cprhe report

2019 - 20

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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Published – May 2020 (5 H)

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INTRODUCTION

Higher education is going through rapid expansion and diversification in India. With a GER of 26.3 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 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, 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, the Centre is expected to expand the networking activities among the higher education practitioners and policymakers in India. CPRHE'S thematic research agenda addresses different issues and concerns of higher education in India. Important recommendations arising out of deliberations in the seminars and publications of the Centre will lead to new directions in higher education in the country.

1 / Organisational Structure of the Centre for Policy Research in Higher Education

The CPRHE 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. In the year 2019-20, the CPRHE completed five years, and the current term of the EC (2014-19) ended. Authorised by the members in the EC meeting held in March 2019, the Vice-Chancellor, NIEPA reconstituted the EC. (A list of the members of the EC from the year 2014 to 2019 is given in Annexure Ia and the list of members of the reconstituted EC for the term 2020-25 is in Annexure I b).

The Centre promotes inter-disciplinary research which is reflected in the recruitment of its faculty. All the professional staff members hold research degrees (doctoral degrees) in various disciplines aligned to education. The academic staff of the Centre consists of the Director and a group of core professional staff comprising Professors, Associate Professors and Assistant Professors. 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 2019 and March 2020.

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 the 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 national and state 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 the central 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. 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 titled

'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 areas of the activities of the CPRHE are the following: 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 2019-20 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 2019-20 focused on completing the research projects, finalising national synthesis reports and state research reports, organising expert committee meetings and seminars. The regular publication activities of the Centre namely, India Higher Education Report (published by Sage), CPRHE Research Paper Series, preparation of Policy Briefs based on CPRHE research and CPRHE research reports were carried out in the year 2019-20. The details of the activities are described below.

4.1   India Higher Education Report

CPRHE/NIEPA has initiated a publication on Indian higher education titled '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 at the inaugural session of the International Seminar on 'Teaching-Learning and New Technologies in Higher Education' held on 25 February, 2016 at the India Habitat Centre, New Delhi.
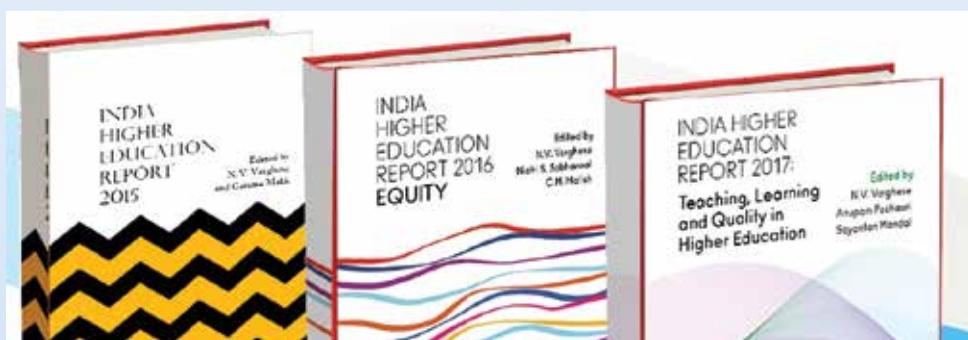
India Higher Education Report 2015, 2016 and 2017

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'. It was published by Sage in 2018 and released at the NIEPA's Twelfth Foundation Day Lecture in August 2018.

Releasing the ' India Higher Education Report 2018: Financing of Higher Education' at the NIEPA's Thirteenth Foundation Day Lecture

The fourth India Higher Education Report 2018 (IHER 2018) focuses on 'Financing of Higher Education'. The IHER 2018, published by Sage in 2019, was released on the auspicious occasion at the NIEPA's Thirteenth Foundation Day Lecture at India Habitat Centre, New Delhi.

The fifth India Higher Education Report 2019 (IHER 2019) focuses on 'Governance and Management of Higher Education'. The final versions of the chapters were received from the authors. The Centre finalised the manuscript, and the report is now in the press (List of authors is attached in Annexure II).

The sixth India Higher Education Report 2020 (IHER 2020) focuses on 'Employment and Employability of Higher Education Graduates'. The Centre developed a concept note for the IHER 2020, 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 abstract was organised on 20 June, 2019. The authors developed their chapters, and a second Peer Review Meeting of the

authors of the IHER 2020 was held on 26 September, 2019. The CPRHE prepared extensive review comments and shared among the authors for revision of their papers. The report is under preparation to be published by Sage. The CPRHE also plans to prepare the next issue of India Higher Education Report 2021 (IHER 2021) on the theme 'Private Higher Education in India'.

Peer Review Meeting of the Authors of IHER 2020

4.2   Publications Based on Seminars Organised by CPRHE

4.2a: Teaching-Learning and New Technologies in Indian 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 Centre for Policy Research in Higher Education (CPRHE) had organised an international seminar and 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 sheds light on the issues of teaching-learning and technology, which profoundly influence the higher education systems in recent times. The manuscript is in press and will be published by Springer, India.

4.2b: Innovations in Financing of Higher Education

In the year 2019-20, the volume on 'Innovations in Financing of Higher Education' was prepared and finalised. The volume on 'Innovations in Financing of Higher

Education' is a research output of the international seminar organised on this theme which brought together multitude of experiences on financing of higher education from national and international contexts. The final versions of the papers have been received from the authors and reviewed as well. The Centre is finalising the manuscript for publication.

4.2c: Quality and Excellence in Higher Education

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

4.3 CPRHE Research Paper Series

The CPRHE has brought 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 twelve research papers under this series, and the thirteenth is under publication. 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. Teaching and Learning in Higher Education.

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.

xii) Research Paper 12: N.V. Varghese, Nidhi S. Sabharwal and C.M. Malish (2019). Equity and Inclusion in Higher Education in India.

xiii) Research Paper 13: Jinusha Panigrahi (forthcoming). Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India.

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 the 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. A complete list of the CPRHE publications, including the reports, is available 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 provides an analysis of the issues discussed in the seminars. Two CPRHE Seminar Reports - one, titled 'Quality and Excellence in Higher Education' and another, entitled 'Employment and Employability of

Higher Education Graduates'- were published in 2019-20. The CPRHE Seminar Report of the international seminar titled 'Governance and Autonomy in Higher Education', held in 2020, 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 the CPRHE research, and elaborates the policy implications. The areas for policy briefs are identified from the studies. The primary target group of these policy briefs are policy-makers at the state and national levels. The policy briefs on the following themes have been prepared: Equalising Access to Higher Education in India; Achieving Academic Integration in Higher Education 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". In the year 2019-20, three policy briefs were translated and published in Hindi. These are:

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.

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

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.

The CPRHE Policy Briefs have been uploaded on the UGC website. The links to the 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 Governance and Autonomy in Higher Education

The CPRHE has been organising International Seminars in collaboration with the British Council since 2014. The aim of the seminars is to 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; v) Employment and Employability of Higher Education Graduates in 2018-19; and vi) Governance and Autonomy in Higher Education in 2019-20.

The International Seminar on 'Governance and Autonomy in Higher Education' was organised in February 2020. The focus of the deliberations was on how governance and autonomy of higher education has been in constant negotiation for institutions and higher education systems all around the world. Governance becomes effective and improves institutional performance when decisions are translated into operational practices accompanied by accountability measures at the institutional level. Good governance in the public institutions implies how public institutions conduct their affairs and manage public resources. Good governance is identified with the government's responsibility in serving the masses through a process of decision-making and efficient implementation of laws. Governance of higher education institutions is essential to fulfilling the Sustainable Development Goal (SDG) of quality education. The governance and management of higher education institutions is becoming increasingly complex against the backdrop of the expansion and diversification taking place globally. The diversification of the higher education system has occurred through the process of expansion from a unitary structure (universities) towards a system that is flexible and can accommodate the varying demands emerging from different groups and regions within a country. The relationship between the State, market and higher education institutions has changed over the years. The role of the State in this new and changed scenario globally has changed from direct control to 'steering from a distance', with the focus being on performance and outcome-based measures instead of being determined by inputs.

Given the funding models of higher education, particularly here in India where state-funded and privately financed models exist side by side, the issue of governance is really hard to de-couple from the question of autonomy in decision-making. Universities fundamentally know the areas where they feel the exercise of autonomy will most impact the heart of the institution – that is the selection of

students, lecturers, the design of the courses that are offered in the university, the assessment of the courses and the research management.

In the context of rapid expansion of higher education system, one of the major considerations that institutions and government are looking at during this phase is to look at how universities grow whilst being able to maintain a system of management and governance. The draft of the National Education Policy 2019 strongly signals to the significant changes that India intends to implement. The draft policy aims to combine autonomy with good governance as a driver for India to establish more universities that are recognised as world class. It is important that the regulatory reform is designed to support this objective. These are challenges that are not exclusive to universities in India.

Governance of higher education can be seen from at three levels. They are state-university, within-university and university-college relations. The structure of governance in central and state and central universities varies substantially. Further, state universities have two layers of control, both by central government and state level agencies. Paucity of funds impacts recruitment and promotions of teachers, and student admissions. As compared to central universities where research gets a major push, colleges focus largely on teaching.

Inaugural Address of Professor Daniel A. Wagner at the International Seminar on 'Governance and Autonomy in Higher Education'

The continuing influence of market principles in higher education has been producing conflicts between allocation of resources by the State and the actual needs of the sector. As a result, due to competitive pressures, institutions are compelled to generate additional resources. Moreover, at the institutional level, leadership and management are the concepts that are grounded in a local context,

and to better understand these, one has to look at how these two function in a given political, social, economic and cultural milieu. The governance structure of higher education institutions across the country has been influenced by global models dominated by new funding mechanisms and quality assurance frameworks. This shift is accompanied by the spread of a new commercial model in higher education and research.

A global shift is also happening in the processes of government decision-making process in higher education which could be termed as 'government to governance' whereby institutional policy-making process involves a plurality of different actors. The influence of 'managerialism' is visible in the policy-making process in higher education as well. Thus, it is important to have a clear theoretical understanding about the key factors that influence these changes, especially in the context of the knowledge economy. All these reflect greater centralisation of control in the guise of granting more autonomy. The recommendation of the draft National Education Policy to reduce the number of higher education institutions could also be viewed in this changing environment. The recent recommendations are also in favour of the creation of a layered system: which gives more autonomy to better performing institutions.

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 'Governance and Autonomy in Higher Education' to discuss the international trends in governance of higher education; share country experiences in institutional autonomy and provide a platform to share strategies for improving institutional performance.

A cross-section of delegates at the International Seminar on
'Governance and Autonomy in Higher Education'

The seminar, held at the India Habitat Centre, New Delhi on 20-21 February, 2020, 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, Ethiopia, France, South Africa, Uganda, United Kingdom and USA. Close to 125 participants, including international participants, attended the seminar. Representatives from the UGC also participated in the seminar. The seminar was also a platform to disseminate the findings of the CPRHE research project on Governance and Management of Higher Education Institutions. Dr. Garima Malik, 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).

The CPRHE Panel at the International Seminar on
'Governance and Autonomy in Higher Education'

4.8   State Councils of Higher Education Meeting

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. State level planning is core to the coordinated development of higher education in the states. A two-day consultative meeting with SHEC representatives is regularly organised by the CPRHE/NIEPA. On 25-26 February, 2019, the meeting of the State Councils of Higher Education was organised with the objective to discuss new initiatives in higher education. The meeting was attended by Chairpersons and Vice Chairpersons of State Councils, senior officials from the Directorates of

Collegiate Education, and Departments of Higher Education in the states. A total of 12 members from 7 states attended the meeting. In the year 2019-20, the SHEC meeting, scheduled to be held on 24-25 March, 2020, had to be postponed due to the unfortunate Covid-19 pandemic situation.

4.9   Nordic-India Higher Education Summit

The Nordic Centre in India (NCI) and the Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi jointly organised the first Nordic-India Higher Education Summit on 31 October, 2019. The event brought together educationists and policy-makers from India and Nordic countries.

Across nations, higher education institutions are increasingly being expected to contribute to internationalisation of higher education and research. In India, internationalisation is considered as a way through which universities can address local and global challenges and in preparing students to contribute to economic development both within India and outside. There is a growing emphasis on international collaborations which focuses on equitable and balanced student mobility, research in socially relevant areas, and promoting quality education. These collaborations may include (and are not limited to) structuring of curriculum to suit contemporary needs, improving pedagogical skills and promoting innovations in learning as well as engaging in international best practices for managing higher education through capacity building and training of faculty and educational administrators.

Delegates of the Nordic-India Higher Education Summit on
'Internationalisation for Improving Access, Equity and Sustainability in Higher Education'

In countries in the Nordic region, internationalisation has been characterised by growing number of mobility and research agreements, cooperation projects, and increasing number of visiting academics and administrative staff. Nordic universities are known as leaders in research and innovation. This feature of the universities has been encouraged by the Nordic welfare state that has and continues to provide the appropriate ecosystem for engendering creativity and quality in education with a focus on transparency, equity, access, social responsibility and sustainability.

The Nordic India Higher Education Summit was an initiative to encourage and foster Nordic-India relationship on internationalisation of higher education opportunities. The objective of this summit was to introduce both the Nordic side and their Indian counterparts to each other by providing a useful platform dedicated to understand mutual needs and strengths, increase interactions, encourage innovations and support creative actions in the higher education landscape. The international seminar was successful in showcasing eminent scholars, policy-makers, and practitioners, and in encouraging both sides in exploring present and emerging opportunities in the higher education landscape. Dr Nidhi S. Sabharwal was the coordinator and convenor of the Nordic-India Higher Education Summit under the guidance of Professor N.V. Varghese, Vice-Chancellor, NIEPA (The detailed programme is given in Annexure VIII).

5	Executive Committee Meeting

The seventh meeting of the Executive Committee (EC) of the CPRHE was held on 26 February, 2020 at NIEPA. The EC 2020 was a reconstituted committee with new members. The EC members in the meeting held in 2019 had authorised the Vice-Chancellor, NIEPA to reconstitute the EC as the CPRHE had completed five years and the term of the EC (2014-19) had come to an end. In the EC meeting held on 26 February, 2020, eight members of the reconstituted EC participated in the meeting. The meeting was chaired by Professor N.V. Varghese, Vice-Chancellor of the National Institute of Educational Planning and Administration (NIEPA).

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

The Vice-Chancellor, Professor Varghese welcomed everyone to the meeting and pointed to the important role played by the EC in shaping the agenda for activities of the CPRHE and being a monitoring mechanism for the activities of the Centre. The members of the EC were informed that the funding for the Centre has been shifted from University Grants Commission (UGC) to NIEPA in 2018-19. The Vice-Chancellor thanked the UGC for its support for the establishment and funding of the CPRHE in the initial years. He reiterated that the CPRHE will continue to engage in close interactions with UGC, conduct studies and provide policy support. Professor Varghese acknowledged the gracious support of the Ministry of Human Resource Development (MHRD) for taking the responsibility of funding the CPRHE under the regular structure of NIEPA and the promise of continuing the support.

The Vice-Chancellor conveyed that the activities of the CPRHE follow from the perspective plans of the Centre which provides direction on the research priorities and the CPRHE activities. The first Perspective Plan and Programme Framework of the CPRHE was prepared in 2014 which was discussed and approved in the meeting organised with UGC, MHRD, Planning Commission and subsequently submitted and approved in the Academic Council (AC) and the Board of Management (BoM) of NIEPA. Since the Perspective Plan prepared in 2014 was ending in March 2017, the CPRHE prepared another document on Programme Framework and Operational Plan: 2017-18 to 2019-20. This was submitted to the UGC and MHRD in January 2017.

Similar to the research activities and training programmes undertaken at NIEPA which are aligned with the NIEPA Perspective Plan, the CPRHE programmes and activities are primarily integrated and centred on the research themes that are prioritised in the Perspective Plans of the Centre prepared in 2014 and 2017, and approved in the Academic Council (AC) and the Board of Management (BoM) of NIEPA. The Vice-Chancellor, NIEPA elaborated the contributions made by the CPRHE towards higher education research in India.

It was shared that the CPRHE has successfully completed the first cycle of the empirical studies. These studies include six large-scale multi-institutional research projects launched across 22 states (see map1). The CPRHE studies have covered themes pertaining to student diversity and social inclusion in higher education; teaching and learning in Indian higher education; governance and management of higher education in India; financing of public higher education institutions in India: flow of funds and their utilisation; study of external and internal quality assurance at the institutional level, and employment and employability of higher education graduates. All the research studies are in the stages of finalisation. Thirty-three research reports have been prepared. It is planned that the final state research reports will be uploaded on the CPRHE website, the state and the synthesis reports will be prepared for publication as research papers and books.

Furthermore, the second round of CPRHE research studies is in the process of implementation. The themes include: college readiness and student success; language and inequalities; new managerialism in higher education, financing of technical and professional education, and, professionalisation of academics in higher education. The themes of the new research projects and initial drafts of the research proposals were presented in the EC meeting of the CPRHE, organised in March 2019. The research proposals were revised based on the suggestions from the members of the EC meeting held in 2019. In the EC meeting of 2020, extended versions of the CPRHE research proposals, along with a tentative list of samples of

selected higher education institutions for research were submitted to the respected EC members for their consideration.

It was reiterated that the research cycle of the CPRHE studies does not end with the preparation of research reports. The next stage of research is of preparing policy briefs and organisation 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 Vice-Chancellor, NIEPA shared with the EC members that some of the research findings of the CPRHE studies have contributed towards policy-making process and higher education planning. It was elaborated that once the second round of study is over after three years it is expected that the CPRHE would have advanced considerably towards providing a deeper understanding on higher education dynamics to the UGC, the MHRD, the NITI Aayog, policy actors at the state level and to the institutional level leaders. Importantly, what programme and strategies of interventions that can be initiated at the institutional level would be an important outcome of the CPRHE research studies.

The EC members were further informed that, in addition to research, there are three regular activities that are undertaken by the CPRHE. These include India Higher Education Report (IHER) published by Sage; organisation of international seminars every year on the themes of the CPRHE research; and publication of Research Paper Series. Four IHERs have already been published on the themes pertaining to issues and challenges facing higher education in the country, including on equity, teaching-learning and quality, and, financing of higher education. The fifth IHER on 'Governance and Management of Higher Education in India', is in the press with Sage; and the sixth IHER on 'Employment and Employability of Higher Education Graduates' is under preparation.

Six international seminars in collaboration with the British Council have been organised with the aim 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 CPRHE publishes seminar reports on the proceedings and themes emerging from the discussions taking place in the international seminars. Five CPRHE Seminar Reports have been published. The Centre has already published twelve research papers under this series. It was shared that all the publications of the CPRHE such as the CPRHE Research Papers Series, CPRHE Policy Briefs, and CPRHE Seminar Reports and other publications are uploaded on the CPRHE website which can be freely downloaded and accessed.

The coordination of the EC meeting and the detailed presentation on the CPRHE activities was done by Dr. Nidhi S. Sabharwal, CPRHE in-charge. The presentation on the activities was broadly divided into two parts - Part I: dealing with the activities carried out by the Centre in the year 2019-20, and Part II: on programmes proposed by the Centre to be carried out in the year 2020-21. The EC members complimented the CPRHE for undertaking research covering wide range of contemporary issues and appreciated the quantity and the quality of publications brought out by the Centre. They encouraged the faculty members to continue the research activities with the same level of academic rigour and engagement, along with strengthening the outreach and communication efforts, including dissemination of the CPRHE publications even more widely than already being done.

CPRHE Research Studies States

Represents the states which are part of the CPRHE research studies
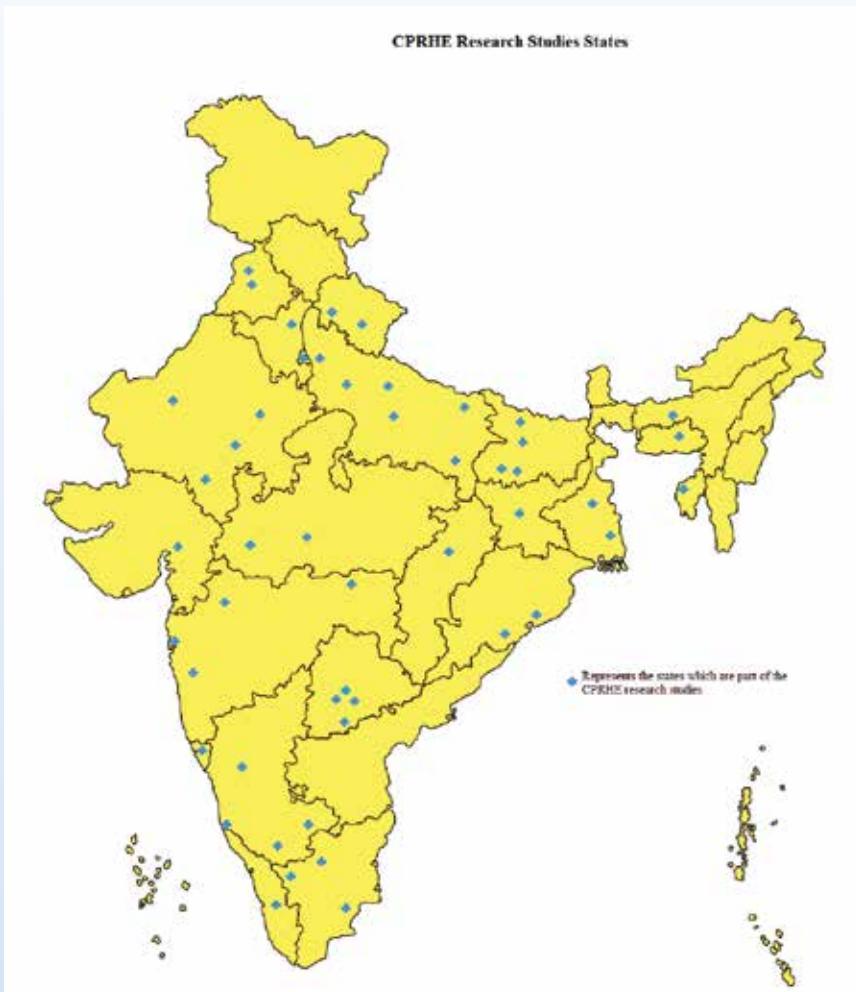
6 Research Projects Launched by the CPRHE

The CPRHE has completed the following research projects. Summaries of the research projects are as follows:

6.1 Completed Research Projects

6.1.1 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 to explore diversity and discrimination in higher education campuses in India. As a result of higher education expansion and enhanced aspirational levels of families cutting across the class and caste boundaries, a large number of non-traditional social groups 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 its 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.

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 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); 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); 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.

Study adapted combination of quantitative and qualitative methodology for collection and analysis of information. It involves 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 survey and focus group discussions, and, interpreting, analysis and writing reports were discussed. Draft chapters, prepared by the research team members after the second research methodology workshop, were thoroughly reviewed, and detailed feedbacks were sent back to respective teams. It helped them revise their drafts. It also ensured comparability across the reports and quality. The full reports were submitted, and the third research methodology workshop was held on 7-8 June, 2016.

The third research methodology workshop for the research project was organised with the objective to discuss and review the draft research reports and discuss the synthesis report. The synthesis report, prepared in the Centre, included collation and analysis of data from the student survey and thematic analysis of interview transcripts and focus group discussions. The third research methodology workshop

was attended by the members of the research teams from 12 higher education institutions included in the study. 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 the 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 has been 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 Cells, 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 Stage 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 the attention needs to be shifted to the initiatives within institutions. This is what we may like to term as "institutional turn" in addressing changing nature of student diversity. "Institutional turn" predisposes drastic changes in ways in which institutions are functioning and changes in attitude and perception of institutional stakeholders such as faculty members and academic administrators.

The first and foremost diversity initiative at the institutional level is to sensitise leaders and faculty members on ways to address student diversity more positively

and to see diversity as an asset. Institutions also play a role in fostering learning about diverse 'others' and dialogues across differences which, in turn, influences the campus climate. Pedagogical interventions that include awareness about the diverse 'others' and dialogues 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. The research outputs prepared and submitted as a part of this project include: 6 state team reports and 1 synthesis report; 2 CPRHE Research Papers; 1 CPRHE Seminar Report; 3 Policy Briefs in English with translations in Hindi; and close to 10 published/forthcoming journal articles and chapters in books.

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

6.1.2   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 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 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 need 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 ad hoc and guest teachers. The study also shows that the universities are not able 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 was presented for comments from the peers. The State reports and synthesis report have been submitted. Third expert committee meeting to discuss the reports was organised on 26 July, 2018. Policy briefs will be prepared, and a policy dialogue will be held in September 2020. The research outputs prepared and submitted as a part of this project include: 4 state team reports and 1 synthesis report, 1 CPRHE Research Paper, and published/forthcoming journal articles and chapters in books, including in IHER 2019: Governance and Management of Higher Education in India, published by Sage (forthcoming).

Project Coordinator/Principal Investigator: Dr. Garima Malik

6.1.3   Teaching-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 the 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. 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 focus of the training programmes should focus on the process and the pedagogy and also allow the 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, the 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 school level and continued at 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 administrators, 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 its 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 teachers, students and learning environment. Third research methodology workshop was organised on 29-30 August, 2017 where the draft State reports and synthesis report was presented for comments from the peers. Third expert committee meeting to discuss the reports was organised on 12 September, 2018. Policy briefs and policy dialogues will be prepared.

The draft of the synthesis report is final and all State reports have been submitted. The research outputs prepared and submitted as a part of this project include: 4 State Reports, 1 Synthesis Report, 1 CPRHE Research Papers; 1 CPRHE Seminar Report and close to 4 published/forthcoming journal articles and chapters in books, including in the IHER 2017: Teaching, Learning and Quality in Higher Education; Sage, New Delhi.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

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

Indian higher education system, in the last decade, has experienced 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 those 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 (HEI), 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, and 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 5-year period. Similarly, the analysis of empirical data collected through the 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 institution. The qualitative data through interviews and FGDs gave insights of day-to-day functioning of the institution, 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 such as markets, shops, auditoria, vehicles, seminar halls, etc and outsourcing various services like securities,

canteen, hostel mess, etc. But, for State universities mobilising resources because of shortage in public funding or delay in receipts make them resort to student fees. In some instances, the tuition fee is comparatively higher than other public higher education institutions.

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 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 make them resort to various cost-saving measures which indirectly impact their growth and development. 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 in 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 was presented for comments from the peers. The State reports and synthesis report have been submitted. The third expert meeting to discuss the reports was organised in 26 June, 2018. Policy briefs and policy dialogues will be prepared. The research outputs prepared and submitted as a part of this project include: 5 State Reports, 1 Synthesis Report; 1 CPRHE Research Papers; 1 CPRHE Seminar Report and close to 10 published and forthcoming articles in books and journals, including in the IHER 2018: Financing of Higher Education. Sage.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

6.1.5 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 the 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 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 following research activities were carried out as part of the project: both qualitative and quantitative research instruments were developed; the project was implemented across selected institutions of six selected States of India; primary data was collected from sampled students and teachers of selected private deemed to be universities; focus group discussions were conducted with teachers and students, and interviews were conducted with institutional administrators and selected State higher education departments; the data was complied and analysed at CPRHE and final draft report prepared; the report was reviewed and submitted in 2019. The research outputs prepared and submitted as part of this project include: 1 Research Report and 1 Research Paper to be published in the CPRHE Research Paper Series as CPRHE Research Paper 13.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

6.2   Follow-up Activities for Completed Research Projects (2020-21)

6.2.1   Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Inclusion in Higher Education Institutions

Given the diversification of higher education system and consequent diversity in student population, this research project 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 close to 200 interviews with faculty and administrators and about 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 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 book proposal based on the study report.

Organisation of Policy Dialogue at the National Level: A policy dialogue is proposed to be conducted in September 2020 in collaboration with 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 and institutional stakeholders 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.

Report on the Policy Dialogue: A report on the policy dialogue with implementation strategies as emerging from the consultations will be brought out by the coordinator/convenor of the policy 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 the 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 with members of the expert group to seek their guidance for finalising the modules is scheduled to be held in December 2020.

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

6.2.2   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 four State reports and synthesis report were prepared and presented to the members of Research Expert Committee to seek their guidance for finalising the research reports.

Specific activities planned for this research project for the year 2020-21 are the following:

Final State Reports will be uploaded on the website: The final draft of the State level reports was prepared by the selected institutions, edited and reviewed and revised by the team members before submitting the final report. The final reports have been submitted by the teams. The reports will be finalised for placing them on the websites.

The synthesis report has been finalised and a CPRHE Research Paper will be prepared.

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 Meeting to discuss policy brief on "Autonomy in Higher Education Governance" and "Accountability of Higher Education Institutions": An Expert Meeting to discuss draft policy briefs on will be organised in October 2020. 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.

Organisation of the Policy Dialogue: Based on the policy briefs, a Policy Dialogue on autonomy in higher education governance and accountability of higher education institutions is scheduled in the year 2020-21.

Report on the Policy Dialogue: A report on policy dialogue with implementation strategies as emerging from the consultations will be brought out by the coordinator/convenor of the policy dialogue.

Project Coordinator/Principal Investigator: Dr. Garima Malik

6.2.3 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 (HEI), 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 2020-21 are the following:

Final State Reports will be uploaded on the website: The final drafts of the State level reports were prepared by the selected institutions, edited and reviewed and revised by the team members before submitting the final report. The final reports have been submitted by the teams. The reports will be finalised for placing them on the websites.

The synthesis report has been finalised and a CPRHE Research Paper will be prepared.

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 finalised. An expert group meeting will be convened to review the drafts of the policy briefs.

Expert Group Meeting for Policy Briefs on Dynamics of Resource Allocation and Resource Mobilisation by Public Higher Education Institutions will be organised in July 2020. 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

6.3   Ongoing Research Projects

6.3.1   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 been 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 2nd or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from the five States of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana. The field-based data collection is complete. The process of analysing the data is complete, and preparation of full draft version of the report is in progress.

Findings from the study show that achieving quality should be the primary responsibility of the providers, and they should be flexible and innovative. The exercise of institutional assessment and accreditation highlights the areas of improvements for the institution in consultation with the peer review. The EQA impacts the institutional workings and has considerable effects. Preliminary impact of EQA can be traced back to have begun even before the institutions formally applied for accreditation to the external quality assurance assessor i.e., the National Assessment and Accreditation Council (NAAC). The impact of EQA is reflected in the changes/increase in documentation-related activities, improvements in infrastructure and revisiting various institutional activities and structures aligned to the indicators across the seven key aspects assessed by NAAC. The promise of increased funds tied to improved accreditation scores serves as motivation for the institutions to improve their functioning and get themselves assessed by external quality assurance agencies. However, increased funding with improved scores remains a promise in oblivion. Increased documentation activity was reported across the institutions for the purpose of achieving accreditation scores.

The positive aspect of documentation was reported as increased mindfulness and recording of the vast range of activities undertaken by the departments and faculty members besides classroom-based teaching-learning activities. Systematisation of documentation serves as a tool towards improved accountability and building reputation and image of the departments and institutions. However, there are no measures to assess the improvements in the offered programmes, pedagogical practices and classroom processes. The internal quality assurance cells of the institutions mainly serve as data collection and compilation centres of the HEIs for the purpose of preparing Self Study Report. Aligning IQAC with the mechanisms of institutional governance is of crucial importance for improvements in quality and institutionalisation of quality culture.

Activities planned for the year 2020-21 are the following:

1. *Synthesis Research Report:* The synthesis report is under preparation.

2. *Third Expert Committee Meeting:* Third expert committee meeting will be organised in 2020. 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. *Final State Reports will be uploaded on the website:* The final drafts of the State level reports were prepared by the selected institutions, edited and reviewed and revised by the team members before submitting the final report. The final reports have been submitted by the teams. The reports will be finalised for placing them on the websites.

4. *CPRHE Research Paper:* A CPRHE Research Paper will be prepared based on the synthesis research report.

5. *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 on external quality assurance and internal quality assurance will be prepared.

6. *Expert Group Meeting for Policy Briefs:* An expert group meeting will be convened in the year 2020 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.

7. *Organisation of Policy Dialogue:* One policy dialogue of two days' duration, based on the policy briefs developed on external quality assurance and internal quality assurance, will be organised in November 2020.

8. *Report on the Policy Dialogue:* A report on the policy dialogue with implementation strategies as emerging from the consultations will be brought out by the coordinator/convenor of the policy dialogue.

9. *Finalisation of the manuscript of the edited volume* of papers presented at the international seminar titled 'Quality and Excellence in Higher Education' for submission to the identified publisher.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

6.3.2 Employment and Employability of Higher Education Graduates in India

The employability of the educated graduates is a major concern in India. The present study attempts to analyse the demand and supply factors influencing graduate employability by taking into account the perceptions of employers, employees and students. It is a multi-level, multi-state study covering multiple cities in the country. The six cities identified are 4 Tier I cities of Mumbai, Delhi, Hyderabad and Bangalore; Lucknow, a lead employment provider among Tier II cities; and Udaipur as one among the first three employment providers in the Tier III category of cities. Data collection has been completed and the analysis framework workshop has been held to help decide the analysis and writing framework on the research project employability of higher education graduates.

Draft of a few State reports has been completed, and national synthesis report is under preparation. The final methodology workshop is being scheduled for the finalisation of the report. An international seminar on 'Employment and Employablity of Higher Education Graduates' was organised in 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.

Activities planned for the year 2020-21 are the following:

Finalisation of Draft State Reports and Synthesis Report: The final drafts of the State level reports are under preparation by the selected institutions. These will be edited, reviewed and sent back to the teams for revision before submitting the final report. The synthesis report would be completed and finalised.

Third Research Methodology Workshop: Subsequent to the two research methodology workshops attended by research team members, a collective understanding on the research project and research instruments was developed, the data collection in the States and its analysis is complete and the draft State reports are being prepared. The 3rd Research Methodology Workshop with the State Teams will be held in 2020. Objectives of the research methodology workshop will be:

1. Presentation of Draft Reports

2. Peer Review and Discussion on Draft Reports

3. Suggest Measures for Finalisation of Reports

4. Discuss future activities (such as preparation of policy briefs)

Preparation of Policy Briefs: Primarily based on the findings from the study on 'Employment and Employability of Higher Education Graduates in India', policy briefs will be prepared.

Expert Group Meeting for Policy Briefs: An expert group meeting will be convened in the year 2020-21 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.

Project Coordinator/Principal Investigator: Professor Mona Khare

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

The CPRHE, at the request of the University Grants Commission (UGC), is implementing an evaluation study of the coaching schemes. The UGC introduced the following coaching schemes for disadvantaged groups in higher education since the XI Plan period: a) Remedial coaching for SC/ST/OBC and Minorities; b) Coaching for NET/SET for SC/ST/OBC and Minorities; and c) Coaching for entry into service for SC/ST/OBC and Minorities. The Centre constituted a research advisory committee with academics and representatives from UGC and MHRD. The first research methodology workshop for the coordinators of selected case study institutions was organised in the month of May 2017. Objective of the workshop was to develop a common understanding about the approach of the study and its methodology; closely examine research instruments and tools for information/ data collection; discuss successive steps involved in the implementation of the study and to specify the milestones and target date for completion of the study. CPRHE team conducted monitoring visits in all the case study institutions and took part in data collection process. The CPRHE is in the process of data analysis and writing of the research report.

Activities planned for the year 2020-21 are the following:

Research Methodology Workshop with Coordinators of Case Study Institutions and Expert Group Members: The research methodology workshop with Coordinators of Case Study Institutions and Expert Group Members will be held in July 2020. The aim of the workshop is to discuss the findings of the study with principal investigators and expert members of the research advisory group from the case study institutions.

The objective of the workshop is to also 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 made available for wider dissemination.

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

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

The overarching objective of the IIEP research project is to consider building or strengthening flexible learning pathways as an area of future reform. To achieve the same, this research project is conducting two main activities: (i) an international survey addressed to ministries of (higher) education in all UNESCO member-states to collect evidence on the existing policy frameworks and instruments; and (ii) a series of in-depth case studies from countries that are in the process of developing or have already developed flexible learning pathways in higher education. Instruments to support flexible learning pathways would be national qualifications frameworks, quality assurance, recognition/validation of prior learning, credit accumulation and transfer systems, and information and guidance services. A major objective of the country case studies will be to analyse how polices and tools impact the realities of higher education institutions. This project has been launched by the IIEP, Paris and the first methodology workshop was conducted on 17-19 June, 2019 to discuss framework and interview questionnaires and data templates. The data collection is complete for the case study institutions - IIT-Delhi and Bharathiar University - and draft report has been submitted to IIEP and is being revised based on the comments received.

Project Coordinator/Principal Investigator: Dr. Garima Malik

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

This is a CEPED, Paris Descartes University coordinated international research project involving countries from four continents such as Asia, Africa, Europe and Latin America.

The activities carried out in 2019-20 are as follows:

a) In 2019, a research report was prepared titled 'Higher Education Development in India, Institutional Forms and Nature of Social Access' as inputs for the

India Country Report by CPRHE faculty member Dr. Nidhi S Sabharwal and Professor Henry Odile, from Paris 8 University, Paris, France.

b) Three monographs were developed by CPRHE faculty member Dr. Jinusha Panigrahi based on the three private higher education institutions each from three regions of India such as Uttar Pradesh, Haryana and Karnataka. The monographs of private higher education institutions are part of the ESPI general research protocol on the (re)production or reduction of inequalities in higher education by these institutions. As such, these monographs constitute the overall framework for research on these HEIs. These monographs cover other tools to characterise ESPIs, in particular official databases, where they exist, and the ESPI "identity card". They are also based on quantitative data (representative samples of HEIs in particular, overall enrolment data, socio-economic data on HEI sites and regions) and qualitative methodologies (semi-directive interviews, analysis of secondary data, etc.).

The objectives of the monograph of a private higher education institution are to discern: 1. How does an HEI work ("how does it work") and what are its objectives (lucrative or not, social, political, etc.)? 2. What are the factors that lead to its functioning, its organisation, which contribute to the definition of its objectives and to their achievement (or not)? 3. What the HEI produces, particularly in terms of increasing, maintaining or reducing inequalities?

c) The final report of the project is under preparation.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

6.4   Modules on Managing Student Diversity in Higher Education Institutions in India:

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

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

of authors of the modules was held in 2017. 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. The final workshop with the authors of the modules and members of the Expert Group Committee is scheduled in December 2020.

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

6.5　New Research Projects

The CPRHE will initiate the following research studies in new domains:

6.5.1　College Readiness and Student Success in Higher Education in India:

The Centre has already completed a study on diversity and discrimination in higher education. The study brings out the varying social backgrounds 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. The interactions with student groups also indicate that they are at varying stages of being 'college ready' to remain and succeed in the studies.

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. This study 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 backgrounds so as to promote improved learning outcomes at the end of their studies in the universities and colleges.

Activities planned for the year 2020-21 are the following:

First Expert Committee Meeting on College Readiness and Student Success in Higher Education in India scheduled to be held in February 2021. 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 for their feedback and guidance. The objective of the research expert committee 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 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

6.5.2 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 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. The draft proposal has been prepared. It will be revised and fine-tuned in the 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 2020-21 are the following:

Expert Group Meeting: The meeting will be organised in March 2021 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 the list of case study institutions will be finalised.

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

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

New Managerialism is the mode of governance aligned with 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.

Activities planned for the year 2020-21 are the following:

First Expert Committee Meeting: This meeting will be organised in February 2021. 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 Higher

Education: The Changing Management of Public Higher Education Institutions in India'.

Project Coordinator/Principal Investigator: Dr. Garima Malik

6.5.4 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.

Objectives of the research is 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.

Activities planned for 2020-21 for the implementation of the project are:

a) *Expert Committee Meeting:* The first expert group committee meeting is scheduled to be held in October 2020. The draft research proposal will be presented in the meeting for suggestions from the experts before its implementation in selected states.

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.

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

6.5.5 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.

Expert Committee Meeting: Expert Committee Meeting on the New Research Project will be organised on 15 October, 2020 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 the meeting.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

7 // Other Activities

7.1 Policy Support

The Centre has been extending policy support to decision-making bodies such as MHRD, UGC, NITI Aayog, etc. The Centre prepared a research study report on the National Eligibility Test (NET); participated in the discussions of the drafting committee for National Policy on Education (Kasturirangan Committee), undertook an evaluation of National Research Professorship, helped developing a Ranking Framework for Higher Education in India. The Centre has also completed several evaluation studies such as the scheme Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT), study on concentration and undersupply of higher and technical institutions in India and fixation of fees in private deemed to be universities in India at the request of the MHRD, and is undertaking an evaluation study of UGC Coaching Schemes at the request of UGC. The Centre is invited and represented in various policy meetings.

7.2 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 is a platform, through which, the Centre is continuously trying to connect with 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 NIEPA technical team.

Website Address – cprhe.niepa.ac.in

8 | Visiting Professor/Scholar Programme

The Centre has provision for inviting Visiting Fellows 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 the visiting fellows programme is to actively engage the visiting fellows in the Centre's activities to enhance and help academic development of the CPRHE and NIEPA faculty, as well as improve credibility of the work of the Centre. The first visiting professor of the Centre was Professor William G. Tierney who is a globally renowned professor of higher education and is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Centre for Higher Education, Rossier School of Education, University of Southern California, USA. In March 2019, the CPRHE hosted Professor William G. Tierney, again as a visiting professor. In January 2019, the CPRHE hosted Professor Odile Henry who holds a doctorate in sociology from the Ecole des Hautes Etudes en Sciences Sociales (Paris). Since September 2012, she is a 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. CPRHE also hosted research fellows Ms. Anjali Thomas from University of Warwick, UK; Mr. Shashank SR, Graduate Student of Public Policy and Governance from Tata Institute of Social Sciences (TISS); and Ms. Anjali Anil from Tata Institute of Social Sciences (TISS). In February 2020, CPRHE had the opportunity to host Professor Teboho Mohja who is a Professor and Program Director, Higher Education, New York University with a Team of 24 students.

Professor Teboho Mohja (Professor and Program Director, Higher Education, New York University) visited NIEPA with a team of 24 students

9 // Faculty and Staff at CPRHE

Faculty Members and Staff Members of CPRHE (from left): Ms. Chetna Chawla, Ms. Aqsa Sabiha, Dr. Anupam Pachauri, Dr. Jinusha Panigrahi, Dr. Nidhi S. Sabharwal (In-Charge CPRHE), Dr. Garima Malik, Professor N. V. Varghese (Vice-Chancellor, NIEPA), Professor Mona Khare, Ms. Anjali Arora, Dr. Malish C.M., Mr. Sumit Kumar, Mr. Mayank Rajput and Ms. Monica Joshi

Dr. Nidhi S. Sabharwal, currently the CPRHE In-Charge, holds a Ph.D. in Geography 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 the 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 multi-state studies on 'Student Diversity and Inclusion in Higher Education Institutions in India' and 'Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities

and Colleges'. Dr Sabharwal is also a research member of the multi-country international research project on "inequalities and higher education between public policies and private sector development" coordinated by CEPED, Paris Descartes University. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and discrimination and presented papers at various international conferences. Her recent publications include 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 an edited book titled 'Bridging the Social Gap: Perspectives on Dalit Empowerment', Sage, 2014 (with Sukhadeo Thorat). Her current research focuses on issues of college readiness, access, student diversity, student success, equity and social inclusion in higher education

Dr. Mona Khare is currently Professor at CPRHE and Head of the Department of Educational Finance, National Institute of Educational Planning and Administration (Ministry of Human Resource Development) New Delhi, India. She is associated with various international education forums like UNESCO Asia Productivity Organisation, British Council, Commonwealth, SAARC, World Bank, etc. and many foreign universities as consultant and expert. She is a member of the 15th Finance Commission for Education sector funds estimation and various other Government of India Committees, holds advisory positions in different committees of universities and colleges, Union Public Service Commission and acts as resource person in training programmes for Central, State Government officers, banking and teaching professionals. She has twice been conferred with the YOUNG ECONOMIST AWARD by the Indian Economic Association and has been awarded by the Directorate of Higher Education, for praiseworthy contribution in their Distance Education Programme (EDUSAT). She has many publications to her credit and has been on the editorial board of international and national journals. Former assignments include Directorate of Higher Education, Government of MP: RCVP Norohna MP Academy of Administration, Bhopal; Chairman BOS (Economics), Bhopal Universtiy, to name a few. With a Ph.D. in Regional Planning and Economic Growth, PGDFM, and courses from IIM, Lucknow; IIPA, New Delhi; NITIE, Mumbai; and ISRO Ahmadabad, she has supervised about 15 Ph.D. and more than 50 M.Phil. scholars. Her current areas of research include employability skills of educated youth, educational internationalisation and regional disparities in educational development.

Dr. Garima Malik is currently an Assistant Professor at the Centre for Policy Research in Higher Education (CPRHE/ NIEPA), New Delhi. She holds a Ph.D. in Economics from Ohio State University in USA. Before joining NIEPA, she was an Assistant Professor of Economics at the University of Delhi. She was a Fellow at the Indian Council for Research on International Economic Relations and also worked as an Economist with Tata Services Limited and PricewaterhouseCoopers. At CPRHE, she coordinated a major research project on 'Governance and Management of Higher Education in India'. She has published in several journals and presented papers at national and international conferences. Her publications include an edited book 'India Higher Education Report 2015', Routledge, 2016 (with N. V. Varghese). She has also co-edited 'India Higher Education Report 2019: Governance and Management of Higher Education' (with N. V. Varghese), Sage, (Forthcoming June 2020). Her current research focuses on governance and management in higher education. She is also part of a multi-country UNESCO-International Institute for Educational Planning, Paris project on SDG4: Planning for Flexible Learning Pathways 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 and member of the editorial board of Journal of Educational Planning and Administration.

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. She is a recipient of a Central European University (CEU) summer school scholarship on

Regionalisation, Privatisation and Globalisation in Education based at Budapest, Hungary (2011). She has taught courses on School Organisation, Pedagogy of Biological Sciences and Educational Psychology. She has also facilitated courses on 'Teacher Education and Policy', policy analysis and conducted research methodology and literature review for research workshops on qualitative research with several institutions across India. She is a co-editor of India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education in India, Delhi, (Sage, 2018). She has published articles in international journals and presented several research papers at international conferences. At CPRHE, Dr Pachauri has been Research Coordinator and Principal Investigator of the multi-state, national research project titled, 'Quality of Higher Education in India: A study of quality assurance at the institutional level.' Her upcoming, multi-state, national research project focuses on the `Professionalisation of Higher Education Academics in India'. She was also member of the evaluation team of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching in 2017. Her research interests include Quality in Education, Models of Public-Private Partnerships in Education, Role of Private and Non-state Actors in Delivering Educational Access and Social Justice; Professionalisation, Mental Health and Hygiene, Education and Professional Training of the Education Sector Workforce; ICTs and Pedagogy, Internationalisation of Higher Education, Sustainable Development and Politics of Knowledge.

Dr. Jinusha Panigrahi is an Assistant Professor in the Centre for Policy Research in Higher Education at the National Institute of Educational Planning and Administration, New Delhi. She holds a Ph.D. in Economics of Education from Jawaharlal Nehru University, New Delhi. She is the Co-Chairperson of the Economics and Finance Education – Special Interest Group, Comparative International Education Society, United States. She participated in the prestigious International Visitor Leadership Program (IVLP) nominated by the United States Department of State, Washington DC as an International Visitor, for 'Furthering United States-India Relationships in Higher Education'. She has several years of experience in teaching and research. Jinusha's research work lies in the areas of economics of education, financing of higher education, internationalisation and private higher education. She is the co-editor of 'India Higher Education Report 2018 on Financing of Higher Education' (SAGE, 2019) and 'Innovations in Financing of Higher Education' (Springer, Forthcoming 2021). Jinusha is currently associated with a multi- country International Research Project (ESPI) on "Inequalities and higher education between public policies and private sector development" coordinated by CEPED, Paris Descartes University.

CPRHE Staff

Junior Consultants

Ms. Chetna Chawla

Ms. Aqsa Sabiha

Administrative Staff

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

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

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

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

CPRHE Staff at the International Seminar

ANNEXURE I a
MEMBERS OF THE EXECUTIVE COMMITTEE OF CPRHE
(2014-19)

1. Professor M. Anandakrishnan
   Former Chairman
   IIT Kanpur
   8/15, 5th Main Road
   Madan Apartments
   Kasturibai Nagar, Adyar
   Chennai - 600020

2. Professor Sudhanshu
   Bhushan
   Professor & Head
   Department of Higher &
   Professional Education
   National Institute of Educational
   Planning & Administration
   New Delhi - 110016

3. Professor N. Jayaram
   Professor
   Swasthi, #87 10th Cross
   5th Main R.B.I. Layout
   J.P. Nagar 7th Phase
   Bengaluru - 560078

4. Professor Shyam B. Menon
   Professor of Education
   Central Institute of Education
   University of Delhi
   33 Chhatra Marg
   Delhi - 110007

5. Professor Padmaja Mishra
   Vice Chancellor
   Rama Devi Women's University
   Bhubaneswar, Odisha - 751022

6. Professor M R Narayana
   Professor
   Fiscal Policy Institute
   Government of Karnataka
   Bengaluru
   Karnataka - 560060

7. Professor Mohd. Muzammil
   Formerly Vice Chancellor
   Dr. B. R. Ambedkar University
   F-2260, Rajajipuram
   Lucknow - 226017

8. Professor Furqan Qamar
   Professor
   Centre for Management Studies
   Jamia Millia Islamia
   Jamia Nagar
   New Delhi - 110025

9. Professor I. Ramabrahmam
   Vice Chancellor
   Central University of Odisha
   Koraput
   Odisha - 764021

10. Shri Amit Khare (or nominee)
    Secretary
    Department of Higher Education
    Ministry of Human Resource
    Development
    Shastri Bhawan
    New Delhi - 110001

11. Professor D. P. Singh (or nominee)
    Chairman
    University Grants Commission
    Bahadur Shah Zafar Marg
    New Delhi - 110002

12. Professor (Mrs) Pankaj Mittal
    Secretary General
    AIU House, 16 Comrade Indrajit
    Gupta Marg (Kotla Marg)
    Opposite National Bal Bhawan,
    Near I.T.O.
    New Delhi - 110002

13. Shri Alok Kumar (or nominee)
    Adviser
    (LEM/VAC/Minority Education)
    Niti Aayog
    Parliament Street
    New Delhi - 110001

14. Professor N.V. Varghese
    (Chairperson)
    Vice Chancellor
    National Institute of Educational
    Planning & Administration
    (NIEPA)
    New Delhi - 110016

15. Director
    (Vice-Chairperson & Convenor)
    CPRHE
    National Institute of Educational
    Planning & Administration
    (NIEPA)
    New Delhi - 110016

ANNEXURE I b
MEMBERS OF EXECUTIVE COMMITTEE OF CPRHE
(2020-25)

1. Professor M. Anandakrishnan
   Former Chairman
   IIT Kanpur
   8/15, 5th Main Road
   Madan Apartments
   Kasturibai Nagar, Adyar
   Chennai - 600020, Tamil Nadu

2. Professor Sudhanshu Bhushan
   Professor & Head
   Department of Higher &
   Professional Education
   National Institute of Educational
   Planning & Administration
   New Delhi - 110016

3. Professor N. Jayaram
   Professor
   Swasthi, #87 10th Cross
   5th Main R.B.I. Layout
   J.P. Nagar 7th Phase
   Bengaluru - 560078
   Karnataka

4. Professor Shyam B. Menon
   Professor of Education
   Central Institute of Education
   University of Delhi
   33 Chhatra Marg
   Delhi - 110007

5. Professor Padmaja Mishra
   Vice Chancellor
   Rama Devi Women's University
   Bhubaneswar - 751022, Odisha

6. Professor M R Narayana
   Professor
   Fiscal Policy Institute
   Government of Karnataka
   Bengaluru - 560060
   Karnataka

7. Professor Mohd. Muzammil
   Formerly Vice Chancellor
   Dr. B. R. Ambedkar University
   F-2260, Rajajipuram
   Lucknow - 226007
   Uttar Pradesh

8. Professor Furqan Qamar
   Professor
   Centre for Management Studies
   Jamia Millia Islamia
   Jamia Nagar
   New Delhi - 110025

9. Professor I. Ramabrahmam
   Vice Chancellor
   Central University of Odisha
   Koraput - 764021
   Odisha

10. Shri Amit Khare (or nominee)
    Secretary
    Department of Higher Education
    Ministry of Human Resource
    Development
    Shastri Bhawan
    New Delhi - 110001

11. Professor D. P. Singh (or nominee)
    Chairman
    University Grants Commission
    Bahadur Shah Zafar Marg
    New Delhi - 110002

12. Professor (Mrs) Pankaj Mittal
    Secretary General
    AIU House, 16 Comrade Indrajit
    Gupta Marg (Kotla Marg)
    Opposite National Bal Bhawan,
    Near I.T.O
    New Delhi - 110002

13. Shri Alok Kumar (or nominee)
    Adviser
    (LEM/VAC/Minority Education)
    Niti Aayog
    Parliament Street
    New Delhi - 110001

14. Professor N.V. Varghese
    (Chairperson)
    Vice-Chancellor
    National Institute of Educational
    Planning & Administration
    (NIEPA)
    New Delhi - 110016

15. Dr. Nidhi S. Sabharwal
    (Convenor)
    CPRHE In-Charge
    National Institute of Educational
    Planning & Administration
    (NIEPA)
    New Delhi - 110016

ANNEXURE II
LIST OF AUTHORS OF IHER 2019

1. Professor M. Anandakrishnan
    Former Chairman
    IIT Kanpur
    8/15, 5th Main Road
    Madan Apartments
    Kasturibai Nagar, Adyar
    Chennai - 600020, Tamil Nadu

2. Professor Sudhanshu Bhushan
    Professor and Head
    Department of Higher &
    Professional Education
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg,
    NCERT Campus
    New Delhi - 110016

3. Professor Supriya Chaudhuri
    Department of English
    Jadavpur University
    Kolkata - 700032, West Bengal

4. Professor P. Duraisamy
    Vice Chancellor
    University of Madras
    Chepaukm, Chennai - 600005
    Tamil Nadu

5. Professor Rajen G. Harshe
    Former Vice Chancellor
    University of Allahabad
    A1/21 Azad Apartments
    Sri Aurobindo Marg, Hauz Khas
    New Delhi - 110016

6. Dr. Garima Malik
    Assistant Professor
    Centre for Policy Research in
    Higher Education (CPRHE)
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg,
    NCERT Campus
    New Delhi - 110016

7. Professor Kuldeep Mathur
    B-83, Belvedere Park
    DLF City, Phase-3
    Gurgaon - 122008
    Haryana

8. Dr. Pankaj Mittal
    Secretary General & Member
    Secretary
    Association of Indian Universities
    AIU House
    16 Comrade Indrajit Gupta Marg
    (Kotla Marg)
    Opposite National Bal Bhawan,
    Near I.T.O
    New Delhi - 110002

9. Professor Mohd. Muzammil
    Formerly Vice Chancellor
    Dr. B. R. Ambedkar University
    F-2260, Rajajipuram
    Lucknow - 226007
    Uttar Pradesh

10. Professor Rukmini Bhaya Nair
    Professor of Linguistics and
    English
    Indian Institute of Technology
    Delhi
    Hauz Khas,
    New Delhi - 110016

11. Professor Annalakshmi
    Narayanan
    Professor
    Department of Psychology
    Bharathiar University
    Coimbatore - 641046
    Tamil Nadu

12. Professor Furqan Qamar
    Professor
    Centre for Management Studies
    Jamia Millia Islamia
    Jamia Nagar, New Delhi - 110025

13. Professor I. Ramabrahmam
    Vice-Chancellor
    Central University of Odisha
    Sunabeda, NAD Post Office
    Koraput - 763004, Odisha

14. Mr. Gujju Umamaheswara Rao
    Research Scholar
    Department of Political Science
    University of Hyderabad
    Hyderabad - 500046
    Telangana

15. Professor Rakesh Raman
    Professor
    Department of Economics
    Banaras Hindu University
    Uttar Pradesh, Varanasi - 221005

16. Dr. Nidhi S. Sabharwal
    Associate Professor
    Centre for Policy Research in
    Higher Education (CPRHE)
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg,
    NCERT Campus
    New Delhi - 110016

17. Professor G D Sharma
    President, SEED
    DDA Flat No. 56, SFS
    Third Floor, Phase-I, Pocket-I,
    Sector-I, Dwarka
    New Delhi - 110075

18. Dr. Neeru Snehi
    Department of Higher &
    Professional Education
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg,
    NCERT Campus
    New Delhi - 110016

19. Professor N. V. Varghese
    Vice Chancellor
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg,
    NCERT Campus
    New Delhi - 110016

ANNEXURE III
LIST OF AUTHORS OF IHER 2020

1. Dr. Rajat Kathuria
    Director and Chief Executive
    Indian Council for Research on
    International Economic Relations
    (ICRIER)
    India Habitat Centre
    Core 6A, 4th
    Lodhi Road
    New Delhi - 110003

2. Mr. Ujjwal Krishna
    Indian Council for Research on
    International
    Economic Relations (ICRIER)
    India Habitat Centre
    Core 6A, 4th, Lodhi Road
    New Delhi - 110003

3. Professor S. Chandrasekhar
    Professor
    Indira Gandhi Institute of
    Development Research (IGIDR)
    Gen. A.K.Vaidya Marg
    Goregaon East
    Mumbai - 400065
    Maharashtra

4. Ms. Vasavi Bhatt
    Ph.d Scholar
    Indira Gandhi Institute of
    Development Research, Gen. A.K.
    Vaidya Marg, Goregaon East
    Mumbai - 400065
    Maharashtra

5. Professor S. Madheswaran
    Professor and Head
    Centre for Economic Studies and
    Policy
    Institute for Social and
    Economic Change
    Bengaluru - 560072
    Karnataka

6. Dr. Jajati Parida
    Assistant Professor
    Centre for Economics Studies
    Central University of Punjab
    City Campus, Mansa Rd
    Bathinda - 151001
    Punjab

7. Professor Rajendra P. Mamgain
    Professor
    Giri Institute of Development
    Studies
    Sector O, Aliganj Housing Scheme
    Lucknow-151001
    Uttar Pradesh - 226024

8. Mr. Khalid Khan
    Assistant Professor
    Indian Institute of Dalit Studies
    D-II/1, Road No. 4 Andrews Ganj
    New Delhi - 110049

9. Professor Amaresh Dubey
    Professor
    Centre for the Study of Regional
    Development
    School of Social Sciences
    SSS Parking Lot
    Jawaharlal Nehru University
    New Delhi - 110067

10. Dr. Veronica Pala
    Assistant Professor
    Department of Economics
    North Eastern Hill University
    Shillong - 793022
    Meghalaya

11. Dr. Sahana Roy Chowdhury
    Associate Professor of Economics
    IMI-Kolkata
    Editor-in-Chief
    Studies in Microeconomics (Sage)
    Associate Editor, IMI Konnect
    2/4 C, Judges Court Road, Alipore
    Kolkata - 700027
    West Bengal

12. Dr. Catherine Bros
    Universite Paris Est Marne La
    Vallee
    Erudite
    France

13. Dr. Sayoree Gooptu
    Jadavpur University
    188, Raja S.C. Mallick Rd
    Kolkata - 700032
    West Bengal

14. Professor S Irudaya Rajan
    Professor
    Centre for Development Studies
    Prasanth Nagar, Medical College
    P.O, Ulloor
    Thiruvananthapuram - 695011
    Kerala

15. Professor Mona Khare
    Professor and Head
    Department of Educational
    Finance
    National Institute of Educational
    Planning & Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg
    NCERT Campus
    New Delhi - 110016

16. Professor V. Venkata Ramana
    Vice-Chairman
    Telangana State Council of Higher
    Education
    Opp. Mahavir Hospital, Mahavir
    Marg, Masab Tank
    Hyderabad - 500028, Telangana

17. Dr. Ritika Sinha
    Assistant Professor
    Bangalore University
    Gnana Bharathi Main Rd
    Gnana Bharathi
    Bengaluru - 560056, Karnataka

18. Professor S. K. Shukla
    Professor and Head
    Jiwaji University Gwalior
    Sachin Tendulkar Road
    Gwalior - 474001
    Madhya Pradesh

19. Dr. Nikhil Agarwal
    Senior Advisor
    Federation of Indian Chambers of
    Commerce and Industry
    1 Federation House, Tansen Marg
    Todermal Road Area
    Mandi House
    New Delhi - 110001

20. Mr. Aprant Agarwal
    Federation of Indian Chambers of
    Commerce and Industry
    1 Federation House, Tansen Marg
    Todermal Road Area
    Mandi House
    New Delhi - 110001

21. Dr. (Mrs.) Pankaj Mittal
    Secretary General
    Association of Indian Universities
    AIU House, 16 Comrade Indrajit
    Gupta Marg (Kotla Marg)
    Opposite National Bal Bhawan
    Near I.T.O.
    New Delhi - 110002

22. Professor Santosh Kumar
    Mehrotra
    Chairperson
    School of Social Sciences-I
    Jawaharlal Nehru University
    New Delhi - 110067

23. Dr. Kavita Saxena
    Faculty
    FDP in Entrepreneurship
    Entrepreneurship Development
    Institute of India
    (Via Ahmedabad Airport & Indira
    Bridge)
    P.O. Bhat 382 428
    Dist. Gandhinagar - 382428
    Gujarat

24. Dr. Raj Agrawal
    Director
    Centre for Management Education
    All India Management Association
    15, Link Road, Lajpat Nagar-III
    New Delhi - 110024

25. Dr. Anuja Pandey
    Associate Professor
    Centre for Management Education
    All India Management Association
    15, Link Road, Lajpat Nagar
    New Delhi - 110024

26. Professor Ajay K Jain
    Professor of Organizational
    Design and Behavior
    Management Development
    Institute, Gurgaon
    (Former Director, IMS, Ghaziabad;
    Fellow Aarhus University
    Denmark)
    Sector 17
    Gurgaon - 122007, Haryana

27. Professor Neetu Jain
    Associate Professor of Behavioral
    Science
    Indian Institute of Public
    Administration
    Indraprastha Estate, Ring Road
    New Delhi - 110002

28. Professor Vineeta Sirohi
    Professor
    Department of Educational
    Administration
    National Institute of Educational
    Planning & Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg
    NCERT Campus
    New Delhi - 110016

29. Professor N. V. Varghese
    Vice Chancellor
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    17-B, Sri Aurobindo Marg
    NCERT Campus
    New Delhi - 110016

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 the 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 & 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. & Rohtagi, 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 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. 2017. "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.

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ANNEXURE V
EXTERNAL EXPERTS CONSULTED FOR
CPRHE RESEARCH PROJECTS

1. Shri Pawan Agarwal
    CEO, FSSAI
    FDA Bhawan
    Near Bal Bhavan
    Kotla Road
    New Delhi

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

3. Professor M.M. Ansari
    1068, Rajnigandha Apartments
    Plot No.4, Sector-10
    Dwarka
    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
    33, Chhatra Marg
    Delhi

6. Professor Pankaj Chandra
    Vice Chancellor
    Ahmedabad University
    AES Bangalore 2
    Commerce Six Roads
    Navrangpur, Ahmedabad

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

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, Bangalore

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

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

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
    Secretary General
    AIU House, 16 Comrade Indrajit
    Gupta Marg (Kotla Marg)
    Opposite National Bal Bhawan,
    Near I.T.O.
    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

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
    Centre for Management Studies
    Jamia Millia Islamia
    Jamia Nagar
    New Delhi

37. Professor P. Geetha Rani
    Professor
    Department of Educational
    Planning
    NIEPA
    New Delhi

38. Professor K. Sudha Rao
    S-2, Stanbury Court
    60 Feet Road
    Sanjay Nagar
    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

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

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

46. Professor G. D. Sharma
    SEED, Flat No.56, DDA (SFS)
    Sector-I, Pocket-I
    Phase-I (Near Flyover)
    Dwarka
    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

52. Professor Ratna Sudarshan
    Former National Fellow
    National Institute of Educational
    Planning and Administration
    (NIEPA)
    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

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. Mr. J. Veeraraghavan
    G-15/3 DLF, Phase-I
    Gurgaon- 122002

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

ANNEXURE VI
VISITORS AT CPRHE

1. Professor Nolwen Henaff
   Economist and Researcher at IRD
   The French Research Institute for
   Development

2. Professor Teboho Moja
   Professor and Program Director
   Higher Education
   New York University

ANNEXURE VII
INTERNATIONAL SEMINAR ON
GOVERNANCE AND AUTONOMY IN HIGHER EDUCATION

(20-21 February, 2020)
India Habitat Centre, New Delhi

Detailed Programme

Day 1: Thursday, 20 February (Venue: Jacaranda Hall)	
9:00	**Registration**
9:30 - 11:15	**Inaugural Session** **Chairperson:** Professor D.P. Singh, *Chairman,* University Grants Commission, India **Welcome Address:** Professor N.V. Varghese, *Vice-Chancellor,* NIEPA, India **Opening Remarks:** Mr. Tom Birtwistle, *Director,* North India British Council, India **Keynote address:** Professor Daniel A. Wagner, *UNESCO Chair in Learning and Literacy,* University of Pennsylvania, U.S.A. **Programme Highlights and Vote of thanks:** Dr. Garima Malik, *Assistant Professor,* CPRHE/ NIEPA, New Delhi, 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:** State, Market and Governance of Higher Education **Chairperson:** M. Anandakrishnan, *Former Chairman,* IIT Kanpur, India
11:30 – 11:45	**Keynote Address:** Damtew Teferra, University of Kwazulu-Natal, South Africa

11:45 - 12:30	**Speakers** 1. Rajan Gurukkal, The Kerala State Higher Education Council, India 2. Sumit Mitra, IIM Kozhikode, India 3. Mohd. Muzammil, Former Vice Chancellor, Dr. B.R. Ambedkar University, India 4. Kumar Suresh, Department of Educational Administration, NIEPA, India 5. G.D. Sharma, Society for Education and Economic Development, India
12:30 - 13:00	**Open for Discussion** **Rapporteur:** Eldho Mathews, Unit for International Cooperation, NIEPA, India
13:00 - 14:00	**Lunch** (Venue: Pre-function Area)
14:00 - 15:30	**Session 2:** Global Trends in University Governance **Chairperson:** Kavita Sharma, *Former President*, South Asian University, India
14:00 - 14:15	**Keynote Address:** Michaela Martin, UNESCO-IIEP, France
14:00 - 15:00	**Speakers** 1. Sudhanshu Bhushan, Department of Higher & Professional Education, NIEPA, India 2. Abebaw Yirga Adamu, EIHE, Addis Ababa University, Ethiopia 3. Saumen Chattopadhyay, Jawaharlal Nehru University, India 4. K. Ramachandran, NIEPA, India **Discussant:** S. Srinivasa Rao, Jawaharlal Nehru University, India
15:00 - 15:30	**Open for Discussion** **Rapporteur:** Jinusha Panigrahi, CPRHE/NIEPA, India
15:30 - 15:45	**Coffee and Networking** (Venue: Pre-function Area)
15:45 - 17:15	**Session 3:** Institutional Autonomy and Governance in Higher Education **Chairperson:** J. Veeraraghavan, *Former Secretary*, MHRD, India
15:45 - 16:00	**Keynote Address:** Garima Malik, CPRHE/NIEPA, India

16:00 - 16.45	**Speakers** 1. Rakesh Raman, Banaras Hindu University, India 2. Annalakshmi Narayanan, R. Bhavana and Buvana Esther, Bharathiar University, India 3. Sanjeev Sonawane and Vaibhav Jadhav, Savitribai Phule Pune University, India 4. Rashmi Jain, University of Rajasthan, India **Discussant:** Suranjan Das, Jadavpur University, India
16:45 - 17:15	**Open for Discussion** **Rapporteur:** Malish CM, CPRHE/NIEPA, India
17:30	**Heading for Reception Dinner at British Council India, 17 Kasturba Gandhi Marg, New Delhi – 110001**
Day 2: Friday, 21 February (Venue: Jacaranda Hall)	
9:30 - 11:00	**Session 4:** Regulatory Structures in Higher Education **Chairperson:** Kuldeep Mathur, *Former Professor,* Jawaharlal Nehru University, India
9:30 - 9:45	**Keynote Address:** Rosalind Pritchard, Ulster University, U.K.
9:45 - 10:30	**Speakers** 1. I. Ramabrahmam, Central University of Orissa and Soumendra Kumar Mohanty, Utkal University, India 2. Aseem Prakash, TISS, Hyderabad, India 3. Rajnish Jain, University Grants Commission, India 4. Papi Reddy, Telangana State Council of Higher Education, India **Discussant:** Binod Khadria, Former Professor, Jawaharlal Nehru University, India
10:30 - 11:00	**Open for Discussion** **Rapporteur:** Sangeeta Angom, NIEPA, India
11:00 - 11:15	**Coffee and Networking** (Venue: Pre-function Area)
11:15 - 13:00	**Session 5:** Leadership and Management of Higher Education Institutions **Chairperson:** Karuna Chanana, *Former Professor,* Jawaharlal Nehru University, India

11:15 - 11:30	**Keynote Address:** Shyam B. Menon, *Former Vice Chancellor,* Ambedkar Universtiy, Central Institute of Education, India
11:30 - 12:30	**Speakers** 1. V. Venkata Ramana, Telangana State Council of Higher Education, India 2. Ronald Bisaso, Makerere University, Uganda 3. Aarti Srivastava, Department of Higher & Professional Education, NIEPA, India 4. Asha Gupta, Former Director, DHMI, University of Delhi, India **Discussant:** Shamika Ravi, Brookings India
12:30 - 13:00	**Open for Discussion** **Rapporteur:** Anamika, Unit for International Cooperation, NIEPA, India
13:00 - 14:00	**Lunch**
14:00 - 15:30	**Session 6:** Managing Quality at the Institutional Level **Chairperson:** R. Govinda, *Distinguished Professor,* Council for Social Development, India
14:00 – 14:15	**Keynote Address:** Kevin Ibeh, Birkbeck, University of London, U.K.
14:15 - 14:50	**Speakers** 1. Sandeep Chatterjee, Indian Institute of Technology, Delhi, India 2. Dinesh Kumar Abrol, TRCSS, Jawaharlal Nehru University, India 3. Fauzia Khan and Shafia Jalal, Jamia Millia Islamia, India **Discussant:** Mame Omar Diop, UNESCO, India
14:50 - 15:15	**Open for Discussion** **Rapporteur:** Anupam Pachauri, CPRHE/NIEPA, India
15:15 - 15:30	**Coffee and Networking** (Venue: Pre-function Area)

15:30 - 17:30	**Session 7:** Effect of Financing on Institutional Governance
	Chairperson: N.V. Varghese, *Vice-Chancellor,* NIEPA, India
15:45 - 16:45	**Speakers:**
	1. Daniel A. Wagner, University of Pennsylvania, U.S.A
	2. J.B.G. Tilak, Council for Social Development, India
	3. Santosh Mehrotra, Jawaharlal Nehru University, India
	4. Mona Khare, CPRHE/NIEPA, India
	5. M.R. Narayana, Fiscal Policy Institute, India
	6. Jinusha Panigrahi, CPRHE/NIEPA, India
16:45 - 17:15	**Open for Discussion**
17:15 - 17:30	**Concluding Session**
	Observations: N.V. Varghese, *Vice-Chancellor,* NIEPA, India
	Vote of Thanks: Garima Malik, CPRHE/NIEPA, India
	Rapporteur: Binay Prasad, Unit for International Cooperation, NIEPA, India
Departure	

ANNEXURE VIII
Nordic-India Higher Education Summit

Nordic-India Higher Education Summit
on
Internationalisation for Improving Access, Equity and Sustainability in Higher Education
31 October, 2019
Nordic Centre in India in collaboration with
Centre for Policy Research in Higher Education (CPRHE)/
National Institute of Educational Planning and Administration (NIEPA)
(Venue: Seminar Hall, 113, NIEPA, New Delhi)

Schedule	Theme and Objectives	Speakers
Session 1 9:30 to 11:00 am	Internationalisation of Higher Education: Nordic-India Cooperation within the Higher Education Landscape *Objectives* • To highlight the strategic need for increased and focussed cooperation in internationalisation for both regions • To learn about the Indian Government's priorities in relation to internationalisation, including current priorities • To learn about various Nordic countries relevant policy objectives in India vis-a-vis academic cooperation	**Chair:** Professor N.V. Varghese, Vice-Chancellor, NIEPA **Introduction to Nordic Centre in India:** Professor Uwe Skoda, Chairperson, Nordic Centre in India **Introduction to the Programme:** Christabel Royan, Director, Nordic Centre in India **Indian Representation** Mr. R. Subrahmanyam, Secretary, Department of Higher Education, Ministry of Human. Resource Development, Government of India Professor Anil Sahasrabudhe, Chairperson, All India Council for Technical Education Professor Bhushan Patwardhan, Vice-Chairperson, University Grants Commission

		Nordic Representation,
		Ambassador Guðmundur Arni Stefansson, Embassy of Iceland in India
		Mr. Steen Malthe Hansen, Deputy Head of Mission, Royal Danish Embassy in India
		Ms. Gro Tjore, Deputy Director General, Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education
		Vote of Thanks: Dr Nidhi S Sabharwal, Associate Professor, CPRHE/NIEPA, New Delhi
Tea : 11:00 to 11:30 am		
Session 2 11:30 am to 1:00 pm	**Collaborations between Indian and Nordic Universities** *Objectives* • To Learn about creating conducive environments and formulating strategies for sustainable international Science, Technology and Innovation Partnerships • To know about how internationalisation works through research partnerships in Humanities and Social Sciences • To look at collaboration possibilities in joint teaching and joint Ph.D. programmes • To look at and learn from pre-existing successful models in institutional cooperation and to enable discussion between Nordic and Indian universities on how to address barriers to collaboration, and opportunities for future bilateral and multilateral partnerships	**Chair:** Dr Pankaj Mittal, Secretary General, Association of Indian Universities **Nordic Representation** Ms. Kaisa Kurki, Director of International Educational Services, Tampere University, Finland Ms. Camilla Lundqvist, Senior Internationalization Officer, Office of External Relations, Linnaeus University, Sweden Dr. Linda Lane, Department of Social Work, University of Gothenburg **Indian Representation** Professor Himadri Das, Director General, International Management Institute, New Delhi Professor Denys Leighton, Dean, International Affairs Division, Dr. B. R. Ambedkar University Delhi, New Delhi

	• To know more about the prospects of cooperation in Digital Learning for the purpose of increasing quality and access for all • To find mechanisms to drive collaborative innovation - Incubators, Student innovators and the benefits that come from internationalisation • To consider the role of third parties in creating and sustaining partnerships	Professor Sudhanshu Bhushan, Department of Higher Professional Education, NIEPA, New Delhi Professor John Varghese, Principal, St. Stephen's College, New Delhi Dr. Sudarshan P, Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai Ms. Swati Sahasrabudhe, Head - International Initiatives, Symbiosis Centre for International Education, Pune Ms. Tanya Koshy, International Relations Office, Tata Institute for Social Sciences, Mumbai
Lunch: 1:00 to 2:00 pm		
Session 3 2:00 pm to 3:30 pm	**Cross-Border Mobility of Students, Institutions and Programmes** *Objectives* • To discuss the forms and patterns of cross-border mobility/flows • To know more about Governmental agencies/ initiatives levelling the playing field in supporting equity and access in internationalisation • To investigate sustainable mechanisms mechanisms for supporting international exchange/mobility • To look at the pre-existing opportunities in establishing mobility through the European Union • To ascertain university capacities to support mobility	**Chair:** Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA **Indian Representation** Professor N. V. Varghese, Vice-Chancellor, NIEPA Professor Aparna Rayaprol, Department of Sociology, University of Hyderabad Dr. Sanjeev K Varshney, Head of International Cooperation (Bilateral), Department of Science and Technology, Government of India Professor Hemalatha Reddy, Principal, Sri Venkateswara College, New Delhi **Nordic Representation** Dr. Mika Tirronen, Counsellor for Science and Education, Embassy of Finland in India

		Dr. Fanny von Heland, Counsellor, Office of Science and Innovation, Embassy of Sweden in India
		Dr. Merethe Sandberg Moe, Senior Adviser, Research Council of Norway
Tea: 3:30 to 4:00 pm		
Session 4 4:00 to 5:30 pm	**Strategies for Improved Cooperation between India and Nordic Region** *Objectives* • To look at overall strategies for boosting ties between the Nordic region and India • To focus on strategies to establish Nordic Studies in India • To look at pedagogical trends in India Studies in the Nordic region • To chart a course for the future	**Chair:** Mr. Madan Mohan, Additional Director General, Department of Higher Education, MHRD **Indian Representation** Mr. Yaduvendra Mathur, Special Secretary, NITI Aayog Professor K Ramachandran, NIEPA Professor Bhaswati Sarkar, Centre for European Studies, School of International Studies, Jawaharlal Nehru University Dr. Sudarshan P, Department of Humanities and Social Sciences, Indian Institute of Technology, Madras **Nordic Representation** Professor Uwe Skoda, Chairperson, Nordic Centre in India Professor Mikko Ruohonen Faculty of Information Technology and Communications Sciences, University of Tampere, Finland **Follow-up to the Summit:** Christabel Royan, Director, Nordic Centre in India **Vote of Thanks:** Dr Binay Prasad, Deputy Advisor, Unit for International Cooperation (UIC), NIEPA

ANNEXURE IX
FACULTY AND ADMINISTRATIVE STAFF OF NIEPA
(AS ON 31.03.2020)

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. 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. 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*
Shri A.N. Reddy, *Assistant 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 Training and Capacity Building in Education
Dr. B. K. Panda, *Professor and Head*
Dr. Veera Gupta, *Professor and Head (Acting)*
Dr. Mona Sedwal, *Assistant Professor*

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

Centre for Policy Research in Higher Education
Dr. Nidhi Sadana Sabharwal, *In-Charge, CPRHE*
Dr. Mona Khare, *Professor*
Dr. Anupam Pachauri, *Assistant Professor*
Dr. Garima Malik, *Assistant Professor*
Dr. Jinusha Panigrahi, *Assistant Professor*
Dr. Malish C. M., *Assistant Professor*

Unit for International Cooperation (UIC)
Dr. N.V. Varghese, *Head*
Dr. K. Ramachandran, *Senior Advisor*
Dr. Tshering Chonzom Bhutia, *Advisor*
Dr. Anamika, *Deputy Advisor*
Shri Alok Ranjan, *Deputy Advisor*
Shri Eldho Mathews, *Deputy Advisor*
Dr. Binay Prasad, *Deputy Advisor*
Shri Gaurav Kumar Jha, *Deputy Advisor*

National Resource Centre for Education (NRCE)
Dr. Sudhanshu Bhushan, *Professor and Head*
Dr. Aarti Srivastava, *Associate Professor*
Dr. Rashmi Sharma, *Joint Advisor*
Dr. Alka Singh, *Joint Advisor*
Dr. Rohit Bhatia, *Joint Advisor*

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, PMU & ICT*

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

Digital Archives of Education Documents
Dr. A. Mathew, *Professor and In-Charge*

Registrar
Professor Kumar Suresh *(I/C)*

General Administration
Dr. Naresh Kumar, *Administrative Officer (I/C)*
Shri Chander Prakash, *Section Officer*

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

Personnel Administration
Mrs. Sonam Anand Sagar, *Section Officer*

Computer Centre
Shri Chandra Kumar MJ, *System Analyst*

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

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

Hindi Cell
Shri Manoj Gaur, Junior Hindi Translator

Student Cell
Ms. Sonam Anand Sagar, *In-Charge, Student Cell*
Ms. Rekha Rani, *UDC*

Finance & Accounts
Mrs. Puja Singh, *Finance Officer (I/C)*
Shri Chandra Prakash, *Assistant (Accounts)*

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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