, Telangana. During the process of report writing, the detailed feedback on drafts of each chapter was provided to each team. This was followed by editing and review of each report sent to the teams for revision before the final submission of the report.

b)   Draft of synthesis report was also prepared and was further edited following the feedback from the institutional teams.

c)   The state team reports are being further edited at CPRHE by the Project Coordinator to prepare them ready for upload to the CPRHE website.

d) The project coordinator and principal investigator Dr. Anupam Pachauri convened an International Seminar on "Quality and Excellence in Higher Education". The seminar was jointly organised by the CPRHE-NIEPA and the British Council. A dedicated session with panel on the national study findings, and findings from two of the institutions was organised. The panel generated discussion on the effects of quality assurance and workings of institutional structures for quality at the institutional level. The panel also received encouraging remarks from the national and international experts participating in the seminar. The papers presented by the CPRHE panel at the international seminar were further finalised for submission to the edited volume of the seminar planned to be brought out in the following years.

Research Outputs: The following articles and chapters in the book have been published based on this research project:

1. Pachauri, A. (2018). 'Effects of External and Internal Quality Assurance on Indian Higher Education Institutions' in Varghese, N.V., Pachauri, A. and Mandal, S. (Ed.) *India Higher Education Report 2017: Quality and Teaching-learning in Higher Education in India*, Delhi: Sage.

Activities planned for the year 2019-20 are the following:

1. *Finalisation of the State Reports and Synthesis Report for Website Upload*: The final draft of the state level reports has been prepared by the selected institutions. The draft was edited, reviewed and sent back to the teams for revision before submitting the final reports. The final reports have been submitted by the teams. The reports are being now edited at CPRHE for finalisation. The synthesis report draft has been completed. The synthesis report will be internally reviewed and finalised.

2. *Third Expert Committee Meeting*: Third Expert Committee meeting will be organised in the year 2019. The objective of the meeting is to discuss and review the research reports and seek comments from the members of the expert group on the reports for the research project. Research Project Expert Committee members will attend the meeting.

3. *Preparation of Policy Briefs*: Primarily based on the findings from the study on 'Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level', policy briefs will be prepared.

4. *Expert Group Meeting for Policy Briefs:* An Expert Group meeting will be convened in August 2019 to review the drafts of the policy briefs. In view of the review comments, the policy briefs will be revised and finalised for print and dissemination.

5. *Organising Policy Dialogue:* Two policy dialogues based on the policy briefs developed based on the findings of the research project on quality assurance at the institutional level, will be organised.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

7.3.2   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. The study aims to answer the following research questions: a) What are the employers' perceptions regarding employability skills of Higher Education (HE) graduates? b) What are the experiences of new employees regarding their employability readiness during the university education *vis-à-vis* their work place requirements? c) What are the students' expectations from Higher Education Institutions (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? Perspectives of the major stakeholders such as the employers and the new employees, students and teachers are explored to answer the research questions. It is a multi-level, multi-state study covering multiple cities in the country. The six cities identified are: four Tier I category cities of Mumbai, Delhi, Bangalore, Hyderabad; Lucknow as a lead employment provider among Tier II category cities; and Udaipur as one among the first three employment providers in the Tier III category of cities.

The following activities have been undertaken so far in the project. 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, a pilot survey was conducted in a Delhi University college to generate students' and college faculty's/administration's perspectives. 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, 17 state team members participated.

The research instruments were thoroughly discussed and shared with the team members to undertake field surveys in their respective states. Second methodology workshop was held to discuss the analytical frame. Subsequent to the research methodology workshop, attended by research team members, the data analysis has been completed, and the state reports are at the finalisation stage.

An International Seminar on "Employment and Employability of Higher Education Graduates" was organised on 19-20 February, 2019. The seminar was jointly organised by the CPRHE-NIEPA and the British Council. A dedicated session with panel on the national study findings, and findings from the institutions was organised. Furthermore, qualitative data analysis is being finalised. Draft of a few state reports has been completed and the national synthesis report is under preparation. The final methodology workshop is being scheduled for finalisation of the report. The following articles and chapters in the book have been published based on this research project: "India: Graduates and Employment" *International Higher Education*, Number 95: Fall 2018, The Boston College Centre for International Higher Education (CIHE), USA.

Project Coordinator/Principal Investigator: Professor Mona Khare

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

The first research methodology workshop of the project "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges" was organised at CPRHE-NIEPA on 2-3 May, 2017. Objective of the workshop was to develop a collective understanding about the implementation of study. Twelve participants from selected case study institutions attended the seminar.

Research proposal and overall theoretical and methodological approach towards the study was presented before the participants. Each of the research instruments was discussed in detail. Practical sessions were conducted to provide hands-on expertise on data collection. Project implementation plan was discussed and developed mutually agreed upon time-frame for the study. Based on the inputs from the discussion, research instruments were revised and finalised, and the same has been shared with all participants along with report of the workshop. Progress of the field work was monitored and the CPRHE took part in data collection across all the higher education institutions along with principal investigators and project staff. Field work reports were prepared. Data analysis and writing report is progressing well.

Final meeting of the Expert Group and workshop for research team members will be organised in the year 2019. The aim of the meeting will be to discuss the findings of the study with principal investigators from the case study institutions and with the members of the research advisory group. The objective of the meeting is also to seek advice from the members of the advisory committee on draft report of the research study. Based on the inputs from the principal investigators and members of the research advisory committee, report of the study will be finalised and make it available for wider dissemination. The draft report will be finalised after the meeting and same will be submitted to UGC.

Project Coordinator/Principal Investigator: Dr. Malish C. M. and Dr. Nidhi S. Sabharwal

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

The objective of this project, funded by the Indian Council of Social Science Research, is to prepare modules on managing student diversity in higher education institutions in India. The modules will be to sensitise faculty members and administrators of higher education institutions 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 and each module was presented before the group for their feedback. The first meeting of authors of the modules has also been held. The meeting helped develop a collective understanding of overall approach and content of each module.

The areas identified for the modules included:

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

The major objectives of the module will be to discuss the concept of student diversity, equity and social inclusion in higher education; to discuss the approaches to achieving student diversity, equity and social inclusion in higher education; to discuss the existing programmes to address student diversity, equity and social inclusion in higher education and areas of action/interventions.

Module 2: Classification of Student Diversity in Higher Education.

The module will discuss the stages of student diversity in higher education and introduce the method to assess student diversity in higher education institutions.

Module 3: Approaches to Achieving Academic Integration on Campuses.

The objectives of the module are to develop an understanding on diversity in student social characteristics and pre-college academic backgrounds; to develop a clear understanding on the link between social and pre-college academic background, choice of discipline and transition to higher education; and to discuss the approach towards academic integration and successful transition to higher education.

Module 4: Forms of Discrimination in Higher Education

The objectives of the module are to develop an understanding on the concept of discrimination and symbolic violence on campus; to know the forms of discrimination in higher education institutions; and to understand the consequences of discrimination on academic and social integration.

Module 5: Social Inclusion in the Campus

The major objectives are to develop comprehensive understanding of social inclusion in higher education campuses; to discuss the challenges of social inclusion faced by students' diverse backgrounds; and to know features of social inclusive campus.

Module 6: Institutional Mechanism for Managing Student Diversity

The objectives are to understand why it is important to institutionally manage student diversity in a massified system; to know existing institutional mechanisms and structures for managing student diversity; and to introduce approaches to develop and institutional culture for social inclusion and strategies for managing student diversity.

Module 7: Student Diversity, Civic Learning and Democratic Engagement

The objectives are to introduce the concept of civic learning in higher education; to develop a clear understanding on the link between student diversity as a resource for civic learning; and to know approaches to and types of diversity initiatives to promote civic learning.

The preparation of the draft versions of the modules is in progress.

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

7.5   New Research Projects

The CPRHE is initiating new research projects from the year 2019-20. The new research proposals given in the following paragraphs are the shortened versions of the full proposals.

7.5.1   College Readiness and Student Success in Higher Education in India

The Centre has already completed a study on student diversity and social inclusion in higher education. The study brings out the varying social background of new generation learners in higher education in India. A majority of students in higher education belong to traditionally under-represented and socially excluded groups, from rural background, low-income families and first-generation learners. While widening access to higher education is an important policy goal, it is a challenge to simultaneously ensure academic success of students. The interactions with student groups indicate that they are at varying stages of being 'college ready', with institutions under-prepared to successfully integrate diverse learners in academic and social spheres on campuses. Equity objective of increasing enrolment in higher education of students from traditionally under-represented groups must be coupled with the objective of ensuring that students possess knowledge and skills to succeed in higher education.

The issue of college readiness becomes more challenging in a massifying system where higher education institutions have to respond to students who are first generation learners, are at varying levels of college readiness and enter higher education with unique needs. However, college readiness is an under-researched area and what one needs to succeed in college must be investigated and refined. The research questions of the study are: what is the level of college readiness amongst diverse student body currently enrolled in higher education institutions; how does level of college readiness effect day-to-day teaching-learning process and teacher-student interactions inside and outside higher education classrooms, and what are the new institutional ways by which high school and higher education system can work collaboratively, specifically, with regard to improving college readiness. The study will adopt combination of qualitative and quantitative approach for the collection and analysis of data/information. This study, therefore, will address issues related to college readiness in a massifying higher education system with the objective of academically and socially integrating students coming from diverse background so as to promote improved learning outcomes at the end of their studies in the universities and colleges.

Activities planned for the year 2019-20 are the following:

The Expert Committee meeting on 'College Readiness and Student Success in Higher Education in India' is scheduled to be held in March, 2020. The Expert Committee

is constituted to advise and guide implementation of the project. A detailed research proposal comprising of an extensive literature review, a conceptual and theoretical framework as well as the methodology for the study will be presented to the committee. The objective of the Research Expert Committee meeting is to present the research proposal to the experts and seek their comments and guidance on the scope of the research, research questions, research design and the selection of institutions for the study. A panel of 4-6 Research Project Expert Committee members will be constituted and invited to attend the meeting. Based on the inputs of the members, the research proposal and its scope will be revised.

Project Coordinator/Principal Investigator: Dr. Nidhi S. Sabharwal

7.5.2   Language and Inequalities: A Study of Medium of Instruction in Higher Education in India

This study aims to develop a deeper understanding on issues related to language planning and policy and practices in Indian higher education and its impact on students from diverse linguistic background. As system is massified, more number of students are coming to colleges and universities from regional medium backgrounds. The study will explore whether variations in competency level in the language used as medium of instruction impact academic integration, social inclusion and educational and employment outcome. It will also look into existing policies and practices at institutions to address linguistic diversity of student body and actual classroom practices by teachers. This research will be guided by the following research questions: how linguistic diversity impacts academic integration and academic success of students in higher education; how linguistic diversity influences socialisation pattern and participation in social and cultural life of students in higher education campus, and what are the institutional policies and mechanisms to address linguistic diversity of students in higher education institutions. The study will adopt combination of qualitative and quantitative approach for the collection and analysis of data/information. The draft proposal has been prepared. It will be revised and fine-tuned in coming months. As a next step, an Expert Committee will be constituted to guide the study. The first meeting of the Expert Group will be organised to seek advice on theoretical and methodological approach and selection of case study states and institutions.

Activities planned for the year 2019-20 are the following:

Expert Committee Meeting: The meeting will be organised in March, 2020 to seek advice from the Expert Group on research proposal. Research proposal will be shared with the members in advance, and a presentation will be made before the Expert Group on research question, overall theoretical and methodological

approach to study and tentative list of case study institutions. Based on the inputs from the meeting, proposal will be revised and a list of case study institutions will be finalised.

Project Coordinator/Principal Investigator: Dr. C.M. Malish

7.5.3 New Managerialism in a Knowledge Economy: The Changing Management of Public Higher Education Institutions in India

New managerialism is the mode of governance aligned with neoliberalism: it involves governing through enacting technical changes with market values. With the entry of private higher education institutions and collaborations with foreign institutions, the entire landscape of Indian higher education is undergoing dramatic changes. Thus, we see universities transforming into 'workplaces' and professors transforming into 'managers'. Governments are intervening in universities more than ever before and a 'target culture' has emerged. New managerialism focuses service providers on outputs measured in terms of performance indicators and rankings emphasising the language of choice, competition and service users. Thus, it promotes the decentralisation of budgetary and personal authority to line managers, and project-led contractual employment arrangements rather than permanency. Moreover, STEM subjects (Science, Technology, Engineering and Mathematics) get priority under new managerialism due to their marketability leading to disciplinary distortions.

New managerialism emphasises market like accountability in public spending. Thus, core values like autonomy, equality are sidelined in the name of modernising universities, introducing new management systems and offering student choices. In India, the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), a web portal where Massive Open On-line Courses (MOOCs) will be available on all subjects. This is one of the examples in which technology is impacting governance and management of teaching in India. The distance learning platforms and digital technology will mark the decline of brick and mortar universities as we see them today. This will have major implications for the way higher education institutions are managed. This research will explore the rise of New Managerialism in Indian higher education institutions and its policy implications against the backdrop of internationalisation and technological changes. Specific research questions of the study are: what is the impact of New Managerialism on higher education governance; how are universities adjusting to these changes and how is it impacting their autonomy and accountability. Research objectives of the study are: to examine the impact of New Managerialism in transforming universities and to study the rise of New Managerialism and its implications for decentralisation.

The study will adopt combination of qualitative and quantitative approach for the collection and analysis of data/information.

Activities planned for the year 2019-20 are the following:

Expert Committee Meeting: This meeting will be organised in December, 2019. The objective of the meeting is that the team of experts would advise and guide in the progress in implementation of the project on 'New managerialism in a knowledge economy: the changing management of public higher education institutions in India'. The draft research proposal will be presented in the meeting for suggestions on research question, overall theoretical and methodological approach to study and on selection of case study institutions before its implementation in selected states. Based on the inputs from the meeting, the proposal will be revised and a list of case study institutions will be finalised.

Project Coordinator/Principal Investigator: Dr. Garima Malik

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

The privatisation of higher education and the growth of the private sector in India need to be studied in depth empirically to understand the different methods of financing of such higher education institutions. A comparative study of the both public and private higher education institutions in the field of technical and professional courses would provide a broader picture of the financing methods and strategies of such higher education institutions in India This research will be guided by the following research questions: what is the extent of public funding of technical/professional higher education institutions in India; what are the resource mobilisation strategies/innovative methods adopted by both public and private technical/professional higher education institutions; what are the patterns of utilisation of funds by public and private technical/professional higher education institutions; and what is the overall implication of changing sources of funding of technical/professional higher education institutions at policy level. Objectives of the research are to explore the different sources of financing of technical or professional higher education institutions in India; to study the patterns of expenditures of such institutions; to analyse the resource surplus/gap if any, in such higher education institutions; and to find out what are the alternative resource mobilisation strategies explored by such institutions when there is a resource crunch/higher demand of expenses. The study will adopt combination of qualitative and quantitative approach for the collection and analysis of data/ information.

Activities planned for 2019-20 for the implementation of the project

a) *Expert Committee Meeting*: The first Expert Committee meeting is scheduled to be held in September 2019. The draft research proposal will be presented in the meeting for suggestions on research question, overall theoretical and methodological approach to study and on selection of case study institutions before its implementation in selected states. Based on the inputs from the meeting, the proposal will be revised and a list of case study institutions will be finalised.

b) *Instruments Development Workshop*: The Instruments Development Workshop is scheduled for February, 2020. The quantitative and qualitative research instruments developed for the project for institutional administrators, teachers and students will be discussed among experts for suggestions. The instruments will be revised and finalised after the meeting as per the suggestions before they are pilot-tested in one of the technical HEIs in Delhi-NCR.

c) *Pilot Study*: A pilot study will be conducted in one of the technical/professional HEIs in Delhi-NCR before the implementation of final project.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

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

The use of Information Communication Technologies (ICT), especially the modern digital technologies, comes as a major breakthrough in addressing the issue of providing access and quality higher education to many. ICT also come as a cost-effective and efficient solution in expanding and improving higher education. It is increasingly becoming an intrinsic part of education policy, planning and practice. These developments of digital content creation, dissemination and application have brought unprecedented changes and challenges to Higher Education Institutions (HEIs), especially to its teaching and learning. Indian higher education is also trying to enhance equity and quality in higher education teaching-learning, share resources, compete in global environment of higher education and meet the rising demand for tertiary education, and promoting the use of digital technologies in spreading quality education beyond the quality educational institutes. The recent Government initiatives to promote digital technologies in higher education alongside expansion of the existing brick and mortar system demands integration of digital technologies and classroom teaching-learning in a seamless manner.

However, in India, the studies focusing on the same is less in Indian higher educational context, which indicates that there is a need of evidence-based policies

on integrating both in a coherent manner for the benefit of the learners, teachers and the HEIs of the country. The central foci of this study are 'technology adoption', 'change in teaching', 'change in learning' and 'integration of digital technologies with teaching-learning'. In addition, it will also look into the 'institutional readiness to the new technological adoption'. The purpose of the study is also to propose empirically-grounded solutions for the teachers, students, HEIs, larger administration and decision-makers about how to integrate ICT with the existing brick and mortar system of higher education suggesting specific steps to be taken based on empirical findings. Hence, this study is about informing, analysing and guiding the change process, with its empirical findings and analysis. This research will be guided by following research questions: what are the changes in the HEIs of India influenced by the digital technologies; what are the challenges of using digital technologies in teaching and learning in Indian HEIs; and how can digital technologies be integrated in teaching and learning in Indian HEIs. The study will adopt combination of qualitative and quantitative approach for the collection and analysis of data/information.

Activities planned for 2019-20 for the implementation of the project

a) *Expert Committee Meeting*: The first Expert Committee meeting is scheduled to be held in August, 2019. The draft research proposal will be presented in the meeting for suggestions on research question, overall theoretical and methodological approach to study and on selection of case study institutions before its implementation in selected states. Based on the inputs from the meeting, the proposal will be revised and a list of case study institutions will be finalised.

b) *Instruments Development Workshop*: The quantitative and qualitative research instruments developed for the project for institutional administrators, teachers and students will be discussed among experts for suggestions. The instruments will be revised and finalised after the meeting as per the suggestions before they are pilot-tested in one of the technical HEIs in Delhi-NCR. The Instruments Development Workshop is scheduled for November, 2019.

c) *Pilot Study*: A pilot study will be conducted in one of the technical/professional HEIs in Delhi-NCR before the implementation of final project.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

7.5.6   Professionalisation of Academics in Higher Education

The Centre's study on quality of higher education brings out the pivotal role of teachers in the changing learning environment and learning demands in the

universities and colleges. It is not only the shortage of teachers resulting from the pending teacher recruitments but also the way teaching-learning is to be organised that poses challenges. The diversity of student body and technological advances reflected in the classrooms demand changes in competencies of teachers. The MHRD has initiated several measures to strengthen pedagogical practices through the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT). This study will focus on the nature of academic preparations and professional development needed to make teaching effective and improve learning outcomes. The research study on the professionalisation of academics aims to explore the following research questions: what are the elements of professionalisation and what structures, processes and resources are available for professionalisation of academics in higher education in India; how does the research 'in' higher education and research 'on' higher education affect the professionalisation of academics; in what ways the professionalisation of academics differ at college, university and specialised research institutions levels, across disciplines e.g., STEM, Social Sciences and Humanities and at levels of academic hierarchy; how do academics view their professionalisation contributing to 'what' and 'how' they teach; and to what extent does the professionalisation of academics affect student learning outcomes at undergraduate, post graduate and doctoral research studies. The study will adopt combination of qualitative and quantitative approach for the collection and analysis of data/information.

Expert Committee Meeting: The Expert Committee meeting on the new research project will be organised in October, 2019 where the research proposal of the proposed research project will be presented to the group of experts invited for the Expert Committee meeting. The objective of the review meeting is to present the research proposal to the experts and seek their comments and reviews on the scope of the research, research questions, research design and the selection of institutions for the study. A panel of 6-8 Research Project Expert Committee members will be constituted and invited to attend the meeting.

Instruments Development Workshop: The quantitative and qualitative research instruments developed for the project for institutional administrators, teachers and students will be discussed among experts for suggestions. The instruments will be revised and finalised after the meeting as per the suggestions before they are pilot-tested in one of the higher education institutions. The instrument development workshop is scheduled for January, 2020.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

8 ›› Other Activities

8.1 Policy Support

- The Centre has been extending policy support to decision-making bodies such as MHRD, UGC, NITI Aayog, etc.

- Participated in the discussions of the drafting committee for National Policy on Education (Kasturirangan Committee) and helped developing a Ranking Framework for Higher Education in India.

- The Centre has also completed several evaluation studies at the request of the UGC and the MHRD. These include: i) the evaluation study of the implementation of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) scheme requested by MHRD; ii) the study on the role of the National Eligibility Test (NET) in teacher recruitment in higher education in India; iii) the evaluation study of the National Research Professorship scheme requested by MHRD; iv) the study on concentration and undersupply of higher and technical institutions in India at the request of the MHRD; v) the study on fixation of fees in private Deemed-to-be Universities in India at the request of the MHRD; and vi) is undertaking an evaluation study of UGC Coaching Schemes at the request of UGC.

- The Centre is invited and represented in various policy meetings.

8.2 Meeting of State Councils of Higher Education

The State Councils of Higher Education have a central role in the implementation of RUSA and indeed in the broader development of higher education at the state level. The state level planning is core to the coordinated development of higher education in the states. A two-day consultative meeting was organised on 25-26 February, 2019. The objective of the meeting was to have discussions around new initiatives in higher education. The meeting was attended by vice chairpersons of State Councils, senior officials from the Directorate of Collegiate Education and

Departments of Higher Education in the states. A total of 12 members from 7 states attended this meeting. The meeting was coordinated by Dr. Garima Malik.

Meeting of the State Councils of Higher Education

8.3   CPRHE/NIEPA Website

The CPRHE Website represents the latest work of the Centre, its mission, roadmap and its contributions to the world of knowledge in different forms. The website highlights the ongoing national research projects, upcoming events, workshops, and national and international seminars. CPRHE publications, such as the CPRHE Research Paper Series, Policy Briefs, Annual Reports, Seminar and Conference Reports are also provided on the website, which are freely available to all for download. The CPRHE website is a platform, through which the Centre is continuously trying to connect with the scholars, academics, educational managers and policy-makers around the world and share the knowledge generated. The Centre is, therefore, constantly improving and updating the website to make it more informative and interactive with user-friendly tools to find resources and communicate with the CPRHE team. The website also works as a dynamic platform for discussion and dissemination of ideas related to policy research in higher education. The development of the CPRHE website has taken place in consultation with the technical team. The CPRHE website is coordinated by Dr. Sayantan Mandal.

Website Address - cprhe.nuepa.org

9 » Visiting Professor/Scholar Programme

The Centre has provision for inviting Visiting Professors/Scholars to stay with the Centre for fixed terms. The intention is to attract and host international faculty members and research scholars from India and abroad. The objective of this programme is to actively engage the visiting Professors and Scholars in the Centre's activities to enhance and help academic development of the CPRHE and NIEPA faculty members. The first visiting professor of the Centre was Professor William G. Tierney who is a globally renowned professor of higher education and is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Centre for Higher Education, Rossier School of Education, University of Southern California, USA. In March 2019, the CPRHE hosted Professor William G. Tierney, again as a visiting professor.

Professor William G. Tierney, Wilbur-Kieffer Professor of Higher Education and Co-Director, Pullias Centre for Higher Education, Rossier School of Education, University of Southern California, USA, visits CPRHE

In January 2019, the CPRHE hosted Professor Odile Henry who holds a doctorate in sociology from the Ecole des Hautes Etudes en Sciences Sociales (Paris). Since September 2012, she is professor at the Paris 8 University after having taught as assistant professor at Dauphine University (Paris). In February 2019, the CPRHE had the opportunity to host Dr. Emily F. Henderson who is a faculty member in the Centre for Education Studies, University of Warwick, UK. Currently, the CPRHE is hosting a research scholar from the University of Warwick.

Professor Odile Henry, Professor of Sociology, Centre for Social Sciences and Humanities (CSH), Paris 8 University,France, visits CPRHE
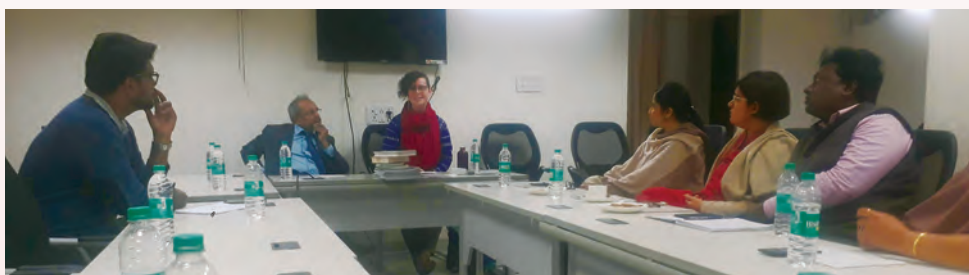
Dr. Emily F. Henderson, Centre for Education Studies, University of Warwick, Coventry, United Kingdom, visits CPRHE

Ms. Anjali Thomas (fifth from the left), Visiting Scholar at CPRHE from Centre for Education Studies, University of Warwick, Coventry, United Kingdom, visits CPRHE

10 »» **Faculty and Staff at CPRHE**

Faculty Members and Staff Members of CPRHE (from left): Ms. Chetna Chawla, Ms. Monica Joshi, Dr. Jinusha Panigrahi, Dr. Malish C.M., Dr. Anupam Pachauri, Professor N.V. Varghese (Director, CPRHE/V-C, NIEPA), Professor Mona Khare, Dr. Sayantan Mandal, Dr. Nidhi S. Sabharwal, Mr. Mayank Rajput, Dr. Garima Malik, Ms. Anjali Arora and Mr. Abbas Raza Baig

Professor N.V. Varghese is the Vice-Chancellor of NIEPA and 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 national and international 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 the 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 Associate Professor in CPRHE, is Ph.D. from the Centre for the Study of Regional Development at the Jawaharlal Nehru University (JNU), New 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, 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 edited book titled 'India Higher Education Report 2016: Equity' (with N.V. Varghese and Malish C.M.) Sage, 2018; an authored book 'Caste, Discrimination and Exclusion in Modern India', Sage, 2015 (with Vani K. Borooah *et al*) and edited a book titled 'Bridging the Social Gap: Perspectives on Dalit Empowerment', Sage, 2014 (with Sukhadeo Thorat). Her current research focuses on issues of college readiness, access, student diversity, student success, equity and social inclusion in higher education.

Dr. 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 currently serves as editor of CPRHE research paper series.

Dr. Garima Malik   Ph.D. in Economics from Ohio State University in the US. Before joining NIEPA, she was an Assistant Professor of Economics at the University of Delhi. She was a Fellow at the Indian Council for Research on International Economic Relations, and 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 various 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 NIEPA, 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 several 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 and integration of ICT in teaching and learning.

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 Internal and External 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 (JNU), New Delhi. She has several years of experience in research and teaching in the field of Economics and Education. She was engaged in several research projects of the Ministries of Finance, Statistics and Programme Implementation, Commerce and 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 various 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.

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

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CPRHE Staff at the International Seminar

ANNEXURE I
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ANNEXURE IV
LIST OF RESEARCH REPORTS

1. "Fixation of Fees in Private Deemed-to-be Universities in India" by Dr. Jinusha Panigrahi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2019.

2. "Governance and Management of Higher Education in India" by Dr. Garima Malik, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

3. "Governance and Management of Higher Education in Uttar Pradesh" by Professor Rakesh Raman, Professor Seema Singh and Dr. Sanjeev Kumar, New Delhi, CPRHE/NIEPA, 2018.

4. "Governance and Management of Higher Education in Maharashtra" by Professor Sanjeev Sonawane, Dr. Vaibhav Jadhav and Dr. Khandave Ekanath, New Delhi, CPRHE/NIEPA, 2018.

5. "Governance and Management of Higher Education in Rajasthan" by Dr. Rashmi Jain, Dr. Deeptima Shukla and Dr. Nidhi Singh, New Delhi, CPRHE/NIEPA, 2018.

6. "Governance and Management of Higher Education in Tamil Nadu" by Professor Annalakshmi Narayanan, Dr. A. R. Bhavana and Dr. C. Esther Buvana, New Delhi, CPRHE/NIEPA, 2018.

7. "Teaching and Learning in Indian Higher Education" by Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

8. "Teaching and Learning in Indian Higher Education: Chhattisgarh" by Professor Chandrashekhar Vazalwar, Dr. Sudhir Sudam Kaware, Dr. Payal Banerjee, New Delhi, CPRHE/NIEPA, 2018.

9. "Teaching and Learning in Indian Higher Education: Gujarat" by Professor Karanam Pushpanadham, Professor S. C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.

10. "Teaching and Learning in Indian Higher Education: Tamil Nadu" by Dr. R. Ramesh, Dr. M. Vakkil, Dr. R. Vinodh Kumar, New Delhi, CPRHE/NIEPA, 2018.

11. "Teaching and Learning in Indian Higher Education: West Bengal" by Professor Nimai C. Maiti, Professor Kutubuddin Halder, Dr. Sudeshna Lahiri, New Delhi, CPRHE/NIEPA, 2018.

12. "Financing of Higher Education: Institutional Responses to Decline in Public Funding" by Dr. Jinusha Panigrahi, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

13. Evaluation Report on National Research Professorship Scheme by N. V. Varghese and Garima Malik, New Delhi, CPRHE/NIEPA, 2017.

14. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2017.

15. Concentration and Undersupply of Higher and Technical Institutions in India by Varghese, N.V., Panigrahi, J. and Rohtagi A., CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2017.

16. "Financing of Public Higher Education Institutions in Punjab: A Study of Flow of Funds and their Utilisation: A Case Study of Punjabi University, Patiala and Desh Bhagat College, Dhuri" by Dr. Harvinder Kaur, Dr. Neelam Kumari and Dr. Balbir Singh, New Delhi, CPRHE/NIEPA, 2017.

17. "Financing of Public Higher Education Institutions in Telangana: A Study of Flow of Funds and their Utilisation: A Case Study of University of Hyderabad" by Professor K. Laxminarayana, Professor Nagaraju Gundimeda and Dr. K. Ramachandra Rao, New Delhi, CPRHE/NIEPA, 2017.

18. "Financing of Public Higher Education Institutions in Odisha: A Study of Flow of Funds and their Utilisation: A Case Study of Utkal University" by Dr. Himanshu Sekhar Rout, Dr. Mitali Chinara and Mr. Rajanikanta Tripathy, New Delhi, CPRHE/NIEPA, 2017.

19. "Financing of Public Higher Education Institutions in Uttarakhand: A Study of Flow of Funds and their Utilisation: A Case Study of Kumaun University" by Professor B. D. Awasthi, Professor N. C. Dhoundiyal and Dr. Mohan Chandra Pande, New Delhi, CPRHE/NIEPA, 2017.

20. "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" by Dr. Nidhi S. Sabharwal and Dr. C.M. Malish, New Delhi, CPRHE/NIEPA, 2016, Synthesis Report.

21. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Bihar" by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE/NIEPA, 2016.

22. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi" by Dr. C.V. Babu, Dr. Satyender Kumar and Dr. Nitin Kumar, CPRHE/NIEPA, 2016.

23. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh" by Professor Nidhi Bala, Dr. Shravan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE/NIEPA, 2016.

24. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Karnataka" by Dr. Sreejith Alathur, Professor A.H. Sequeira and Dr. B.V. Gopalakrishna, New Delhi, CPRHE/NIEPA, 2016.

25. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra" by Dr. H.A. Hudda, Dr. A.V. Talmale and Dr. A.C. Bankar, New Delhi, CPRHE/NIEPA, 2016.

26. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala" by Professor K.X. Joseph, Dr. T.D. Simon and Dr. K. Rajesh, New Delhi, CPRHE/NIEPA, 2016.

27. "Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test" by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam, Research Report submitted to the University Grants Commission (UGC), Government of India, New Delhi, 2015.

28. Pachauri, A. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional level. Synthesis Report of the research project under the aegis of CPRHE-NIEPA (under-preparation).

29. Agnihotri, K., Varma, M., Dwivedi, S. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Madhya Pradesh. Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.

30. Betsur, N., K.B. Praveena, Rayan, B.D. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Karnataka. Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.

31. Bazeley, B., Nongkynrih, D., Khyreim, I.S. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Meghalaya. Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.

32. Lodha, S., Paliwal, N., Pokharna, B. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Rajasthan. Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.

33. Talla, M., Murthy, R., Pariti, A. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Telangana. Research Study Report of the research project under the aegis of CPRHE-NIEPA, 2017.

ANNEXURE V
EXTERNAL EXPERTS CONSULTED FOR
CPRHE RESEARCH PROJECTS

1. Shri Pawan Agarwal
   Joint Secretary
   Department of Skill Development
   and Entrepreneurship,
   Government of India, 2nd Floor,
   SAI Building
   Gate No. 10
   Jawaharlal Nehru Stadium
   Lodhi Road
   New Delhi

2. Shri Umakant Agarwal
   Deputy Registrar (Academic)
   Jawaharlal Nehru University
   New Delhi

3. Professor M.M. Ansari
   Member
   University Grants Commission
   New Delhi

4. Dr. Vinod Arya
   Centre for the Study of
   Social Systems
   School of Social Sciences
   Jawaharlal Nehru University
   New Delhi

5. Professor Poonam Batra
   Department of Education
   University of Delhi
   Delhi

6. Professor Pankaj Chandra
   Indian Institute of Management
   Bengaluru, Karnataka

7. Professor Saumen Chattopadhyay
   Zakir Hussain Centre for
   Educational Studies
   Jawaharlal Nehru University
   New Delhi

8. Professor P. K. Chaubey
   Indian Institute of
   Public Administration
   I.P. Estate, Ring Road
   New Delhi

9. Professor Supriya Chaudhuri
   Department of English
   Jadavpur University
   Kolkata, West Bengal

10. Shri Dilip Chenoy
    Managing Director & CEO
    National Skills Development
    Corporation
    New Delhi

11. Professor R. S. Deshpande
    ICSSR, National Fellow &
    Former Director, ISEC
    Dr. V.K.R.V. Rao Road
    Nagarabhavi
    Bengaluru, Karnataka

12. Professor W. N. Gade
    Former Vice-Chancellor
    Savitribai Phule Pune University
    Pune, Maharashtra

13. Professor Jayati Ghosh
    Centre for Economic Studies and
    Planning
    Jawaharlal Nehru University
    New Delhi

14. Professor Irfan Habib
    Former National Fellow
    National Institute of Educational
    Planning and Administration
    New Delhi

15. Dr. P. Vigneswara Ilavarasan
    Department of Management
    Studies
    Indian Institute of Technology
    New Delhi

16. Professor N. Jayaram
    Swasthi, 87, 10th Cross
    5th Main R.B.I. Layout
    J.P. Nagar, 7th Phase
    Bengaluru, Karnataka

17. Dr. Fauzia Khan
    Department of Teacher Training &
    Non-formal Education
    Faculty of Education
    Jamia Millia Islamia, New Delhi

18. Professor Vivek Kumar
    Centre for the Study of
    Social Systems
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

19. Professor Kuldeep Kaur
    Honorary Director
    Population Research Centre (PRC)
    Centre for Research in Rural and
    Industrial Development (CRRID)
    Sector 19 A
    Madhya Marg
    Chandigarh, Punjab

20. Professor Ravinder Kaur
    Department of Humanities and
    Social Sciences
    IIT Delhi
    Hauz Khas
    New Delhi

21. Professor Kuldeep Mathur
    Former Director
    NIEPA
    New Delhi

22. Professor Sanjay Mishra
    Director
    Commonwealth Educational
    Media Centre for Asia
    New Delhi

23. Dr (Mrs.) Pankaj Mittal
    Additional Secretary
    University Grants Commission
    (UGC), New Delhi

24. Dr. Abhiroop Mukhopadhyay
    Associate Professor
    Planning Unit
    (Department of Economics)
    Indian Statistical Institute
    New Delhi

25. Professor Geetha Nambissan
    Zakir Husain Centre for
    Educational Studies
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

26. Professor D. D. Nampoothiri
    Executive Director
    Centre for Research and Education
    for Social Transformation (CREST)
    KIRTADS Campus, Chevayur
    Calicut, Kerala

27. Professor P. R Panchamukhi
    Chairperson
    Centre for Multi-Disciplinary
    Development Research
    Dharwad
    Karnataka

28. Professor Minati Panda
    Zakir Husain Centre for
    Educational Studies
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

29. Professor Santosh Panda
    Chairperson
    National Council for
    Teacher Education
    New Delhi

30. Professor Saroj Pandey
    School of Education
    Indira Gandhi National Open
    University (IGNOU)
    New Delhi

31. Professor Manoj Pant
    Centre for International Trade and
    Development
    School of International Studies
    Jawaharlal Nehru University
    New Delhi

32. Professor T. S. Papola
    ICSSR National Fellow and
    Honorary Professor
    Institute for Studies in Industrial
    Development (ISID)
    4, Institutional Area
    Vasant Kunj, New Delhi

33. Dr. Jaganath Patil
    Adviser I/C
    National Assessment and
    Accreditation Council
    Bengaluru, Karnataka

34. Professor Latha Pillai
    Director
    Rajiv Gandhi National Institute of
    Youth Development
    Singaperumal
    Koil-Sriperumbudur Road
    Sarala Nagar, Sriperumbudur
    Tamil Nadu

35. Dr. Neetha Pillai
    Senior Fellow and Professor
    Centre for Women's Development
    Studies
    New Delhi

36. Professor Furqan Qamar
    Secretary General &
    Member-Secretary
    Association of Indian Universities
    New Delhi

37. Professor P. Geetha Rani
    Professor and Head
    Department of Economics
    Central University of Tamil Nadu
    Neelakudi Campus
    Kangalancherry Post
    Thiruvarur, Tamil Nadu

38. Professor K. Sudha Rao
    Executive Director
    Knowledge Commission
    Bengaluru, Karnataka

39. Sri Y. Venkatapathi Rao
    Deputy Secretary to Government
    Higher Education Department
    Government of Andhra Pradesh

40. Professor Tridip Ray
    Department of Economics
    (Planning Unit)
    Indian Statistical Institute
    New Delhi

41. Professor Azra Razzak
    Dr. K.R. Narayanan Centre for
    Dalit and Minorities Studies
    Jamia Millia Islamia
    Jamia Nagar
    New Delhi

42. Professor B. Shiva Reddy
    Former Professor & I/C Head
    Department of Economics
    Osmania University
    Hyderabad, Telangana

43. Dr. Shalini Saksena
    Associate Professor
    Department of Economics
    Delhi College of Arts &
    Commerce
    New Delhi

44. Professor Ghanshyam Shah
    National Fellow
    ICSSR (Affiliated to Centre for
    Social Studies, Surat)
    204, Santoor Apartment
    Ahmedabad, Gujarat

45. Professor A.K. Sharma
    Representative of UGC
    Former Director, NCERT
    New Delhi

46. Professor G.D. Sharma
    Chairman, SEED
    Former Secretary, UGC &
    Head Higher Education, NIEPA
    New Delhi

47. Professor Archana Shukla
    Dean
    Indian Institute of Management
    Lucknow
    Noida Campus: B-1, Sector 62

48. Dr. Savithri Singh
    Principal
    Acharya Narendra Dev College
    New Delhi

49. Professor Sachidanand Sinha
    Centre for the Study of
    Regional Development
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

50. Professor A. B. L. Srivastava
    Formerly with NCERT
    New Delhi

51. Shri R. Subramanyam
    Additional Secretary
    Technical Education
    Department of Higher Education
    Ministry of Human Resource
    Development
    118-C, Shastri Bhawan
    New Delhi- 110001

52. Professor Ratna Sudarshan
    Former National Fellow
    National Institute of Educational
    Planning and Administration
    New Delhi

53. Professor S. Padmini
    Swaminathan
    Chairperson
    School of Livelihoods and
    Development
    Tata Institute of Social Sciences,
    Hyderabad, SR Sankaran Block
    AMR-AP Academy of
    Rural Development
    Rajendranagar
    Hyderabad, Telangana

54. Professor Meenakshi Thapan
    Department of Sociology
    Delhi School of Economics
    University of Delhi
    Delhi

55. Professor Michael Tharakan
    Former Vice-Chancellor
    Kannur University
    Parayilvalliyara Kakkathuruth
    Eramelloor
    P. O. Alappuzha
    Kerala

56. Professor Sukhadeo Thorat
    Chairman
    Indian Council of Social Science
    Research
    New Delhi

57. Shri J. Veeraraghavan
    Former Secretary
    MHRD
    Government of India

58. Professor Virginius Xaxa
    Tata Institute of Social Sciences
    14-A, Bhuban Road
    Uzanbazar
    Guwahati
    Assam

ANNEXURE VI
VISITORS AT CPRHE

1. Professor Gwen Van Der Velden
   Deputy Pro Vice Chancellor and
   Academic Director
   Warwick International Higher
   Education Academy
   University of Warwick
   Coventry
   United Kingdom

2. Professor Odile Henry
   Professor of Sociology
   Centre for Social Sciences and
   Humanities (CSH)
   Paris 8 University
   France

3. Dr. Emily F. Henderson
   Assistant Professor
   Centre for Education Studies
   University of Warwick
   Coventry
   United Kingdom

4. Professor William G. Tierney
   Wilbur-Kieffer Professor of Higher
   Education
   Co-Director, Pullias Center for
   Higher Education
   Rossier School of Education
   University of
   Southern California
   USA

5. Dr. Ian Teo
   Project Lead - ELICOS
   Australia India Institute
   The University of Melbourne
   Carlton, Victoria 3053 Australia
   and Honorary Fellow
   Melbourne Centre for the Study of
   Higher Education
   Elisabeth Murdoch Building
   (Building 134)
   Spencer Road
   The University of Melbourne
   Victoria 3010, Australia

ANNEXURE VII
INTERNATIONAL SEMINAR ON "EMPLOYMENT AND EMPLOYABILITY OF HIGHER EDUCATION GRADUATES"

(19-20 February, 2019)
India Habitat Centre, New Delhi

Detailed Programme

Day 1: Tuesday, 19 February (Venue: Jacaranda Hall)	
9:00	**Registration**
9:45 - 11:15	**Inaugural Session** **Welcome Address:** Professor N.V. Varghese, *Vice-Chancellor*, NIEPA **Opening Remarks:** Ms. Manjula Rao, *Director*, Higher Education and Society for British Council, India **Keynote Address:** Mr. Gabriel Bordado, *Regional Skills Specialist for South Asia*, International Labour Organization, India **Programme Highlights and Vote of Thanks:** Professor Mona Khare, *Head*, Educational Finance, CPRHE/NIEPA, New Delhi **Chairperson:** Dr. N. Saravana Kumar, *Joint Secretary*, Higher Education, MHRD, Govt. of India **Rapporteur:** Dr. Nidhi S. Sabharwal, CPRHE/NIEPA, India
11:15 – 11:30	**Coffee and Networking** (Venue: Pre-function Area)
11:30 - 13:00	**Session 1:** Knowledge Economy and Changing Skill Requirements **Chairperson:** M. Anandakrishnan, IIT Kanpur, India
11:30 – 11:45	**Keynote Address:** Brahm Prakash, Asian Development Bank

11:45 - 12:30	**Speakers** *(10 minutes each)* 1. Abdul Mannan, University Grants Commission, Bangladesh 2. Gerbrand Tholen, University of London, United Kingdom 3. P. S. M. Gunaratne, University Grants Commission, Sri Lanka 4. S. Chandrasekhar, Indira Gandhi Institute of Development Research, India 5. Wondwosen Tamrat, St. Mary's University, Ethiopia 6. Sandhya Rani Mahapatro, A N Sinha Institute of Social Studies, India
12:30 - 13:00	**Open for Discussion** **Rapporteur:** Malish C.M., CPRHE/NIEPA, India
13:00 - 14:00	**Lunch** (Venue: Pre-function Area)
14:00 - 15:30	**Session 2:** Education and Employment of Higher Education Graduates **Chairperson:** Shyam B. Menon, Former Vice-Chancellor, Ambedkar University, India
14:00 - 14:15	**Keynote Address:** Mona Khare, NIEPA, India
14:00 - 15:00	**Speakers** *(10 minutes each)* 1. Meeta Mathur, University of Rajasthan, and Yashwardhan Singh, St. Xavier's College, India 2. K. Janardhanam and Ritika Sinha, Bangalore University, India 3. Manisha Karne, Mumbai School of Economics and Public Policy, India 4. Manoj Kumar Agarwal, Lucknow University, India **Discussant:** Emily Henderson, University of Warwick, United Kingdom
15:15 - 15:30	**Open for Discussion** **Rapporteur:** Garima Malik, CPRHE/NIEPA, India
15:30 - 15:45	**Coffee and Networking** (Venue: Pre-function Area)
15:45 - 17:15	**Session 3:** Employment, Employability and Skill Mismatch in the Labour Market **Chairperson:** G. D. Sharma, President, SEED, India

15:45 - 16:00	**Keynote Address:** N. Nizam, Gadjah Mada University, Indonesia
16:00 - 16.45	**Speakers** *(10 minutes each)* 1. Nicola Turner MBE, Office for Students, United Kingdom 2. Hansa Jain, Sardar Patel Institute of Economic and Social Research, India 3. Saket Jeswani, OP Jindal University, India 4. Chetan Srivastava, University of Hyderabad, India 5. Gordhan Saini and Sabit Kumar Sonu, Tata Institute of Social Sciences, India
16:45 - 17:15	**Open for Discussion** **Rapporteur:** Anupam Pachauri, CPRHE/NIEPA, India
17:15	**Heading for Reception Dinner at British Council India, 17 Kasturba Gandhi Marg, New Delhi – 110001**
Day 2: Wednesday, 20 February (Venue: Jacaranda Hall)	
9:30 - 11:00	**Session 4:** Curriculum, Pedagogy and Skill Development Programmes in Higher Education **Chairperson:** Farqan Qamar, Association of Indian Universities, India
9:30 - 10:30	**Speakers** *(10 minutes each)* 1. OG Dayaratne Banda and Deepthi Chandrika Bandara, University of Peradeniya, Sri Lanka 2. P. J. Lavakare, Formerly Senior Adviser, IIE, USA in India 3. Mohammed Abdul Azeem, Maulana Azad National Urdu University, India 4. K. Ramachandran, NIEPA, India 5. Gulshan Sharma, International Chamber for Service Industry, India 6. Shobha Mishra Ghosh, FICCI, India
10:30 - 11:00	**Open for Discussion** **Rapporteur:** Pradeep Kumar Choudhury, Jawaharlal Nehru University, India
11:00 - 11:15	**Coffee and Networking** (Venue: Pre-function Area)

11:15 - 13:00	**Session 5:** Entrepreneurship Programmes and University-Industry Relationships **Chairperson:** R. Govinda, Council for Social Development, India
11:15 - 11:30	**Keynote Address:** Paul Blackmore, University of Exeter, United Kingdom
11:30 - 12:30	**Speakers** *(10 minutes each)* 1. V. Venkata Ramana, Telangana State Council of Higher Education, India 2. Dhanya M B, V.V. Giri National Labour Institute, India 3. Ganesh Rao, MITCON Institute of Management, India 4. Mudit Swaroop, Reliance Nippon Life Insurance Company, India 5. Santosh K. Prusty, Rajiv Gandhi Indian Institute of Management, India
12:30 - 13:00	**Open for Discussion** **Rapporteur:** Sayantan Mandal, CPRHE/NIEPA, India
13:00 - 14:00	**Lunch**
14:00 - 15:30	**Session 6:** National Qualification Frameworks (NQFs), Training Systems and Skill Certification **Chairperson**: Chantavit Sujatanond, SEAMEO RIHED, Thailand
14:00 – 14:15	**Keynote Address:** Santosh Mehrotra, Jawaharlal Nehru University, India
14:15 - 14:50	**Speakers** *(10 minutes each)* 1. Navin Mittal, Government of Telangana, India 2. Hridaya R. Bajracharya, University Grants Commission, Nepal 3. Wesley Robert Teter, UNESCO, Bangkok 4. Pankaj Mittal, University Grants Commission, India 5. Usha Ajithkumar M.K., Socio-Economic Research Institute, India
14:50 - 15:15	**Open for Discussion** **Rapporteur:** Neeru Snehi, NIEPA, India
15:15 - 15:30	**Coffee and Networking** (Venue: Pre-function Area)

15:30 - 17:30	**Open Panel and Valedictory Session: Should Skill Formation and Employment be the major orientation of Higher Education?** **Chairperson:** J. Veeraraghavan, Former Secretary, MHRD, Govt. of India **Panelists:** 1. Francisco Marmolejo, World Bank, India 2. Md Abdullah Al Hasan Chowdhury, Ministry of Education, Government of the People's Republic of Bangladesh 3. Mohan Malith De Silva, University Grants Commission, Sri Lanka 4. N. V. Varghese, NIEPA, India 5. Ajit K. Motwani, IIM Ahmedabad, India **Concluding Observations:** Manjula Rao, Director, Higher Education and Society for British Council, India **Concluding Remarks and Vote of Thanks:** Mona Khare, CPRHE/NIEPA, India **Rapporteur:** Jinusha Panigrahi, CPRHE/NIEPA, India
Departure	

ANNEXURE VIII
FACULTY AND ADMINISTRATIVE STAFF (AS ON 31.03.2019)

Vice-Chancellor
Professor N. V. Varghese

Department of Educational Planning
Dr. K. Biswal, *Professor and Head*
Dr. P. Geetha Rani, *Professor*
Dr. N. K. Mohanty, *Assistant Professor*
Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration
Dr. Kumar Suresh, *Professor and Head*
Dr. Vineeta Sirohi, *Professor*
Dr. Manju Narula, *Assistant Professor*
Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance
Dr. Mona Khare, *Professor and Head*
Dr. V. P. S. Raju, *Assistant Professor*

Department of Educational Policy
Dr. Avinash K. Singh, *Professor and Head*
Dr. Veera Gupta, *Professor*
Dr. Manisha Priyam, *Associate Professor*
Dr. S. K. Mallik, *Assistant Professor*
Dr. Naresh Kumar, *Assistant Professor*

Department of School & Non-Formal Education
Dr. Pranati Panda, *Professor and Head*
Dr. Madhumita Bandyopadhyay, *Professor*

Department of Higher & Professional Education
Dr. Sudhanshu Bhushan,
Professor and Head
Dr. Aarti Srivastava, *Associate Professor*
Dr. Neeru Snehi, *Associate Professor*
Dr. Sangeeta Angom, *Assistant Professor*

Department of Educational Management Information System
Dr. Arun C. Mehta, *Professor and Head*
Mr. A. N. Reddy, *Assistant Professor*

Department of Training and Capacity Building in Education
Dr. B. K. Panda, *Professor and Head*
Dr. Savita Kaushal, *Assistant Professor*
Dr. Mona Sedwal, *Assistant Professor*

National Centre for School Leadership
Dr. Rashmi Diwan, *Professor and Head*
Dr. Sunita Chugh, *Associate Professor*
Dr. Subhitha G. V., *Assistant Professor*
Dr. N. Mythili, *Assistant Professor*
Dr. Kashyapi Awasthi, *Assistant Professor*

Centre for Policy Research in Higher Education
Professor N. V. Varghese, *Director*
Dr. Mona Khare, *Professor*
Dr. Nidhi Sadana 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 Standard and Evaluation Unit
Dr. Pranati Panda, *Professor and Head*
Dr. Rasmita Das Swain, *Associate Professor*

Project Management Unit
Dr. K. Srinivas, *Professor and Head*

Advisor (IAIEPA Project)
Dr. K. Ramachandran, *Professor*

Registrar
Professor Kumar Suresh, (I/C)

General and Personnel Administration
Dr. Naresh Kumar, *Administration Officer (I/C)*
Shri Kamal Kumar Gupta, *Section Officer*
Ms. Sonam Anand Sagar, *Section Officer*

Computer Centre
Professor K. Srinivas, *Professor ICT and Head*

Training Cell
Shri J.P. Singh, *Section Officer (Training)*

Academic Administration
Shri P.P. Saxena, *Section Officer*

Publication Unit
Shri Pramod Rawat, *Deputy Publication
Officer*
Shri Amit Singhal, *Publication Assistant*

Hindi Cell
Dr. Subhash Sharma, *Hindi Editor and
Assistant Warden, Hostel*

Finance & Accounts
Shri Rajeev Verma, *Finance Officer*
Shri Chander Prakash, *Section Officer*

Library and Documentation Centre
Mrs. Puja Singh, *Librarian*
Dr. D. S. Thakur, *Documentation Officer*
Mrs. Sulbha Sharma, *Professional Assistant*
Mrs. Niti Verma, *Professional Assistant
(Presently on deputation)*

National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi - 110016 (INDIA)

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