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2021 - 22



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

(Deemed to be University)

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



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INTRODUCTION

Higher education is going through a phase of rapid expansion and diversification in India. With a Gross Enrolment Ratio (GER) of 27.1 and new providers and new modes of delivery, the higher education landscape is undergoing unprecedented changes. There is diversification of higher education providers offering courses and study programmes in various modes. The Covid pandemic has further impacted the higher education system and led to a shift towards online modes of teaching and learning.

The expansion of the sector, coupled with the emergence of multiple providers and modes of transactions, necessitates reforms in the way higher education is governed at the Central and State Government levels. We are witnessing a rapid growth of private providers with far-reaching implications, heightening the need for institutions to be 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 attain 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 becoming 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 the traditions of governance may vary from country to country and by the types of institutions, there are a set of basic principles that promote good governance across a wide variety of situations. Good governance is of course not a panacea, but it will surely initiate the process of achieving sustainable development.

We observe that state control is giving way to more institutional management, and the role of governments is evolving into incentives and sanctions whereby they “steer from a distance.” This has been the trend globally, and now even in India we observe a move by National Education Policy 2020 to restructure the higher education system, and create world-class multidisciplinary higher education institutions across the country.

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 as about what more can be done to improve our standards and ensure the employability of our graduates.

A major challenge ahead is to guide the higher education institutions in this rapidly changing scenario and provide policy inputs. CPRHE is uniquely positioned to promote far-reaching changes in higher education policymaking through evidence-based research inputs. The Centre has already been examining the issues of student diversity, governance, quality, teaching-learning, financing and employability and, in the future, it proposes to 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 the 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 planning to expand the networking activities among the higher education practitioners and policymakers in India. The 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 and trends 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 is funded by the Ministry of Education (MoE). The Centre enjoys autonomy to develop and implement its own research agenda and other programmes, and, to mobilise resources. The activities of the Centre are aligned with the NIEPA Perspective Plan 2030 and guided by an Executive Committee (EC) which reviews and approves its annual work plan and budget before it is submitted to the Board of Management (BoM) of NIEPA for final approval. The Vice Chancellor (VC), NIEPA, acts as the Chairperson, and the Director of the Centre as Vice-Chairperson of the EC. The EC consists of academia and senior-level policymakers with representation from the UGC, Department of Higher Education, Ministry of Education and NITI Aayog. The list of members of the CPRHE-EC is given in Annexure 1.

The Centre became fully functional when the first group of faculty members joined the Centre and it was formally inaugurated by the then Vice Chancellor of NIEPA, Professor R. Govinda, on 23 July 2014. The Centre promotes inter-disciplinary research which is reflected in the recruitment of its faculty. The academic staff of the Centre consists of the Director and a group of core professional staff comprising Professors, Associate Professors and Assistant Professors. All the professional staff members hold research degrees (doctoral degrees) in various disciplines aligned to education. In addition, the Centre has support staff to help in 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 from 2015 onwards.

This report covers the activities of the Centre for the period between April 2021 and March 2022.

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 focusses its efforts on the current national priorities in 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 in order to enable the higher education system in India to achieve global standards, on the 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 thinktank on higher education engaged to promote scholarly policy discourse on different aspects of higher education development and management in India;
- Undertake and sponsor policy research and analysis to generate and expand the knowledge base required to inform and support decisions concerning higher education reforms;
- Assess/analyse the trends in higher education development, both at the state and national levels, and disseminate them through publications and national/regional conferences and consultative meetings;
- Strengthen institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- Provide technical assistance to the central/state governments and the University Grants Commission (UGC) to help them evolve policies, plans and programmes in higher education;

- Facilitate the sharing and transfer of knowledge based on empirical research, to the centre and state governments through meetings, seminars, 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 to facilitate improved cooperation between all partners involved in higher education development and management, and exchange of experiences and know-how to address key education sector-related challenges and improve policy analysis and research in higher education;
- Advocacy to promote the adoption of effective higher education policies/practices and the formulation of effective programmatic interventions to achieve the higher education development goals and targets set by each of the states/universities.

3

The CPRHE Programme Framework

The Centre has developed a document which contains the Perspective Plan, a Programme Framework with the activities to be undertaken by the Centre, and budgetary requirements for the 12th plan period. This document was shared with the UGC; Department of Higher Education, MHRD; and the erstwhile 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 enough 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 policymakers and researchers at the national and state levels. The Centre's programmes are also aimed at developing the 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 representatives from the 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 the 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 identified in the Programme Framework; ii) Organisation of policy dialogues based on the research findings; iii) Bringing out a publication titled India Higher

Education Report (IHER); iv) Engagement with the state level policymakers through Chairpersons of the State Higher Education Councils (SHECs); v) Organisation of national seminars to disseminate the research findings; vi) Organisation of an International Seminar on a selected theme; and, vii) Bringing out research publications.

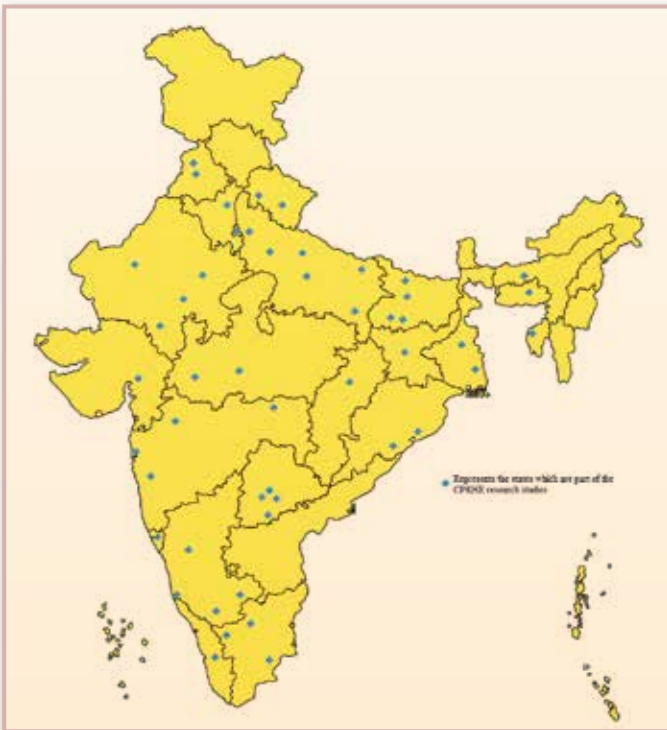
Since the Perspective Plan was to end in March 2017, the CPRHE prepared another document on Programme Framework and Operational Plan 2017-18 to 2019-20 which was submitted to the UGC and MHRD in January 2017. The Operational Plan outlined the thrust areas of CPRHE activities, new areas of research and annual budgetary requirements to implement the activities. The activities such as IHER, Research Paper Series, International Seminars, etc., are underway 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 2021-22 were in continuation of the Programme Framework and Action Plan prepared and submitted to the UGC and MHRD in January 2017. The CPRHE has completed the first cycle of empirical studies. Six large-scale multi-institutional studies across 22 states were launched (*see Map 1*). The CPRHE has 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.

Map 1: CPRHE Research Studies States

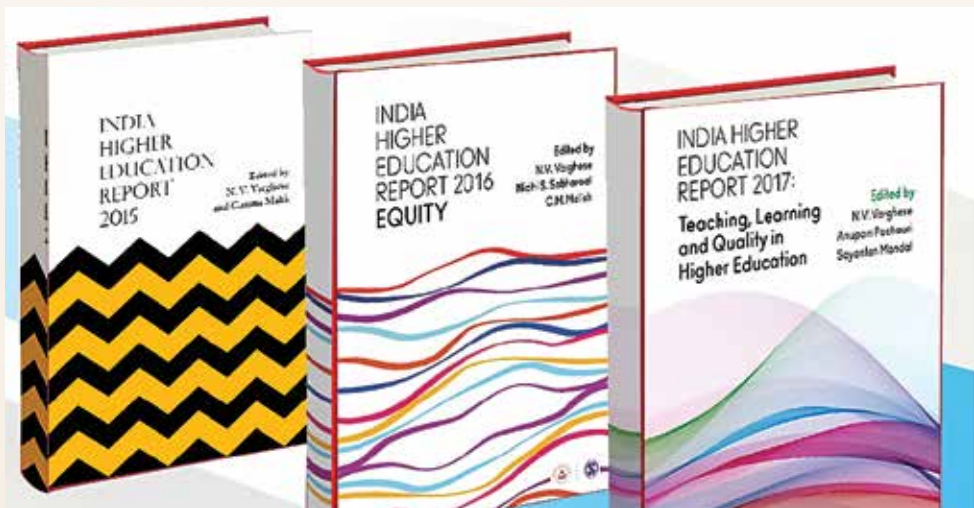


CPRHE activities in 2021-2022 focussed on completing the research projects, finalising national synthesis reports and state research reports, finalising new research proposals and conducting research in new research areas, conducting online workshops and organising webinars, and, completing an array of publications based on CPRHE's research. The regular publication activities of the centre, namely, India Higher Education Report (published by Sage and Routledge), publication of volumes based on CPRHE International Seminars (published by Springer Nature, Singapore), CPRHE Research Paper Series, Policy Briefs based on CPRHE's research, and CPRHE Research Reports were carried out in 2021-22. 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 focusses on the current issues and challenges faced by the higher education sector in India. IHER is an annual publication and serves as a good reference document for researchers and policymakers in India.

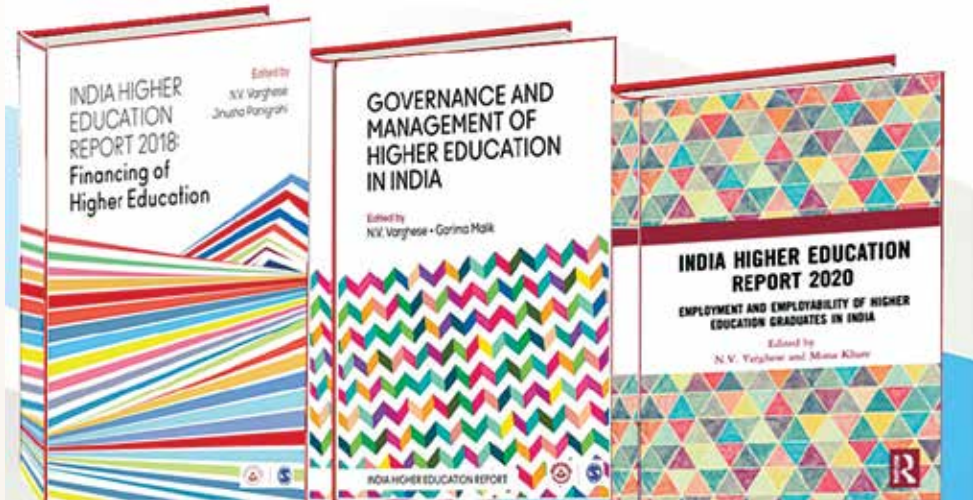
The first issue of the India Higher Education Report 2015 (IHER 2015) was comprehensive and contained articles on major issues and challenges facing higher education in the country. The IHER 2015, published by Routledge (Taylor and Francis group), was released at the inaugural session of the International 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) focussed on 'Equity in Higher Education'. The IHER 2016, published by Sage in 2018, was released on the auspicious occasion of Maulana Azad Memorial Lecture of NIEPA at the India Habitat Centre, New Delhi.

The third India Higher Education Report 2017 (IHER 2017) focussed on 'Teaching, Learning and Quality'. It was published by Sage in 2018 and released at NIEPA's 12th Foundation Day Lecture in August 2018.



India Higher Education Report 2018, 2019 and 2020

The fourth India Higher Education Report 2018 (IHER 2018) focused on 'Financing of Higher Education.' The IHER 2018, published by Sage in 2019, was released on the auspicious occasion of NIEPA's 13th Foundation Day Lecture of NIEPA at India Habitat Centre, New Delhi.

The fifth India Higher Education Report 2019 (IHER 2019) focussed on 'Governance and Management of Higher Education.' The IHER 2019 was published by Sage in 2020.

The sixth India Higher Education Report 2020 (IHER 2020) focussed on 'Employment and Employability of Higher Education Graduates'. The IHER 2020 was published by Routledge in 2021.

The seventh India Higher Education Report 2021 (IHER 2021) focussed on 'Private Higher Education.' (A list of authors is provided in Annexure II.) The IHER 2021 manuscript is in the press and will be published by Routledge.



India Higher Education Report 2021

The eighth India Higher Education Report 2022 (IHER 2022) focusses on ‘Women in Higher Education in India.’ The Centre had developed a concept note for IHER 2022, identified the prospective authors of different chapters and had requested them to send the abstracts of the chapters (A list of authors is provided in Annexure III.). The first Peer Review Meeting to discuss the framework and individual chapters based on the abstracts, was organised on 6 May 2021. The authors developed their chapters, and then a second Peer Review Meeting of the authors of the IHER 2022 was held on 21 September 2021. The CPRHE prepared extensive review comments and shared the same among the authors for revision of their papers. The manuscript is now in the press and will be published by Routledge.



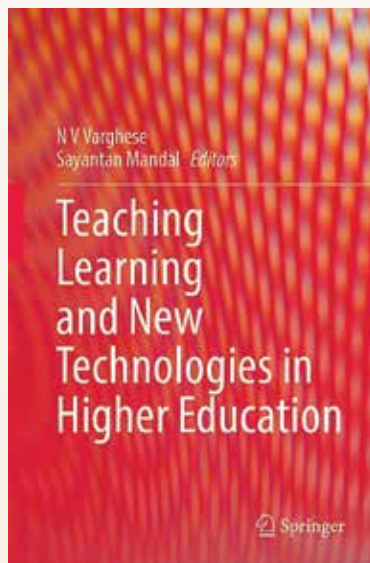
Peer Review Meeting of the Authors of IHER 2022

The CPRHE has initiated the preparation for the next issue of India Higher Education Report 2023 (IHER 2023) on the theme “Research in Higher Education in India.”

4.2 Publications Based on Seminars Organised by CPRHE

4.2a Teaching-Learning and New Technologies in Higher Education

Understanding teaching, learning and the use of technology to improve and facilitate the process requires an indepth understanding of the issue. This also helps in investigating the issue with reference to different contexts and from various standpoints. With this understanding, CPRHE had organised an international seminar at the India Habitat Centre, New Delhi and brought together a group of top academics and researchers to develop deeper insights to integrate digital technologies and teaching-learning at higher education, academic freedom, institutional leadership, new ways of teaching-learning, managing technology in facilitating teaching-learning and collaborating e-learning spaces among others. By discussing the experiences from various international contexts and empirical researches, this edited volume sheds light on teaching-learning and technology, which have profoundly influenced the higher education systems in recent times. The book was published by Springer Nature, Singapore.



Volume on Teaching Learning and New Technologies in Higher Education

4.2b Innovations in Financing of Higher Education

The Centre organises an international seminar every year in collaboration with the British Council, India, on a specific theme of higher education. The research findings of the thematic research study are also disseminated in the seminar. The theme of international seminar in 2017 was “Innovations in Financing of Higher Education.” The final versions of the manuscripts received from the authors were reviewed. The Centre finalised the manuscripts for publication. The book proposal was accepted by the Springer International Publisher. The manuscript is in press to be published by Springer Nature, Singapore.

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 February 22-23, 2018, is being prepared to be submitted for publication.

4.2d Employment and Employability of Higher Education Graduates

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

4.2e Governance and Autonomy in Higher Education

The volume of the papers presented at the international seminar titled “Governance and Autonomy in Higher Education,” held on 20-21 February 2020, is being prepared to be submitted for publication.

4.3 CPRHE Research Paper Series

The CPRHE has been publishing a regular series titled “CPRHE Research Papers.” The purpose of this series is to disseminate the research carried out in the Centre and to continue a dialogue with researchers and policymakers. These papers are written by 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 15 research papers under this series. The list of research papers is as follows:

- i) *Research Paper 1:* N. V. Varghese (2015). Challenges of Massification of Higher Education in India.
- ii) *Research Paper 2:* A. Mathew (2016). Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education.

- iii) *Research Paper 3*: Nidhi S. Sabharwal and C. M. Malish (2016). Student Diversity and Civic Learning in Higher Education in India.
- iv) *Research Paper 4*: William G. Tierney and Nidhi S. Sabharwal (2016). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions.
- v) *Research Paper 5*: Garima Malik (2017). Governance and Management of Higher Education Institutions in India.
- vi) *Research Paper 6*: Jinusha Panigrahi (2017). Resource Allocation and Innovative Methods of Financing Higher Education in India.
- vii) *Research Paper 7*: Vani K. Borooah and Nidhi S. Sabharwal (2017). English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities.
- viii) *Research Paper 8*: N.V. Varghese, Garima Malik and Dharma Rakshit Gautam (2017). Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results.
- ix) *Research Paper 9*: Sayantan Mandal (2018). Teaching-Learning in Higher Education: Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis.
- x) *Research Paper 10*: Nidhi S. Sabharwal and C. M. Malish (2018). Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India.
- xi) *Research Paper 11*: N. V. Varghese, Jinusha Panigrahi and Anubha Rohatgi (2018). Concentration of Higher Education Institutions in India: A Regional Analysis.
- 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 (2020). Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India.
- xiv) *Research Paper 14*: Mona Khare (2020). Graduate Employment and Sustainable Employability Skills in India.
- xv) *Research Paper 15*: Garima Malik, Nidhi S. Sabharwal and William G. Tierney (2021). The Political Economy of Indian Higher Education: Understanding Systemic Challenges for Delhi.

4.4 CPRHE Research Reports

The Centre brings out reports of the research undertaken by the CPRHE. These reports are CPRHE research studies; evaluation studies of programmes and schemes – carried out at the request of the UGC and MHRD; reports on case studies of selected higher education institutions in states; and, synthesis national level reports on various research themes. Close to 36 research reports have been prepared by CPRHE. A complete list of CPRHE research reports is available in *Annexure IV*.

4.5 CPRHE Seminar Reports

The CPRHE has published seven 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 provide an analysis of the issues discussed in the seminars. The reports of the seminar are available on the CPRHE website.

4.6 CPRHE Policy Briefs

Based on the research studies completed by the Centre and similar studies by other organisations, the CPRHE has prepared policy briefs on selected themes. A policy brief is a small document of 4 or 5 pages, discussing the issue identified primarily from CPRHE's research, and elaborating the policy implications. The areas for policy briefs are identified from the studies. The primary target group of these policy briefs are policymakers 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 of the study on "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India." Three policy briefs have been translated and published in Hindi. These are:

निधि एस. सभरवाल और सी. एम. मलीश (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 सी. एम. मलीश (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 सी. एम. मलीश (2019). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. CPRHE 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 the 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 Diversity, Inclusion and Student Success 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, policymakers 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 the British Council are: i) Massification of Higher Education in 2014-15; ii) Teaching-Learning and Technology in Higher Education in 2015-16; iii) Innovations in Financing of Higher Education in 2016-17; iv) Quality and Excellence in Higher Education in 2017-18; v) Employment and Employability of Higher Education Graduates in 2018-19; and vi) Governance and Autonomy in Higher Education in 2019-20. vii) Diversity, Inclusion and Student Success in Higher Education was scheduled to be organized in 2021-22 and a concept note too was prepared in May 2020. But due to the COVID pandemic, especially the restrictions on air travel, the International Seminar was postponed. CPRHE now intends to organise the next seminar in February 2023.

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 was organised on March 16-17, 2022 on the theme of multidisciplinary higher education institutions. These were the primary objectives of the Consultative Meeting: Discussing NEP 2020 with a focus on preparing a plan for transformation towards Multidisciplinary Educational Institutions; Creating a viable opportunity to form a national network of policymakers from the states for sustainable knowledge building; Highlighting activities carried out by SHECs regarding implementation of NEP recommendations in 2021-22. The meeting was attended by Chairpersons and Vice Chairpersons of State Councils, senior officials from the Directorates of Collegiate Education, and Departments of Higher Education in the states. A total of 19 members from 12 states attended the meeting.



Speakers at the Consultative Meeting of State Higher Education Councils, 2022

4.9 Webinar on Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education

The CPRHE convened a webinar on “Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education” on 31 August 2021. The primary objective of the webinar was to bring together scholars, policy makers, institutional leaders and students to discuss how knowledge pluralism and values of diversity can promote transformation in higher education, and to contribute to developing an inclusive society and sustainable future. The webinar was successful in bringing together national and international academics, educationist and policymakers.



Speakers and Participants at the Webinar on Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education

5

Executive Committee Meeting

The eighth meeting of the Executive Committee (EC) of the CPRHE was held on 2 March 2022 in an online mode. Eight members of the CPRHE-EC participated in the meeting. (A complete list of EC members is given in Annexure I.) The meeting was chaired by Professor N. V. Varghese, Vice Chancellor (VC), NIEPA. Professor Varghese welcomed everyone to the meeting and pointed out the important role played by the EC in shaping the agenda for future activities of CPRHE.

The meeting was chaired by Professor N. V. Varghese, Vice Chancellor of NIEPA. Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA, welcomed everyone to the meeting and requested Professor Varghese to guide the discussions.

Professor Varghese welcomed all the committee members and briefed them about some of the developments of NIEPA and CPRHE/NIEPA. At the outset, Professor Varghese expressed his condolences to the families of Professor M. Anandkrishnan and Professor I. Ramabrahmam who were erstwhile members of the CPRHE Executive Committee and passed away during the Covid pandemic. Everyone present at the meeting joined in offering condolences.

Professor Varghese informed that Professor Pradeep Kumar Misra joined as Director of CPRHE/NIEPA in November 2021.

Professor Varghese regretted that NIEPA could not conduct many face-to-face programmes due to COVID. He reiterated that, with all the difficulties during the COVID times, and because of the help of the ICT team, virtually there was no disruption to conduct meetings, including the teaching of M. Phil. and doctoral students in an online mode.

NIEPA has prepared and published a document on *NEP 2020: Implementation Strategies*. NIEPA faculty members identified 13 areas to support the Ministry of Education and other national and state-level agencies. These 13 areas were covered by chapters of the document, published as a NIEPA publication and sent to the Ministry in December 2020. The printed version of the report was out in June 2021.

He further informed that as a part of the unravelling of the implementation process of the NIEPA Perspective Plan, a successful staff retreat was organised outside the NIEPA premises. Also, NIEPA completed all the academic promotions pending for a long time and initiated and completed the recruitment process.

The Vice Chancellor informed that, as requested in the last EC meeting, a review of the CPRHE Research Paper Series was conducted by a team of two experts, and the CPRHE would share this report with all the members. However, the review of the CPRHE couldn't be conducted last year due to the passing away of one of the members; it will be completed this year.

The detailed presentation on the CPRHE/NIEPA activities was done by Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA. The discussions in the meeting were broadly divided into two parts. While Part I dealt with the activities carried out by the Centre in the year 2021-22, Part II was on the programmes proposed by the Centre to be carried out in the year 2022-2023. Furthermore, individual faculty members of the CPRHE made brief presentations on the progress of their studies as part of CPRHE research.



Executive Committee Meeting (Virtual) of the CPRHE, 2022

6

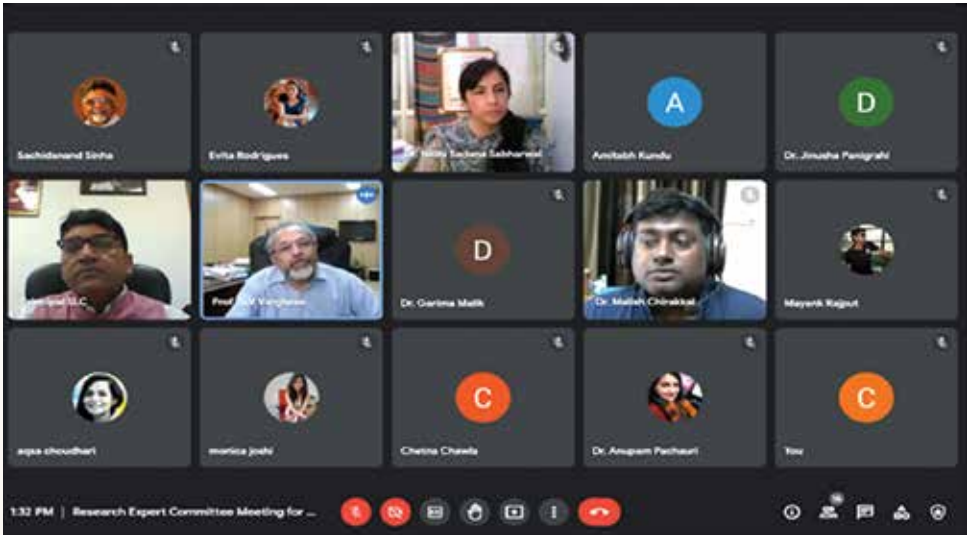
Expert Committee Meetings on Research

All the research projects being implemented by the CPRHE have gone through a rigorous process of review by the experts (*see Annexure V*). A separate Expert Committee for each of the projects was constituted to review the proposal and to guide and advise the project implementation. The Centre organised the following expert committee meetings during the year 2021-22.

- 1) Expert Group Meeting on “Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges” on 16 April 2021.



- 2) First Research Expert Committee Meeting on “College Readiness and Student Success in Higher Education in India” on 27 July 2021



- 3) Expert Group Meeting on “Modules on Managing Student Diversity in Higher Education” on 24 November 2021



- 4) Third Expert Committee Meeting on “Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level” on 25 March 2022



7

Research Projects Launched by the CPRHE

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

7.1 Completed Research Projects

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

Given the diversification of the higher education system and the consequent diversity in the 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 are enrolling in colleges, 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 has raised concerns that social divisions and its associated practices, prejudices and values are getting reproduced in higher education campuses.

This project attempted 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 a crucial role to play in contemporary society. The research also explores the nature and process by which Higher Education Institutions (HEIs) can be transformed to a secular social space where students acquire knowledge and skills to learn, work and live in an increasingly diverse and multi-cultural society.

The study was implemented in 12 HEIs located in six states — Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. The case study institutions were 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). The project was launched in February 2015 by organising a research methodology workshop for the research team members from six states.

The study adopted a combination of quantitative and qualitative methodologies to collect and analyse information. It involved a questionnaire survey for students (3,200), 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 the analysis framework to be used for the study. Based on the suggestions from RAC, the analysis framework and chapter schemes for the reports from the states were finalised.

The second workshop on research methodology, focussing on the analysis framework, was organised on 23-24 September 2015. Fifteen research team members attended the workshop. Draft chapter schemes were 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 to integrate 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 the respective teams. This helped them to revise their drafts. It also ensured comparability across the reports and quality. The full reports were submitted, and the third research methodology workshop was held on 7-8 June 2016.

The third research methodology workshop for the research projects 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 surveys and thematic analysis of interview transcripts and focus group discussions. The third research methodology workshop was attended by members of the research teams from 12 higher education institutions 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 a full presentation which was followed by a discussion. General guidelines were followed while commenting on the drafts – the comments were solely based on a review of the draft reports; critical suggestions were provided to improve the analysis and writing; focus was given on internal consistency in writing and arguments; the focus was also 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) along with description (what) of the results. Based on the comments received from the group, the research reports were revised and presented at 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 policymakers across India to delve deeper into student diversity, equity and inclusion in higher education in India.

The project was funded by the Indian Council of Social Science Research (ICSSR).

The major recommendations were as below.

The study developed a method of classifying student diversity in higher education institutions in India. The three stages of student diversity are like this. Stage I is social diversity which is quantifiable, measureable and is a visible aspect of diversity in the 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 found that inequality persists in terms of choice of subject areas of study. Students from the advantaged groups (such as students from general category social groups) increasingly choose sciences and engineering study programmes. The analysis shows that this can be due to variations in their pre-college academic experiences. General category students had 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 indicate that discrimination continues to exist in higher education campuses. It was found that the 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 about creation of 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, the cells are not effectively functioning, awareness of students about the cells was low, and many did not even 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 showed that we have made progress in terms of achieving diversity in the campuses. Affirmative action policies at the time of admission have contributed in achieving Stage I diversity. However, addressing the issues of diversity in the campuses needs a 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.

This proves that there is still 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 showed 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 the 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 the leaders and faculty members on the 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 to foster a positive campus climate and inter-group relationships. Thus, to realise the ideals in the Constitution and to contribute towards 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 policymakers 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 14 published/forthcoming journal articles and chapters in books.

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

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

During the last decade, the Indian higher education system experienced a major overhaul not only in terms of massive participation of diverse students in higher education institutions, but also in terms of participation of new private higher education institutions both in general as well as in technical courses. The changing institutional participation is the result 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 a major transformation to meet the growing demand for higher education due to the 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 the adequacy or inadequacy of the resources, to understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions; to identify the activities that could not be carried out due to paucity of funds; and, to analyse the expenditure and utilisation pattern of the resources by the higher education institutions. The empirical study was implemented in 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 focussed 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 the financial health of the university and the trends and patterns of income and expenditure over a five-year period. Similarly, an analysis of empirical data collected through the student and faculty questionnaire gave a clear understanding of resource mobilisation and patterns of usage of available institutional resources and shortages thereby in the respective institution. The qualitative data, obtained through interviews and FGDs, gave insights into the day-to-day functioning of the institutions, and challenges and issues those are pertinent to the scarcity of funding of diverse types of HEIs. Through the study, an indepth comparative analysis was 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 the multiple strategies they adopt to meet the day-to-day operational expenses of their respective institutions. Understanding such dynamics is also very important in a period of the declining public funding along with the growing enrolment of students, particularly in state universities and colleges.

The major recommendations were as below.

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 security, 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.

Though the self-financing course do not contribute to State universities, aided colleges get a larger proportion of income by running the self-financing courses. The scope for any other income-generating sources is limited and there are only a few instances of contract farming, investments, income from bank deposits and renting out minimum facilities of the institutions, particularly by the 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 enable these institutions to improve their quality in an era of global rankings and higher competition. The major area to be intervened would be to fill vacant posts and provide adequate resources to run the overburdened salary expenses. Similarly, there is a need to extend the development grants to State universities and colleges according to their requirements in order to reach a level of competitiveness to improve the quality of teaching-learning as well as to get equipped with basic infrastructure to cater to the growing enrolment of students in such institutions.

The third research methodology workshop was organised on 25-26 September 2017 where the draft State reports and a synthesis report was presented for comments from the peers. The third expert meeting to discuss the reports was organised in 26 June 2018. Policy briefs are under preparation and policy dialogues will be organized as per the programme schedule submitted to NIEPA. The research outputs, prepared and submitted as parts of this project, include: 5 State Reports, 1 Synthesis Report; 1 CPRHE Research Paper; 1 CPRHE Seminar Report; and, close to 11 published and forthcoming articles in books and journals, including the *IHER 2018: Financing of Higher Education*, Sage, New Delhi. One edited volume on *Financing of Higher Education: Traditional Approaches and Innovative Strategies*, Springer Nature, Singapore, (Forthcoming).

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

7.1.3 Teaching and Learning in Indian Higher Education

The project looks into the issues of teaching and learning in Indian universities and colleges. The aim is to analyse the process of teaching from the point of view of the teachers, learners and institutions so as to suggest necessary policy changes to upgrade 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 to identify the possible diversities and different practices. It also aims to

understand the dynamics of teaching across a range of disciplines at the bachelors' and masters' levels of programmes; 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 the process of improving teaching and learning since 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. An analytical tool, MATT, thus came out as an outcome of the study; it 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 multi-layered 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; it needs intensive efforts and demands complex changes at all levels. Teaching to reach a collaborative stage and become learner-centred needs mid- to long-term approaches. Several measures can be taken in this regard. Based on our analysis, we suggest 14 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 the 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 the 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 Human Research Development Centres (HRDCs) (or the Academic Staff Colleges) should be revamped or replaced with a larger setup, dedicated to train teachers.

Teacher training can also be linked with the professional development pathways of 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 administrators should be provided and inputs from the students and teachers should be incorporated to identify the institution and region-specific issues so that they can be addressed 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 are required to redesign training programmes – focussing on modern interactive teaching-learning pedagogy – and subject and core competence-based teaching methodologies. Student orientation programmes need to be introduced at the school level and continued at the college level to break the culture of silence and make students more open to interaction, starting from their enrolment in the institutions.

A systematic plan of interactive sessions between students, teachers and administrators in intra- and inter-group levels would help reduce the gap, identify actual problems and find effective solutions. 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 placed 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 HEIs 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 it is 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 that policies must come up with short-mid and long-term plans with a connected multi-layered approach, designed for the development of teachers, students and learning environment. The third research methodology workshop was organised on 29-30 August 2017 where the draft State reports and a synthesis report were presented for comments from the peers. The third expert committee meeting to discuss the reports was organised on 12 September 2018. Policy briefs and policy dialogues are in the process of being 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 Paper; 1 CPRHE Seminar Report and chapters in books, including in the IHER 2017: Teaching, Learning and Quality in Higher Education, Sage, New Delhi. One edited volume also appeared: Teaching Learning and New Technologies in Higher Education, Springer Nature, Singapore, 2021.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

7.1.4 Governance and Management of Higher Education in India

The objective of the research project was to map 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 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 the government-university relations have 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, 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 governments to State universities. Hence, State universities face far 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 Assemblies and Legislative Councils. For example, one finds these trends in the Universities of Rajasthan, Bharathiar University and Savitribai Phule Pune University. 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 office of the Vice Chancellor. This shows that the autonomy enjoyed by the university has not necessarily translated into a 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 these 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 feeling 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 State universities.

The field-based data collection and data analysis has been completed, and draft reports have been finalised. The 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 the synthesis report have been submitted. The third expert committee meeting to discuss the reports was organised on 26 July 2018. Policy briefs are under preparation, and a policy dialogue will be held in September 2022. The research outputs prepared and submitted as a part of this project includes: 4 state team reports and 1 synthesis report, 1 CPRHE Research Paper, and published/forthcoming journal articles and chapters in books, including in *IHER 2019: Governance and Management of Higher Education in India*, published by Sage, New Delhi.

Project Coordinator/Principal Investigator: Dr. Garima Malik

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

The expansion of private deemed-to-be-universities is enormous compared to the public deemed-to-be-universities. The fee charged by such universities is exorbitant

and needs to be regulated to safeguard the rights of students and parents. For fee regulations, the 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 to such private institutions. In the light of the above regulation relating to fees, it is important to understand the fee structure and its compliance in accordance with the fee regulation.

On the request of the 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 from six States; 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; interviews were conducted with institutional administrators and selected State higher education departments; the data were compiled and analysed at CPRHE; a final draft report was prepared; and, it was reviewed and submitted in 2019. The research outputs prepared and submitted as part of this project include: 1 Research Report, 1 Research Paper published in the CPRHE Research Paper Series as CPRHE Research Paper 13, *IHER 2021 on Private Higher Education* (Routledge, Taylor & Francis Group (Forthcoming) and 1 book chapter published in *IHER 2021* (Forthcoming).

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

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

This is an EU funded CEPED-AFD International research project involving countries from four continents – Asia, Africa, Europe and Latin America. Three monographs were developed based on three private HEIs from three regions of India each – Uttar Pradesh, Haryana and Karnataka. The monographs of private higher education institutions (ESPIs) 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 characterize ESIs, 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 ESPI were 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?

The final report was prepared based on the initial report prepared by Dr. Nidhi Sabharwal and Professor Henry Odile and the empirical research study conducted by Dr. Jinusha Panigrahi. The final project report and three monographs, prepared by Dr. Jinusha Panigrahi, have been submitted to CEPED, Paris.

The research outputs prepared and submitted as part of this project in 2020 include: 3 Monographs based on the empirical study and 1 Research Report.

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

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

The International Institute for Educational Planning (IIEP), Paris, launched its research project on Flexible Learning Pathways (FLP) in Higher Education, a topic that is an essential component of Sustainable Development Goal (SDG) 4 in the Education Agenda 2030. This project was launched by IIEP, Paris, in 2018. As higher education systems are expanding fast, and they are becoming much more diversified in terms of types of institutions, modes of delivery and backgrounds of students. SDG 4 emphasises the need for flexible learning pathways that allow students to enter through alternative admission systems, to transfer between types of provision and to accumulate credits.

The overarching objective of the new IIEP research project was to strengthen the flexible learning pathways as an area of future reform. To achieve this objective, this research project conducted two main activities: (i) an international survey addressed to ministries of (higher) education in all UNESCO member states to collect evidence on existing policy frameworks and instruments; and (ii) a series of indepth 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 qualification frameworks, quality assurance, recognition/validation of prior learning, credit accumulation and transfer systems, and information and guidance services. A major objective of the country case studies was to analyse how policies and tools impact the realities of higher education institutions.

The first research methodology seminar was organised in IIEP, Paris, on 17-19 June 2019 and 13 representatives from seven countries (including India) attended the seminar. The Second Research Methodology seminar for the project was planned in 4-5 June 2020 in Paris for a peer-review meeting to discuss draft reports. However, due to the pandemic it was conducted online in June 2020. The data collection was completed for the National level and case study institutions – IIT, Delhi and Bharathiar University. A series of eight webinars, which included all the eight country teams was conducted in June 2020 by IIEP and was attended by all research teams. The India case study presentation was made on June 19 following which peer review comments were made by the UK Research team. The UK Report was peer-reviewed by India and comments were presented at the June 23 webinar. The final report was submitted to IIEP on July 31.

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

- i) The final report has been submitted to NIEPA and IIEP/UNESCO
- ii) A book has been published in March 2022, titled *Turning Challenges into Opportunities: Flexible Pathways in Indian Higher Education*; it was based on the final report and findings of the study.

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

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

7.2.1 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 the 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 mechanisms that exist to deal with diversity and discrimination. The study administered a detailed questionnaire-based survey among 3,200 students, conducted close to 200 interviews with faculty and administrators and close to 70 focussed 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 was completed and 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's study, reputed 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.

A policy dialogue webinar on “Reforms for Diversity and Inclusion in Higher Education Institutions in India” was organised on 15 December 2020. The webinar focused on strategies of achieving academic integration in classrooms and developing socially inclusive higher education campuses in India.

Preparation of Modules on Managing Student Diversity in Higher Education: CPRHE/ NIEPA, New Delhi, was requested by the ICSSR to prepare modules related to student diversity and civic learning in higher education. The purpose of the modules is to sensitise students, teachers and administrators in higher education on issues related to student diversity, specific challenges facing students from marginalised social groups and the role of higher education in civic learning and democratic engagement. Developing module to sensitise educational managers and administrators are primarily based on empirical findings from the large-scale study on student diversity and social inclusion that has been carried out by the centre. The plan was to prepare seven modules collaboratively with academics and experts as authors. An authors' workshop with the expert group was organised to discuss and finalise the framework of the Modules. The final workshop was held in

November 2021 with members of the expert group to seek their guidance to finalise the modules. The modules have been completed and been submitted to ICSSR.

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

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

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

Activities conducted in 2021-2022 were the following:

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

Finalisation of State Research Reports for Website Upload: The State reports have been finalised for website upload.

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

Expert Group Meeting on the Policy Briefs: An expert group will be constituted to develop the policy briefs based on the study on financing of public HEIs in India. A meeting of the Expert Group would be conducted to discuss the draft policy briefs for expert suggestions and recommendations. Based on expert suggestions and recommendations, the draft policy briefs would be revised accordingly before proceeding for a Policy Dialogue.

Project Coordinator/ Principal Investigator: Dr. Jinusha Panigrahi

7.2.3 Governance and Management of Higher Education in India

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

Specific Activities conducted for 2021-2022 were the following:

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

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

Preparation of Policy Briefs: Primarily based on the findings from the study on “Governance and Management of Higher Education in India,” policy briefs are to 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 the draft policy briefs will be organised, where experts will discuss the draft policy briefs and make suggestions to revise and finalise the same. These policy briefs are about the issues of autonomy and accountability. The objective of the policy briefs is to evolve national, state and institutional level policies to address issues of autonomy and accountability of higher education institutions in India and to make key policy recommendations. The autonomy debate is to dwell on what kind of autonomy is needed for universities and colleges. The first step in this process is academic autonomy, followed by financial and administrative autonomy. Based on the policy briefs, a Policy Dialogue on “Autonomy and Accountability of Higher Education Institutions” is scheduled to be organised in September 2022.

Project Coordinator/Principal Investigator: Dr. Garima Malik

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

The CPRHE, at the request of the University Grants Commission (UGC), is implementing an evaluation study of the coaching schemes funded by the UGC. The UGC has introduced the following coaching schemes for disadvantaged groups in higher education since the 11th plan period: a) Remedial coaching for SC/ST/OBC and Minorities; b) Coaching for NET/SET for SC/ST/OBC and Minorities; and, c) Coaching class for entry into service for SC/ST/OBC and Minorities. The centre constituted a research advisory committee with academics and representatives from the UGC and MHRD. The first research methodology workshop for the coordinators of selected case study institutions was organised in the month of May 2017. The objective of this 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 the data collection process. The CPRHE is in the process of data analysis and carrying out the next stage of implementation.

A joint meeting of members of Expert Group and Case Study Coordinators was conducted in April 2021. Based on the comments from the experts and case study coordinators, the report was revised and finalised. The final report has been submitted to UGC.

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

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

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

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

Module 2: Classification of Student Diversity in Higher Education

Module 3: Approaches to Achieving Academic Integration on Campuses

Module 4: Forms of Discrimination in Higher Education

Module 5: Social Inclusion in the Campus

Module 6: Institutional Mechanism for Managing Student Diversity

Module 7: Student Diversity, Civic Learning and Democratic Engagement

The seven modules have been completed and submitted to ICSSR.

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

7.3 Ongoing Research Projects

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

There is very little empirical evidence to show whether or not there has been any change in quality of the institutions that have been accredited by the National Assessment and Accreditation Council (NAAC) and where internal quality assurances (IQAs) have been in operation. The broad objectives of this research study are to understand how external quality assurance (EQA) and IQA agencies enhance quality at the institutional level; how the EQA agencies impact the higher education institutions and programmes; and, to analyse the structure and function of IQA at the institutional level. Five universities in the second or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from five states — Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana. The synthesis report was presented at the Final Meeting of Research Project Expert Committee held on 25 March 2022. There were valuable inputs given for refining the report and developing policy briefs. The experts included faculty from NAAC, Commonwealth of Open Learning, JNU and Knowledge Commission, Karnataka. The report is being further revised to incorporate the review comments from experts. One research paper and policy briefs will be developed on the theme of IQA and EQA.

Activities planned for 2022-23 are the following:

1. *Finalisation of State Reports for website uploading:* The State reports have been finalised for website uploading.

2. *CPRHE Research Paper:* A CPRHE Research Paper will be prepared on the basis of the findings of the empirical study included in the Synthesis Research Report.
3. *Finalisation of the manuscript of the edited volume of papers presented at the international seminar for submission to Springer (publishers) by 2022.*
4. *Finalisation of Policy Briefs:* 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,” three policy briefs will be prepared:
 - i. External Quality Assurance Framework and Code of Ethics for Quality at the Level of Quality Assurance Agencies and Higher Education Regulatory Authorities.
 - ii. Role of Internal Quality Assurance Cells in Enhancing Student Experience at the Institutional Level.
 - iii. Role of Universities to Lead and Support Quality Enhancement of the Affiliated Colleges.
5. *Expert Group Meeting on the Policy Briefs:* An expert group meeting will be convened to review the drafts of the policy briefs. Taking into account the review comments, the policy briefs will be revised and finalised for print and dissemination.
6. *Organising Policy Dialogue:* One policy dialogue of one day duration based on the policy briefs — on the findings of the research project on quality assurance at the institutional level — will be organised in December 2022.
 - i. The Policy Dialogue on External Quality Assurance will focus on ‘external quality assurance frameworks and code of ethics for quality at the level of EQA agencies and higher education regulatory authorities.’ There is concern for quality of higher education in India. Regulation and accountability through external quality assurance agencies like NAAC have been put in place. But there is a need to create a dialogue for evidence-based insights for policies on external quality assurance in Higher Education in India. Based on the findings of the CPRHE research project “Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level,” the policy dialogue will focus on external quality assurance. A group of about 25-30 policy actors and policy makers; administrators in Indian Higher Education; and, NAAC faculty will be invited to attend the policy dialogue.
 - ii. The Policy Dialogue on Internal Quality Assurance will focus on (a) role of internal quality assurance cells in enhancing student experience at the institutional level, and (b) role of universities to lead and support quality enhancement of the affiliated colleges. Based on the findings of the CPRHE research project “Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional

Level,” the policy dialogue will focus on internal quality assurance. This policy dialogue has been envisaged for the Internal Quality Assurance Coordinators (IQAC) and key institutional leader, department heads, members of the IQAC at state universities and colleges and other stakeholders.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

7.3.2 Employment and Employability of Higher Education Graduates in India

India has one of the largest education systems in the world and the employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. The problem of graduate employability has both supply and demand side aspects. The study aims to answer the following research questions: (a) What are the employers’ perceptions regarding employability skills of HE graduates? (b) What are the experiences of new employees regarding their employability readiness during university education vis-à-vis their work place requirements? (c) What are the students’ expectations from HEIs on developing skills for employability? (d) What is the response of university faculty and administrators to the role of higher education sector in preparing industry-ready graduates?; (e) Is a graduate employability skill policy the need of the hour? Perspectives of the major stakeholders such as the employers, the new employees, students and teachers will be explored to answer the research questions. It will be a multi-level, multi-state study covering multiple cities in the country. The six cities identified are four Tier I cities of Mumbai, Delhi, Bengaluru, Hyderabad; Lucknow as a lead employment provider is among the Tier II cities; and, Jaipur as one among the first three employment providers is in the Tier III category of cities. Subsequent to the second research methodology workshop attended by research team members, a collective understanding on the research instruments was developed and data collection in the states is now in progress. It is expected that the State revised draft reports shall be ready by July 2022. It is therefore proposed to hold the third Methodology Workshop with the State Teams to finalise them.

Activities planned for 2022-23 are the following:

Third Research Methodology Workshop: Subsequent to the research methodology workshops attended by research team members, a collective understanding on the research instruments was developed, the data collection in the states and its analysis has been completed and the draft state reports are being prepared. The third Research Methodology Workshop with the State Teams will be held in July 2022.

Third Research Expert Group Meeting: The third expert group meeting on the CPRHE research project “Employment and Employability of Higher Education Graduates in India” will be held in 2022-23. The objective of the meeting will be to discuss and review the research reports and seek comments from the members of the expert group on the reports from the research project. The meeting will be attended by members of the Research Project Expert Committee.

Policy Brief Expert Group Meeting: Subsequent to the finalisation of research reports of the CPRHE research project on Employability of Higher Education Graduates, a collective understanding on the subject of industry-academia linkage to improve graduate employability will be developed. The theme of the policy brief will be on sustaining the industry-academia linkage to improve graduate employability in India. An expert group meeting will be convened in January 2023 to discuss and finalise the drafts of the policy briefs.

Project Coordinator/Principal Investigator: Professor Mona Khare

7.4 New Research Projects

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

7.4.1 College Readiness and Student Success in Higher Education in India

The importance of accessing higher education and its completion is increasingly relevant to an individual’s productivity, social prosperity and the nation’s economic growth. Equitable access and success through higher education is considered to be a means of making growth more inclusive through a fair distribution of opportunities that build up a person’s human capital and raise resources that are embedded in people. With 38.5 million students and a GER of 27.1 per cent (MHRD, 2020), higher education in India has undergone changes to include massification of the sector.

One of the features of massification of higher education is the creation of a new diverse student body. The recently-completed CPRHE study on ‘Diversity and Inclusion’ brings out the varying levels of academic preparedness and diversity in the social background of new generation learners in higher education in India. Insights from research suggest that students from disadvantaged socio-economic backgrounds, who are also more likely to be the first-generation learners, face academic and social barriers that affect their academic integration in the classrooms and social inclusion in the campuses. As a result, students from socially and economically disadvantaged backgrounds face high dropouts and poor learning outcomes. In other words, insights from the research suggests that student groups

are at varying stages of being “college ready” or prepared for college to remain and succeed in the studies.

College readiness implies being equipped with knowledge and skills that students need for learning for academic success. The 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 are equipped with knowledge and skills to succeed in higher education. The National Education Policy (NEP) 2020 reaffirms the goal of advancing equity in learning outcomes in higher education and places its responsibility on institutions to plan for supporting diverse student population groups in academic and social domains.

However, college readiness is an under-researched area and what one needs to succeed in college must be investigated and refined. Specific research questions of the study are: What are the difficulties that college students face in the academic domain? What are the difficulties that college students face in the social domain? and, What are the existing institutional policies and support services to improve college readiness for student success? The study will adopt a multi-institutional case study approach. It will be undertaken across five selected higher education institutions which will include universities, undergraduate colleges and Institutes of National Importance (NIT/IIT) located across five geographical zones (North, West, Central, East and South). The study will adopt a mixed method approach and will use both qualitative and quantitative research instruments to collect and analyse information and data. Through this study, an attempt will be made to address the issues related to college readiness in a massifying higher education system with the objective of advancing academic integration and social inclusion of students coming from diverse backgrounds so as to promote improved learning outcomes at the end of their studies in universities and colleges. The budgetary requirement for this study is Rs. 49,82,000/-, as presented in the CPRHE-EC meeting.

Activities undertaken in 2021-22 were the following:

1. *First Expert Committee Meeting*: First Expert Committee Meeting on College Readiness and Student Success in Higher Education in India was held on 27 July 2021. A Research Expert Committee was constituted to advice and guide the implementation of the project. A panel of 6 Experts has been constituted and they were invited as committee members to attend the meeting. The objective of the research expert committee meeting was 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 detailed research proposal comprising an extensive literature review, a conceptual and theoretical framework as well as the methodology

for the study was presented to the committee for their feedback and guidance. Based on the inputs of the members, the research proposal and its scope has been revised.

2. *Instrument Development Meeting*: An Instrument Development Meeting was organised on 7 December 2021. The aim of the meeting was to seek comments from experts on research instruments developed for the collection of data for the study on College Readiness and Student Success in Higher Education in India. All instruments including those for collecting qualitative and quantitative data were presented before the group. Based on the comments from the members of the group, instruments have been revised. A pilot study was conducted in January 2022 to finalise the instruments.

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

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

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

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

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

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

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

Primarily, the data will provide a ground-level picture of the availability of digital technologies and their utilisation characteristics by the institutes. Secondly, it will also show how the faculty and students utilise these available resources and how the administration facilitate the process. The curriculum planners and leadership interviews will provide us with their views on digital technologies' effectiveness in bringing access, equity, and quality in higher education and its linkages with the world of work or the necessary skills building. The quantitative and qualitative data analysis will provide empirical evidence to determine the difficulties and loopholes in integrating digital technology in higher education. Finally, the data may also indicate the direction in which digital technologies should be utilised as

an effective tool in integrating the teaching and learning in Indian higher education institutes. The budgetary requirement for this study is Rs. 56,83,200/-, as presented in the CPRHE-EC meeting.

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

First Research Expert Committee meeting: An Expert Committee will be constituted to advise and guide the 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 group for their feedback and guidance. The meeting is scheduled to be held in 2022.

Instruments Development Meeting: An Instrument Development Meeting will be organised in September 2022 with a group of experts to seek their suggestions on the research instruments developed for the project. The quantitative and qualitative research instruments 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.

Project Coordinator/Principal Investigator: Professor Pradeep Kumar Misra

7.4.3 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 makes the service providers focussed on outputs which can be 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 and equality are getting sidelined in the name of modernising universities, introducing new management systems and offering student choices. In India, the Study Webs of Active-Learning for Young Aspiring

Minds (SWAYAM), a web portal, where Massive Open Online 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 are existing along with brick-and-mortar universities as we see them today. This will have major implications on 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? and, How are universities adjusting to these changes and how is it impacting their autonomy and accountability? The research objectives of the study are: To examine the impact of New Managerialism in transforming universities and to study the rise of New Managerialism and its implications for decentralisation. The study will be contextualised in the emerging new scenario post-NEP 2020, with independent governing boards for universities. Moreover, the prevailing scenario will have new governance arrangements with the Higher Education Commission of India and its verticals of regulation, accreditation, financing and standard setting with associated implications for higher education institutional governance.

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

India has several central and state universities. To understand the impact of new managerialism in India, it is important to study different categories of institutions. The research will study a variety of institutions: central universities, state universities, institutes of eminence and private universities. The budgetary requirement for this study is Rs. 56,15,700/-, as presented in the CPRHE EC meeting.

Activities planned for 2022-2023 are the following:

First Expert Committee Meeting: This meeting will be organised in December, 2022. The objective of the meeting is that the team of experts would advise and guide the progress in the 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

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

Since the 1990s, there is a move towards the market process in higher education after the adoption of Structural Adjustment Policy, and there is market interference in higher education decision-making. This resulted in the privatisation of public institutions and encouragement of the private sector in higher education provision. Committees and commissions on higher education reflected on the need for institutions to seek resources in addition to the resource allocated from the government. But, the availability of resources at the institution level was found to be inadequate to meet the growing demand for student enrolments particularly in job-oriented technical and professional courses. Many higher education institutions resorted to several cost recovery measures in the form of levying higher rates of student fees and self-financing courses. Private sector started charging higher tuition fee for technical/professional courses. Many resource mobilisation strategies were adopted by technical institutions in terms of alumni funds, new short-term courses, research projects and consultancy activities. It seems there has been a widening of inequalities between technical and professional HEIs in public and private entities as well as between new and old established institutions. In the process, there are distortions in terms of courses offered as the market value or employability of offered courses determining the fee structure and capacity of institutions to generate additional resources.

There are a few studies on technical education in the Indian context. With a greater role to be played by the private sector under the National Education Policy 2020, this research project attempts to look into the issues related to the changing nature of financing of higher education and diversity across the type of technical and professional HEIs in terms of the extent of public funding and initiatives for resource generation and overall implications for various types of institutions.

The research questions are: a) What is the extent of public funding of technical/professional higher education institutions in India?; b) What are the non-state sources or other innovative methods adopted by both public and private technical/professional higher education institutions to finance their respective institutions?; c) What is the overall implication of various sources of funding of technical/professional higher education institutions at the policy level? The research methodology for the study would be descriptive in nature. Both secondary and primary data would be used for analysis, subject to the rationale, objectives and research questions formulated for the study. The budgetary requirement for this study is Rs. 65,99,100/-, as presented in the CPRHE EC meeting.

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

1. *Expert Committee Meeting*: The first expert group committee meeting is scheduled to be held in August 2022. The draft research proposal will be presented in the meeting for suggestions from the experts before its implementation in selected states.
2. *Instruments Development Meeting*: 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 HEI in Delhi-NCR.
3. *Pilot Study*: A pilot study will be conducted in one of the technical / professional HEIs in Delhi-NCR before the implementation of final project.
4. *The first research methodology workshop* is scheduled to be organised for the project in March 2023.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

7.4.5 Professionalisation of Academics as Teachers in Higher Education Institutions (For Effective Learning Outcomes of Students)

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

The study will be designed as a mixed method study, which will include a survey and focus group interviews/discussions with teachers, administrators, QA professionals, students, professional development coordinators and planners across 10-12 institutions. A component of action research will be developed by inducting at least one to two assistant professors across each institution to undertake a short action research project in their respective discipline where they will identify their professional development requirement, attend a professional development programme and apply its learning in their practice to explore the scholarship of teaching and teacher knowledge in several domains such as those

related to content, pedagogy and learning assessment. The budgetary requirement for this study is Rs. 59,48,100/-, as presented in the CPRHE EC meeting.

Expert Committee Meeting: The Expert Committee Meeting on the new research project will be organised in December 2022, where the research proposal of the proposed research project will be presented to the group of experts. The objective of the review meeting is to present the research proposal to the experts and seek their comments and reviews on the scope of the research, research questions, research design and the selection of institutions for the study. A panel of 6-8 Research Project Expert Committee members will be constituted and invited to attend the meeting.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

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

This is a 4-year research project (2022-26) with complete funding support from the University of Warwick. It draws on and furthers the reach and impact of the first FCF project “A Fair Chance for Education (2017-21).” The new project takes the key finding from the first project which has significant potential of impact. This is the vital but currently under-utilised potential of government higher education institutions in providing informed guidance on post-school options for Higher Education (HE) to students from the SEDGs in India.

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

a) *First Research Advisory Group Meeting:* A research advisory group (RAG) will be constituted to advice 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 group for their feedback and guidance. The meeting is scheduled for October, 2022.

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

8

Other Activities

8.1 Policy Support

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

8.2 National Credit Transfer Framework

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

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

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

8.3 Teaching Engagement of CPRHE Faculty

Through research and its publications, the CPRHE has created a repository of information and knowledge on various dimensions of higher education in India. The CPRHE is also playing an important academic role in terms of enhancing the teaching learning processes at NIEPA, with many of its faculty members engaged in transacting doctoral-level classes and contributing to curriculum planning, teaching and evaluation of MPhil and PhD course works at NIEPA.

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

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

The CPRHE has also spread its wings, generating academic interest and diffusing knowledge on higher education issues to the larger academic world. Many of the university syllabuses, curriculum and libraries have books and articles based on CPRHE's research such as the India Higher Education Reports (IHERs) and publications from the CPRHE faculty members.

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

Dr. Anupam Pachauri is conducting sessions on writing literature review in the compulsory course on writing skills for MPhil and PhD scholars at NIEPA.

Dr. Garima Malik has been associated with teaching Quantitative Research Methodology at NIEPA. She took sessions in the January-April Semester of 2022 of MPhil and PhD programmes at NIEPA.

Dr. Jinusha Panigrahi has also been associated with teaching and evaluation of the Quantitative Research Methodology course at NIEPA. She took sessions in the First Semester of 2021-22 of MPhil and PhD programmes at NIEPA.

Dr. C. M. Malish has been a part of the Qualitative Research Methods in the institution. He took sessions on the theme in the January-April Semester of 2022 of MPhil and PhD programmes at NIEPA.

Professor Mona Khare has long been a part of teaching the compulsory course on Quantitative Research Methodology of NIEPA's MPhil and PhD programmes. She is also the coordinator of the course and leads the process of evaluation. She took sessions during the first semester of the MPhil and PhD programmes in 2021-22.

8.4 CPRHE/NIEPA Website

The CPRHE Website presents the latest work of the Centre, its mission, roadmap and its contributions to the world of knowledge in different forms. The website highlights the ongoing national research projects, upcoming events, workshops, and national and international seminars. CPRHE publications, such as the CPRHE Research Paper Series, Policy Briefs, Annual Reports, Seminar and Conference Reports are also provided on the website which is a platform, through which, the Centre is continuously trying to connect with scholars, academics, educational

managers and policymakers around the world and share the knowledge generated. The Centre is, therefore, constantly improving and updating the website to make it more informative and interactive with user-friendly tools to find resources and communicate with the CPRHE team. The website also works as a dynamic platform for discussion and dissemination of ideas related to policy research in higher education. The development of the CPRHE website has taken place in consultation with the NIEPA technical team.



Website Address – cprhe.niepa.ac.in

9

Visiting Professor/Scholar Programmes

The Centre has the 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 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. The CPRHE also hosted faculty member, Dr Emily Henderson, of the University of Warwick and research fellows, viz. Ms. Anjali Thomas from University of Warwick, UK, Mr. Shashank SR from Graduate Student of Public Policy and Governance, Tata Institute of Social Sciences (TISS) and Ms. Anjali Anil from the Tata Institute of Social Sciences (TISS), and Ms. Evita Rodrigues (St. Stephens College). The CPRHE also had the opportunity to host Professor Teboho Mohja who is a Professor and Programme Director, Higher Education, New York University. Professor Arthur Levine, the Fulbright Nehru Distinguished Chair and, President Emeritus, Woodrow Wilson Foundation, Princeton, New Jersey, USA, was supposed to join as a visiting professor at CPRHE in the year 2021-2022. We have been informed that Professor Levine will join the CPRHE once the COVID situation improves.

10

Faculty and Staff at CPRHE



Professor Pradeep Kumar Misra, currently the Director CPRHE, has MSc (Chemistry), MEd, and a PhD degree in Education. Dr. Misra has previously served as Professor of Education and also held the responsibilities of Head and Dean, Faculty of Education in the Chaudhary Charan Singh University, Meerut. His research specialisations are teacher education, educational technology, and vocational education. He has to his credit many publications in journals of international repute, authored reference books, completed R&D projects, developed educational media programmes, and supervised PhD scholars. He has received several prestigious international research scholarships that include Commonwealth Academic Fellowship of CSC, UK; Doctoral and Senior Researcher Scholarship of DAAD, Germany; Erasmus Mundus Visiting Scholar Scholarship of European Commission; National Scholarship of Slovak Republic; MASHAV Scholarship of Israel Government; and Research Exchange Scholarship of FMSH, France. He has been a member of the academic bodies of several institutions and organisations and visited many countries for different academic purposes.



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

Dr Sabharwal is also a research member of the multi-country international research project on “Inequalities and Higher Education between Public Policies and Private Sector Development” coordinated by CEPED, Paris Descartes University. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and discrimination and presented papers at various international conferences. Her recent publications include a joint work titled *India Higher Education Report 2016: Equity* (with N. V. Varghese and C. M. Malish, Sage, 2018); an authored book *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. She also 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 University, to name a few. With a PhD 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 PhD and more than 50 MPhil scholars. Her current areas of research include employability skills of educated youth, educational internationalisation and regional disparities in educational development.



Dr. Anupam Pachauri holds a PhD in Education from the University of Sussex, the UK, and is 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, the UK. She is a recipient of a Central European University (CEU) summer school scholarship on Regionalisation, Privatisation and Globalisation in Education based in Budapest, Hungary (2011). She has taught courses on School Organisation, Pedagogy of Biological Sciences and Educational Psychology. She has also facilitated courses on “Teacher Education and Policy,” on policy analysis, and conducted research methodology and literature review for research workshops on qualitative research with several institutions across India. She is a co-editor 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 focusses on the “Professionalisation of Higher Education Academics in India.” She was also a member of the evaluation team of the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching in 2017. Her current research focuses on quality of higher education, and her future research interests are: 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; and, ICTs and Pedagogy, Internationalisation of Higher Education, Sustainable Development and Politics of Knowledge.



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

she coordinated a major research project on “Governance and Management of Higher Education in India.” She has published in several journals and presented papers at national and international conferences. Her publications include a book *India Higher Education Report 2015* (Routledge, 2016, with N. V. Varghese). She has also co-edited *India Higher Education Report 2019: Governance and Management of Higher Education* (with N. V. Varghese, Sage, 2020). Her current research focusses on governance and management in higher education. She also completed a study as part of a multi-country UNESCO-International Institute for Educational Planning, Paris, project on SDG4: Planning for Flexible Learning Pathways in Higher Education in 2021.



Dr. Jinusha Panigrahi is an Assistant Professor at the Centre for Policy Research in Higher Education at the National Institute of Educational Planning and Administration, New Delhi. She holds a PhD in Economics of Education from Jawaharlal Nehru University, New Delhi. She is the Co-Chairperson of the Economics and Finance Education – Special Interest Group, Comparative International Education Society, United States (2021-2024). She is the recipient of the prestigious International

Visitor Leadership Program (IVLP) award in 2018 nominated by the United States Department of State, Washington DC, as an ‘International Visitor’ for ‘Furthering United States-India Relationships in Higher Education.’ She has several years of experience in teaching and research. Her research lies in the areas of economics of education, financing of higher education, internationalisation, privatisation and private higher education. She is a co-editor of *India Higher Education Report 2018* on financing of higher education, published by SAGE in 2019 (with N. V. Varghese). Her forthcoming publications include *Financing of Higher Education: Traditional approaches and Innovative Strategies*, Springer Nature, Singapore (with N. V. Varghese) and *India Higher Education Report (IHER) 2021* on Private Higher Education, Routledge Publications (with N. V. Varghese). She has also completed a multi-country International Research Project (ESPI) on “Inequalities and Higher Education between Public Policies and Private Sector Development” in 2020, coordinated by AFD, CEPED, and Paris Descartes University.



Dr. C. M. Malish holds a PhD in Sociology from the Indian Institute of Technology Delhi. He has extensively worked in the 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 focusses 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 is a member of the editorial board of the *Journal of Educational Planning and Administration*.

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ANNEXURE I

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**Professor M. Anandkrishnan and Professor I. Ramabrahmam were erstwhile members of the CPRHE Executive Committee. They both passed away during the Covid pandemic. We deeply regret their loss and pray for their families' wellbeing.*

ANNEXURE II

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ANNEXURE IV

LIST OF RESEARCH REPORTS

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

13. "Teaching and Learning in Indian Higher Education: Gujarat" by Professor Karanam Pushpanadham, Professor S. C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.
14. "Teaching and Learning in Indian Higher Education: Tamil Nadu" by Dr. R. Ramesh, Dr. M. Vakkil, Dr. R. Vinodh Kumar, New Delhi, CPRHE/NIEPA, 2018.
15. "Teaching and Learning in Indian Higher Education: West Bengal" by Professor Nimai C.Maiti, Professor Kutubuddin Halder, Dr. Sudeshna Lahiri, New Delhi, CPRHE/NIEPA, 2018.
16. Evaluation Report on National Research Professorship Scheme by N. V. Varghese and Garima Malik, New Delhi, CPRHE/NIEPA, 2017.
17. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) Scheme by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2017.
18. "Concentration and Undersupply of Higher and Technical Institutions in India" by Varghese, N. V., Panigrahi, J. & Rohtagi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2017.
19. "Financing of Public Higher Education Institutions in Punjab: A Study of Flow of Funds and their Utilisation: A Case Study of Punjabi University, Patiala and Desh Bhagat College, Dhuri" by Dr. Harvinder Kaur, Dr. Neelam Kumari and Dr. Balbir Singh, New Delhi, CPRHE/NIEPA, 2017.
20. "Financing of Public Higher Education Institutions in Telangana: A Study of Flow of Funds and their Utilisation: A Case Study of University of Hyderabad" by Professor K. Laxminarayana, Professor Nagaraju Gundimeda and Dr. K. Ramachandra Rao, New Delhi, CPRHE/NIEPA, 2017.
21. "Financing of Public Higher Education Institutions in Odisha: A Study of Flow of Funds and their Utilisation: A Case Study of Utkal University" by Dr. Himanshu Sekhar Rout, Dr. Mitali Chinara and Mr. Rajanikanta Tripathy, New Delhi, CPRHE/NIEPA, 2017.
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23. "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" by Dr. Nidhi S. Sabharwal and Dr. C. M. Malish, New Delhi, CPRHE/NIEPA, 2016, Synthesis Report.
24. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Bihar" by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE/ NIEPA, 2016.

25. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi" by Dr. C. V. Babu, Dr. Satyender Kumar and Dr. Nitin Kumar, New Delhi, CPRHE/NIEPA, 2016.
26. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh" by Professor Nidhi Bala, Dr. Shravan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE/NIEPA, 2016.
27. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Karnataka" by Dr. Sreejith Alathur, Professor A.H. Sequeira and Dr. B.V. Gopalakrishna, New Delhi, CPRHE/NIEPA, 2016.
28. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra" by Dr. H. A. Hudda, Dr. A. V. Talmale and Dr. A. C. Bankar, New Delhi, CPRHE/NIEPA, 2016.
29. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala" by Professor K. X. Joseph, Dr. T. D. Simon and Dr. K. Rajesh, New Delhi, CPRHE/NIEPA, 2016.
30. "Teacher Recruitment in Higher Education in India; the Role of National Eligibility Test" by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam, Research Report submitted to University Grants Commission (UGC), Government of India, New Delhi, 2015.
31. 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)
32. 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.
33. Betsur, N., K. B. Praveena, Rayan, B. D. 2017. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Karnataka." Research Study Report of the research project under the aegis of CPRHE-NIEPA.
34. Bazeley, B., Nongkynrih, D., Khyreim, I. S., 2017. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Meghalaya." Research Study Report of the research project under the aegis of CPRHE-NIEPA.
35. Lodha, S., Paliwal, N., Pokharna, B. 2017. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Rajasthan." Research Study Report of the research project under the aegis of CPRHE-NIEPA.
36. Talla, M., Murthy, R., Pariti, A. 2017. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Telangana." Research Study Report of the research project under the aegis of CPRHE-NIEPA.

ANNEXURE V

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Managing Director & CEO
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26. Professor D. D. Nampoothiri
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27. Professor P. R. Panchamukhi
Chairman
Centre for Multi-Disciplinary
Development Research
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28. Professor Minati Panda
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29. Professor Santosh Panda
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30. Professor Saroj Pandey
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42. Professor B. Shiva Reddy
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Representative of UGC
Former Director, NCERT
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55. Professor Michael Tharakan
Former Vice Chancellor
Kannur University
Parayilvallyara Kakkathuruth
Eramelloor
P. O. Alappuzha
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56. Professor Sukhadeo Thorat
Former Chairman
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57. Late Mr. J. Veeraraghavan
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ANNEXURE VI

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(on Deputation)*

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

Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration

Professor Kumar Suresh, *Professor and Head*

Professor Vineeta Sirohi, *Professor*

Dr. Anshu Srivastava, *Associate Professor*

Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance

Professor Mona Khare, *Professor and Head*

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

Department of Educational Policy

Professor Avinash K. Singh, *Professor and
Head*

Professor Veera Gupta, *Professor*

Professor Manisha Priyam, *Professor*

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

Department of School & Non-Formal Education

Professor Pranati Panda, *Professor and Head*

Professor Rashmi Diwan, *Professor*

Professor Madhumita Bandyopadhyay,
Professor

Professor Sunita Chugh, *Professor*

Dr. Amit Gautam, *Associate Professor*

Dr. Kashyapi Awasthi, *Assistant Professor*

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Professor Sudhanshu Bhushan, *Professor
and Head*

Professor Aarti Srivastava, *Professor*

Professor Neeru Snehi, *Professor*

Dr. Sangeeta Angom, *Associate Professor*

Department of Training and Professional Development in Education

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

Dr. Mona Sedwal, *Assistant Professor*

National Centre for School Leadership

Professor Rashmi Diwan, *Professor and Head*

Professor Sunita Chugh, *Professor*

Dr. Kashyapi Awasthi, *Assistant Professor*

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

Dr. Charu Smita Malik, *Assistant Professor*

Dr. Puja Singhal, *Assistant Professor*

Dr. Shadma Absar, *Assistant Professor*

Centre for Policy Research in Higher Education

Professor Pradeep Kumar Misra, *Director*

Professor Mona Khare, *Professor*

Dr. Nidhi Sadana Sabharwal, *Associate
Professor*

Dr. Anupam Pachauri, *Assistant Professor*

Dr. Garima Malik, *Assistant Professor*

Dr. Jinusha Panigrahi, *Assistant Professor*

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

Unit for International Cooperation (UIC)

Professor N. V. Varghese, *Head*
 Professor 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*

School Standard and Evaluation Unit

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

Project Management Unit

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

Registrar

Dr. Sandeep Chatterjee, *Registrar*

General and Personnel Administration

Dr. D. S. Thakur, *Administrative Officer (I/C)*
 Shri Chander Prakash, *Section Officer*
 Mrs. Sonam Anand Sagar, *Section Officer (I/C)*

Academic Administration

Shri P. P. Saxena, *Section Officer*

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Mrs. Puja Singh, *Librarian*
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