

corhe report

2023-24



Centre for Policy Research in Higher Education
National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)



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(Deemed to be University)

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corhe REPORT 2023-24

INTRODUCTION

The higher education sector in India is currently experiencing a period of rapid expansion and diversification. This growth, indicated by a Gross Enrolment Ratio (GER) of 28.4 and a Gender Parity Index of 1.01, is not without its challenges. The emergence of new providers and modes of delivery, including online, digital, and blended learning post-Covid, presents both opportunities and hurdles. The landscape is diversifying, with a variety of providers offering courses and study programmes in different modes, leading to a transformation in the higher education sector.

The expansion of the higher education sector, coupled with the emergence of multiple providers and modes of transactions, underscores the urgent need for reforms. This growth has implications for the quality of higher education, necessitating changes in how higher education is financed and governed at the Central and State Government levels. The rapid growth of private providers, each with varying quality, heightens the need for effective regulation. The diversification of the sector is leading to institutional churning, with new groups entering higher education and asserting their agency and voices. This has significant consequences for higher education mobility, opportunities for realisation of aspirations, and student success.

India is emerging as a knowledge hub, and we are increasingly witnessing the internationalisation of higher education, with more foreign universities opening branch campuses in the country. The advent of digital technologies is also impacting the teaching-learning processes. This scenario challenges Indian higher education institutions to improve quality and compete globally. There is a long-felt need to ensure that our higher education institutions figure higher amongst the best in the world rankings. In other words, India needs world-class universities while aspiring for a GER of 50 percent by 2035. Achieving global standards *par excellence* and remaining locally engaged is another challenge in higher education in India. The challenges to achieving the envisioned goals have become more pronounced, and institutions are being pushed to be financially independent and explore innovative financing and resource mobilization methods to overcome financial deficits.

Nonetheless, the inherent nature of higher education as a public good, demands the state to play an active role in ensuring provisions for higher education. Also, there is a need for good governance and management practices that promote educational quality and ensure equity. While the traditions of governance may vary from country to country and by the types of institutions, there is a set of basic principles that promote good governance across various situations. Good governance is not a panacea, but it does affect the quality of decision-making and thus initiates the process of achieving sustainable institutional development and improved outcomes.

We observe that state control is giving way to more institutional management, and the role of governments is evolving, whereby they "steer from a distance" through incentives and sanctions. This global trend is now part of policy directions, even in India. Recently, we have observed a move by National Education Policy 2020 to restructure the higher education system through reworking governance, financing, and accreditation systems and create world-class multidisciplinary higher education institutions across the country emphasizing research and innovation alongside teaching.

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. As an emerging economy, we must also build on our strengths of a large demographic dividend and recognise that we have much to celebrate in terms of successes since Independence. However, there is scope for introspection about what more can be done to improve higher education standards and ensure the employability of our graduates.

In the dynamic landscape of higher education, a significant challenge is to guide institutions and provide policy inputs. The Centre for Policy Research in Higher Education (CPRHE), established in NIEPA as a specialised Centre, is uniquely positioned to address this challenge. The Centre's research, which is evidence-based, has already examined issues such as student diversity and social inclusion, governance, quality, teaching-learning, financing, and employability. The CPRHE is continuing to delve into critical new areas of research, such as widening access to higher education, college readiness and student success, digital technologies and teaching-learning, and new managerialism, thereby shaping higher education policy and research in India.

The Centre is committed to expanding its network with different universities and colleges. It involves faculty members from institutions across the country in the research undertaken at CPRHE, thereby increasing the pool of higher

education researchers and by way of dissemination of its research findings. This also includes engagement with the states through the State Higher Education Councils and Higher Education Departments. By preparing policy briefs and organizing policy dialogues, the Centre has expanded the networking activities among 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 from deliberations in the seminars and publications of the Centre, including the *India Higher Education Report (IHER)* series, are paving the way for new directions and trends in higher education in the country.

This report covers the activities of the Centre between April 2023 and March 2024.

1

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

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

The Centre promotes interdisciplinary research, which is reflected in the recruitment of its faculty. The academic staff of the Centre consists of the Director and a group of core professional staff comprising Professors, Associate Professors, and Assistant Professors. All the professional staff members hold research degrees (doctoral degrees) in various disciplines related to education. In addition, the Centre has support staff for helping in its research agenda, data entry and analysis, and administration. The Centre is located in the Guest House of the NIEPA, New Delhi.

2

The Mission and Core Functions of the CPRHE

Mission

The overarching mission of CPRHE is to contribute to the generation, sharing and application of knowledge required for the formulation of policies, plans and programmes designed for the development of education in India. The Centre focuses its efforts on the current national priorities in four interrelated areas: expanding and improving the provision of higher education, ensuring equity and inclusion, improving the quality and relevance, and improving governance and management. It endeavours to foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards, on 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 think tank on higher education engaged to promote scholarly policy discourse on different aspects of higher education development and management in India;
- Undertake and support policy research and analysis to generate and expand the knowledge base required to inform and support decisions concerning higher education reforms;
- Assess and 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;
- Network with educational researchers and practitioners, universities, agencies, and research institutions in India, and international institutions and organisations to facilitate improved cooperation, exchange of experiences, knowledge of how to address key education sector-related challenges, and improvement of policy analysis and research in higher education;
- Provide 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 various states and institutions.

3

The CPRHE Programme Framework

The Perspective Plan and Programme Framework of the Centre is comprehensive and flexible enough to address the diversity across the country. The Operational Plan outlines the thrust areas of CPRHE activities, new areas of research and annual budgetary requirements to implement the activities. The research programmes are intended to cover all aspects of higher education development over a period. 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.

Based on the Perspective Plan and Programme Framework, and the priority areas of research, the Centre organises 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 seminars to disseminate the research findings; and, vi) Bringing out research publications.

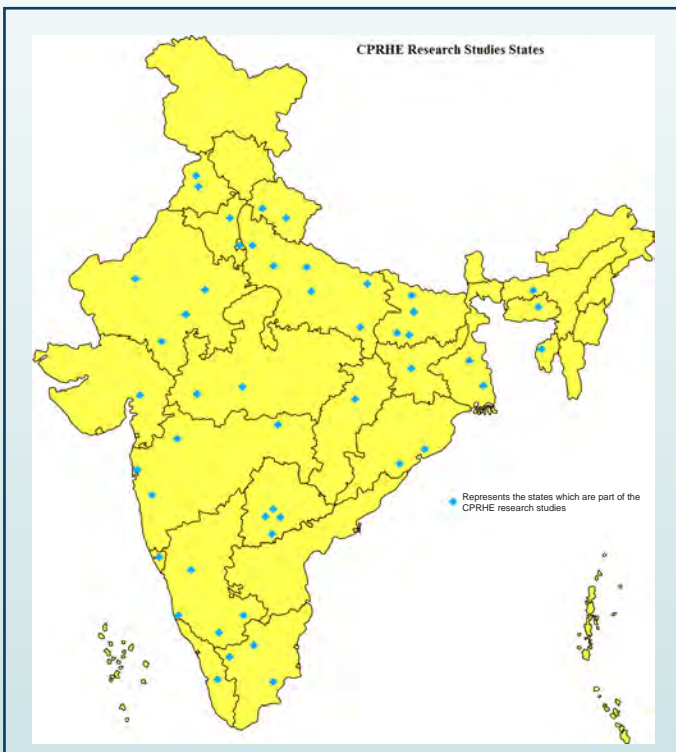
Activities such as the IHER, Research Paper Series, and Policy Consultations have become regular activities at the Centre. The other activities of the Centre consist of the preparation of policy briefs, organisation of policy dialogues, and research in the new domains. The thrust areas of the activities 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 Centre's activities planned for the year 2023-24 follow from its Programme Framework and Action Plan. The CPRHE has completed the first cycle of empirical studies. Six large-scale multi-institutional studies across 22 states were launched and completed (see Map 1). The Centre 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: the flow of funds and their utilisation; study of external and internal quality assurance at the institutional level and employment and employability of higher education graduates. Research outputs such as Synthesis Reports;

Map 1: CPRHE Research Studies States



State Reports; CPRHE Research Papers and CPRHE Policy Briefs from research projects were finalised and published in the year 2023-2024.

The Centre has completed on request national and international studies such as Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges (request by the UGC); Fixation of Fees in Private Deemed to be Universities in India (request by the MoE) and Inequalities and Higher Education: Between Public Policies and Private Sector Development in Collaboration with ESPI, Paris. The Centre has also successfully engaged in knowledge dissemination activities and contributing to the NEP 2020 Awareness Programmes.

The Centre's activities in the year 2023-24 focused on completing the research projects, finalising national synthesis reports and state research reports, finalising new research proposals, conducting research methodology workshops, research expert group meetings and organising policy dialogue webinars, and completing an array of publications based on the CPRHE research. For the second round of research, new research proposals were finalised and research activities were initiated in new areas of research, such as, on the research project titled College Readiness and Student Success in Higher Education in India, and Integrating Digital Technology with Teaching and Learning in Indian Higher Education. Additionally, in the year 2023-2024, the Centre launched a fully funded collaborative research study on Widening Access to Higher Education in India: Institutional Approaches, with the University of Warwick, United Kingdom. The Centre also completed on request a study on Assessment and Evaluation in Telangana's Higher Education by Telangana State Higher Education Council. The research activities in new areas of research included organisation of the Research Expert Committee Meeting on research projects, and Research Methodology Workshops.

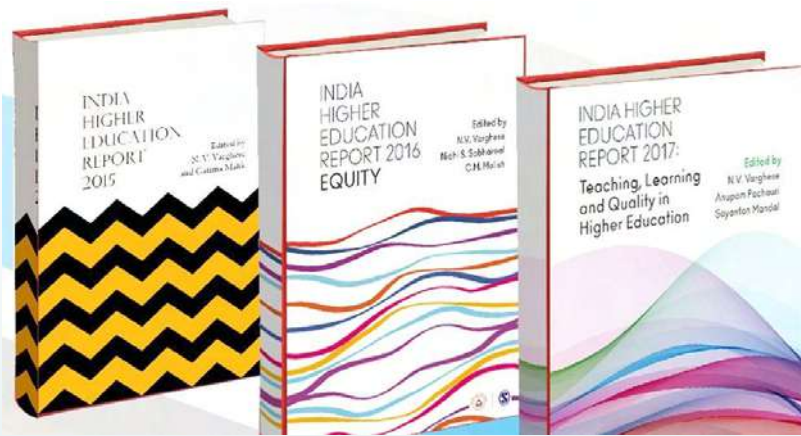
The regular publication activities of the Centre, namely, the India Higher Education Report (published by Sage and Routledge), publication of volumes based on the CPRHE International Seminars (published by Springer Nature, Singapore), CPRHE Research Paper Series, CPRHE International Seminar Reports, CPRHE Research Reports and CPRHE Policy Briefs based on the CPRHE research were carried out in the year 2023-24.

4.1 India Higher Education Report

The India Higher Education Report (IHER) Series is one of the few sources of focused publications on research on different aspects of higher education in India. The IHER focuses on the current issues and challenges faced by the

higher education sector in India. 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.



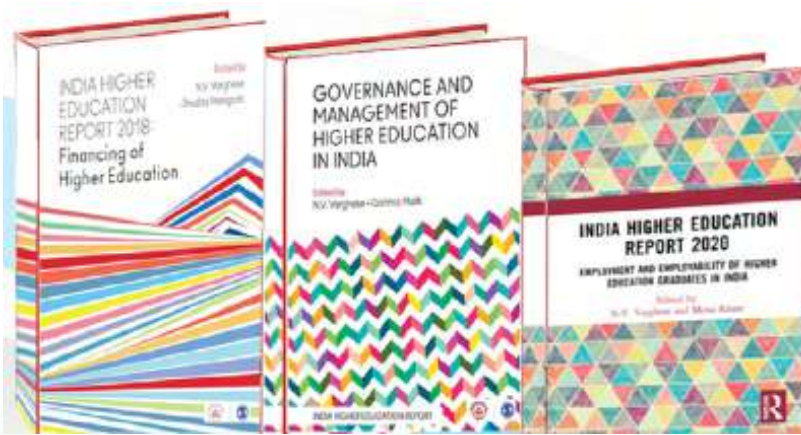
India Higher Education Reports 2015, 2016, and 2017

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

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

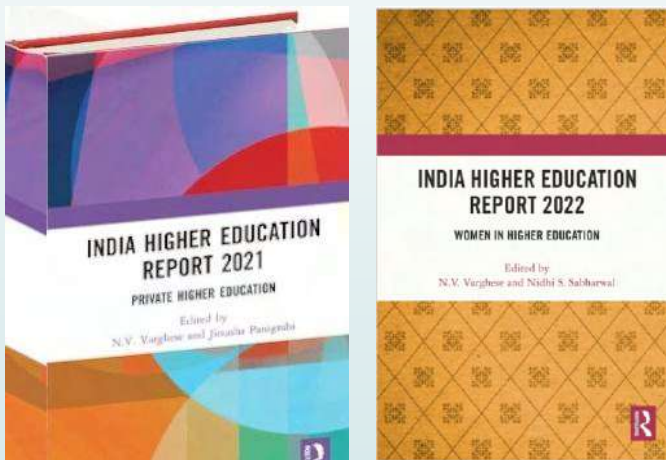
The fourth *India Higher Education Report 2018* (IHER 2018) focused on 'Financing of Higher Education.' The IHER 2018, published by Sage in 2019, was released on the occasion of NIEPA's 13th Foundation Day Lecture of NIEPA at India Habitat Centre, New Delhi.

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



India Higher Education Report 2018, 2019 and 2020

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



India Higher Education Reports 2021 and 2022

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



India Higher Education Report 2022: Book Release

The eighth *India Higher Education Report 2022* (IHER 2022) focussed on 'Women in Higher Education in India.' The IHER 2022 was published by Routledge in 2024.

The ninth *India Higher Education Report 2023* (IHER 2023) focussed on issues concerning 'Research in Higher Education' in India. The manuscript is under-review by Routledge.

The tenth *India Higher Education Report 2024* (IHER 2024) focussed on issues concerning 'Technology in Higher Education' in India. The centre had developed a concept note for IHER 2024, 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 3 May 2023. The authors developed their chapters, and then a second Peer Review Meeting of the authors of the IHER 2024 was held on 27 September 2023. The CPRHE prepared extensive review comments and shared the same among the authors for revision of their papers. The manuscript is under preparation and will be submitted to Routledge.



First Peer Review Meeting of the Authors of IHER 2024



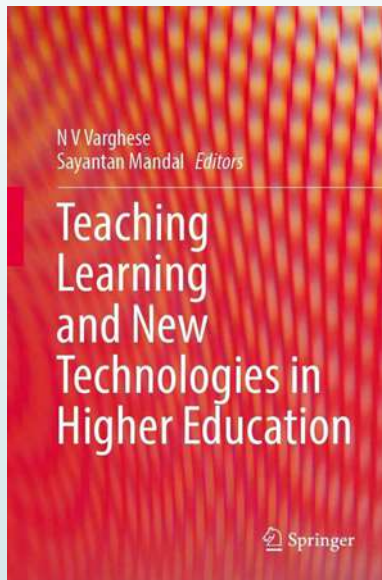
Second Peer Review Meeting of the Authors of IHER 2024

The CPRHE has initiated the preparation for the next issue of *India Higher Education Report 2025 (IHER 2025)* on the theme “Multidisciplinary Higher Education.”

4.2 Publications Based on Seminars Organised by CPRHE

4.2.1 *Teaching-Learning and New Technologies in Indian Higher Education*

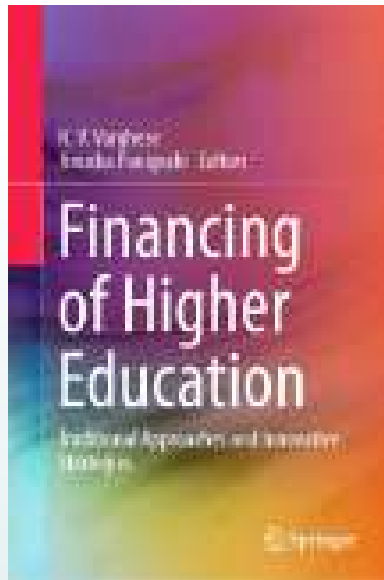
Understanding teaching, learning and the use of technology to improve and facilitate the process requires an in-depth understanding of the issue. This also helps in investigating the issue with reference to different contexts and from various standpoints. With this understanding, the CPRHE had organised 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

4.2.2 *Financing of Higher Education: Traditional Approaches and Innovative Strategies*

The Centre organized an international seminar in 2017 on the theme of “Innovations in Financing of Higher Education.” Springer Nature, Singapore, published the edited volume based on the deliberations in the international seminar.



4.2.3 *Governance and Autonomy in Higher Education*

The volume of the papers presented at the international seminar titled “Governance and Autonomy in Higher Education,” held on 20-21 February 2020, is under publication with Springer Nature, Singapore.

4.2.4 *Diversity and Inclusion in Higher Education*

The volume of papers presented at the international seminar titled ‘Diversity and Inclusion in Higher Education,’ held on February 16-17, 2023, is under preparation for publication.

4.2.5 *Internationalisation of Higher Education*

The eighth International Seminar on “Internationalisation of Higher Education” was successfully organised jointly with the British Council on February 22-23, 2024. A volume based on the papers presented in the seminar is under preparation 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 the CPRHE faculty members or research teams or prepared by others on request by the CPRHE. The Centre has already published 18 research papers under this series. The list of research papers is as follows:

- i) *CPRHE Research Paper 18: Garima Malik (2024). Governance and Management of Higher Education Institutions in India An Empirical Analysis.*
- ii) *CPRHE Research Paper 17: P. K. Misra (2023). Digital Technology Integration in Teaching and Learning in Indian Higher Education: Influencing Factors, Policy Directions, and Government Initiatives.*
- iii) *CPRHE Research Paper 16: N. V. Varghese and Nidhi S. Sabharwal (2022). The Future of Higher Education in India from Massification to Universalisation.*
- iv) *CPRHE Research Paper 15: Garima Malik, Nidhi S. Sabharwal and William G. Tierney (2021). The Political Economy of Indian Higher Education: Understanding Systemic Challenges for Delhi.*
- v) *CPRHE Research Paper 14: Mona Khare (2020). Graduate Employment and Sustainable Employability Skills in India.*
- vi) *CPRHE Research Paper 13: Jinusha Panigrahi (2020). Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India.*
- vii) *CPRHE Research Paper 12: N. V. Varghese, Nidhi S. Sabharwal and C. M. Malish (2019). Equity and Inclusion in Higher Education in India.*
- viii) *CPRHE Research Paper 11: N. V. Varghese, Jinusha Panigrahi and Anubha Rohatgi (2018). Concentration of Higher Education Institutions in India: A Regional Analysis.*
- ix) *CPRHE Research Paper 10: Nidhi S. Sabharwal and C. M. Malish (2018). Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India.*
- x) *CPRHE Research Paper 9: Sayantan Mandal (2018). Teaching-Learning in Higher Education: Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis.*
- xi) *CPRHE Research Paper 8: N. V. Varghese, Garima Malik and Dharma Rakshit Gautam (2017). Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results.*

- xii) *CPRHE Research Paper 7: Vani K. Borooah and Nidhi S. Sabharwal (2017). English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities.*
- xiii) *CPRHE Research Paper 6: Jinusha Panigrahi (2017). Resource Allocation and Innovative Methods of Financing Higher Education in India.*
- xiv) *CPRHE Research Paper 5: Garima Malik (2017). Governance and Management of Higher Education Institutions in India.*
- xv) *CPRHE Research Paper 4: William G. Tierney and Nidhi S. Sabharwal (2016). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions.*
- xvi) *CPRHE Research Paper 3: Nidhi S. Sabharwal and C. M. Malish (2016). Student Diversity and Civic Learning in Higher Education in India.*
- xvii) *CPRHE Research Paper 2: A. Mathew (2016). Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education.*
- xviii) *CPRHE Research Paper 1: N. V. Varghese (2015). Challenges of Massification of Higher Education in India.*

4.4 CPRHE Research Reports

The Centre brings out reports of the research undertaken by the CPRHE faculty members. These reports are the 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. 37 research reports have been prepared by the CPRHE. A complete list of CPRHE research reports is available in *Annexure IV*. In addition, several research papers and articles by individual faculty members have been published in academic journals and books.

4.5 CPRHE Seminar Reports

The CPRHE has published eight 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 the 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, it regularly prepares and publishes policy briefs. A policy brief is a small document of 4-5 pages discussing an issue identified primarily from the Centre's research and elaborates on the policy implications. The areas for policy briefs are identified from the studies. The primary target group of these policy briefs is policymakers at the state and national levels. The Centre has prepared and published the following policy briefs so far:

- Sabharwal, N. S. and Malish, C. M. (2017). Equalising Access to Higher Education in India. CPRHE Policy Brief 1. CPRHE/NIEPA, New Delhi.
- Sabharwal, N. S. and Malish, C. M. (2017). Achieving Academic Integration in Higher Education Campuses in India. CPRHE Policy Brief 2. CPRHE/NIEPA, New Delhi.
- Sabharwal, N. S. and Malish, C. M. (2017). Developing Socially Inclusive Higher Education Campuses in India. CPRHE Policy Brief 3. CPRHE/NIEPA, New Delhi.
- निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा की सुलभता में समानता. CPRHE नीति सार 1, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
- निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा का शैक्षणिक समेकन. CPRHE नीति सार 2, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
- निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. CPRHE नीति सार 3, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
- Panigrahi, J. (2023). Changing Dynamics of Resource Allocation to Higher Education Institutions in India. CPRHE Policy Brief 4. CPRHE/NIEPA, New Delhi.
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4.7 International Seminar on Internationalisation of Higher Education

The CPRHE has been organising International Seminars in collaboration with the British Council since 2014. The aim of the seminars is to bring together academics, researchers, experts, policymakers and members of various institutions engaged in research and policy on a common platform to discuss issues related to higher education. The eighth international seminar on “Internationalisation of Higher Education” was thereafter successfully organised jointly with the British Council in 2023-24. The major objectives of the seminar were:



Inauguration of the event with lamp lighting by Ms. Helen Silvester, Regional Director of the British Council and honourable Vice-Chancellor, NIEPA, Professor Shashikala Wanjari

- Further the understanding of the issues, concerns, policies, and practices of internationalisation of higher education across countries.
- Extend a forum for academicians, researchers, policymakers, and practitioners to debate, share and learn from their experiences of internationalisation of higher education.
- Understanding the demand drivers, enablers and barriers and identifying key systemic and institutional challenges/barriers areas that inhibit ease of forging international collaborations between India and foreign HIEs.
- Ponder on the policies on internationalisation of higher education and the intervention strategies to promote exchange programmes, collaborations, partnerships and facilitating branch campuses.

The seminar was held at the India Habitat Centre, New Delhi on 22-23 February 2024. Dr. Jinusha Panigrahi, Assistant Professor, CPRHE/NIEPA, was the coordinator of the international seminar, and Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA was Programme Director. Ms. Helen Silvester, Regional Director of the British Council, India, in her opening remarks, highlighted that the British Council is working continuously towards establishing connections between UK and other countries to advance trust and understanding for a peaceful world that also has a longstanding socio-economic impact. British Council promotes HE cooperation, and their objectives align with the National Education Policy 2020, such as simplification of regulatory frameworks, enhanced cooperation of HEIs and increasing participation of women in STEM.

Prof. Shashikala Wanjari, Vice-Chancellor of NIEPA, in her presidential address, remarked that internationalisation is of significant importance in today's higher education scenario. She stressed that it is not just a concept but a collective responsibility of all educational leaders, policymakers, and stakeholders. She highlighted its role in facilitating the exchange of knowledge, ideas, and cultures, contributing to a more diverse and inclusive learning environment for both domestic and international students. She stated that based on the recommendations of NEP 2020, efforts are needed to make the best use of the internationalisation of higher education for both incoming and outgoing students. She hoped that deliberations would offer valuable recommendations and pathways for the internationalisation of higher education.

In the keynote address, Professor Philip G. Altbach, Professor Emeritus, Centre for International Higher Education, Boston College, USA, outlined the global trends in higher education-massification and the global knowledge economy

that have shaped higher education and its internationalisation. Prof. Altbach highlighted the complex nexus of internationalisation comprising mobility, branch campuses, collaborative research and degree programmes. He also mentioned that other issues, such as demography and economy, also critically affect the process of internationalisation. He pointed out India's important role and the impact of covid on global higher education leading to the emergence of discussions around AI, climate change, IT, etc.

During the international seminar, there were six plenary sessions held over the course of two days. These sessions were related to i) Globalisation versus IHE-Digital and Distance Learning Modes, Student Mobility, Faculty Exchange and Commercial Establishments; ii) Curricular Reforms, Credit Transfer and Global Convention on Qualifications for Internationalisation at Home and Abroad; iii) Assessment of Quality, Accreditation and Regulations for IHE; iv) Financing, Affordability and Equity Concerns in IHE; v) Collaborations/ Partnerships for IHE and Developing the Systemic and Institutional Capacity of Indian HEIs; and vi) Labour Market and Factors Affecting the Global Flow of Tertiary Level Students. The keynote speeches in the plenary sessions of the seminar were delivered by Prof. N.V. Varghese, Dr. Pankaj Mittal, Prof. Sanjay Srivastava, Prof. Mary Stiansy, Prof. G.D. Sharma and Dr. Shashank Shah.

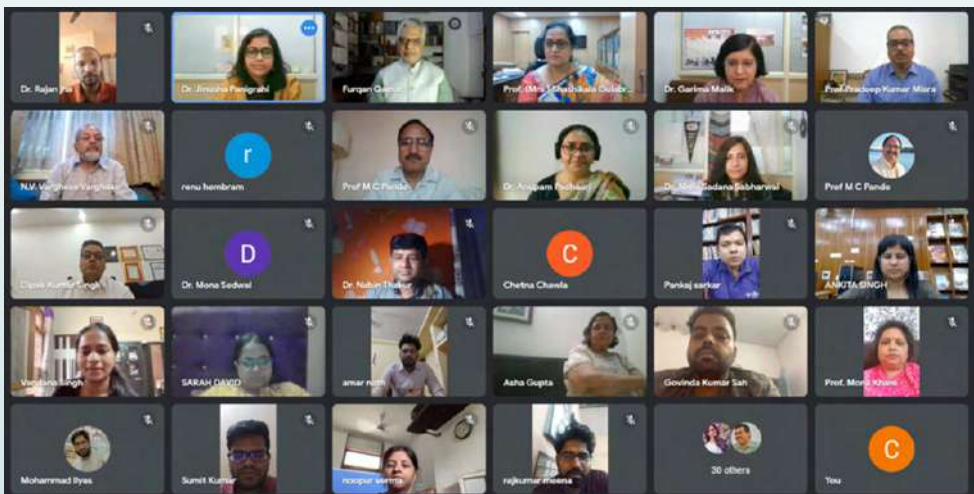


Delegates of the International Seminar on Internationalisation of Higher Education

The seminar provided a platform for academics, policymakers and administrators from India and abroad to discuss and debate issues of internationalisation in the changing landscape of higher education globally and in India. The seminar brought together educationists, key experts, policymakers and policy analysts from various countries, viz the United Kingdom, United States, Japan, Israel and India. Around 100 plus delegates from these countries, along with representatives from different organisations participated in the seminar. The insights and analysis presented in the seminar provided a critical understanding of the issues of internationalisation of higher education. The seminar created an excellent opportunity to develop a strong global network of researchers, teachers and policymakers working for the advancing global and national higher education systems. A publication based on the papers presented in the seminar is under preparation.

4.8 Webinar on Reforms for Institutional Financing of Higher Education and Reforms for Institutional Governance of Higher Education

The Centre organised a Policy Dialogue Webinar on “Reforms for Institutional Financing of Higher Education” on 16 June 2023 in online mode. The empirical study by CPRHE/NIEPA and few earlier studies show the challenges in financing of day-to-day activities by the institutions of higher education in India



Speakers and Participants at the Policy Dialogue Webinar on Reforms for Institutional Financing of Higher Education held on 16 June, 2023

The major objectives of the Policy Dialogue were to debate on the changing dynamics of resource allocation by the government and the challenges faced in this regard by HEIs in India, to discuss resource mobilisation strategies adopted by the HEIs in India and their implications on the functioning of the institutions given the concerns for equity and excellence and to provide a platform for financial reforms at the policy level to guide the institutions of higher learning to overcome the challenges. The webinar brought together policy makers, institutional leaders and administrators and academics.

The Centre also organised a Policy Dialogue Webinar on “Reforms for Institutional Governance of Higher Education” on 9 February, 2024 in online mode. The empirical study by CPRHE/NIEPA and a few earlier studies show the challenges in governance in the institutions of higher education in India. The major objectives of the Policy Dialogue were to debate on the changing dynamics of governance and management and the challenges faced in this regard by HEIs in India; to discuss changing governance structures and processes in HEIs in India and their implications on the functioning of institutions and to provide a platform for governance reforms at the policy level to guide the institutions of higher learning to overcome challenges. The webinar brought together policy makers, institutional leaders, and administrators and academics.



Speakers at the Webinar on Reforms for Institutional Governance of Higher Education

5

Executive Committee Meeting

The eleventh Executive Committee (EC) meeting of the CPRHE/NIEPA was held on March 6, 2024, at NIEPA in blended mode. Nine 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 Shashikala Wanjari, Vice Chancellor of NIEPA. Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA, welcomed everyone to the meeting and requested Professor Wanjari to guide the discussions.

Professor Wanjari welcomed all the committee members and briefed them about the CPRHE/NIEPA. The detailed presentation on the CPRHE/NIEPA activities was done by Professor Pradeep Kumar Misra, Director, CPRHE/NIEPA, with inputs from the faculty members of the CPRHE/NIEPA. The discussions in the meeting were broadly divided into Part I, dealing with the activities carried out by the Centre in the year 2023-24, and Part II, on programmes proposed by the Centre to be carried out in the year 2024-2025.

The discussion in the meeting revolved around suggestions for themes on policy research aligned with the NEP 2020 and the evolving higher education (HE) context. At the outset, the EC members highly appreciated the Centre's contribution, the range and significance of the research carried out, and the impressive quantity and quality of publications brought out by the Centre. The members of the EC expressed their appreciation of the efforts put in by the small group of faculty members of the Centre and congratulated them for their hard work. The members also approved all the proposed programmes/activities for 2024-25 and the respective budget.



Executive Committee Meeting of the CPRHE, 2024

6

Expert Committee Meetings on Research

The Centre organised the following expert committee meetings on research themes during the year 2023-24.

1. Expert Committee Meetings on Financing of Technical and Professional Education and New Managerialism: The Changing Management of Public Higher Education Institutions in India were held Online in July 2023.
2. Expert Group Meeting on Two Policy Briefs on Governance and Management of Higher Education in India (Online) on August 24, 2023



3. Second Research Expert Committee Meeting on College Readiness and Student Success in Higher Education on October 4, 2023



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*

This project attempts to understand the nature and forms of diversity on campuses and the 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 multicultural society.

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.

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

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 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.

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 and learning, faculty and learner development in India's higher education institutions.

The research outputs prepared and submitted as a part of this project include: 4 State Reports, 1 Synthesis Report, 1 CPRHE Research Paper; 1 CPRHE Seminar Report and chapters in books, including in the *IHER 2017: Teaching, Learning and Quality in Higher Education*, Sage, New Delhi.

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 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 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.

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

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 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) and 1 book chapter published in *IHER 2021*.

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 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 the CEPED, Paris.

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

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

The overarching objective of the IIEP research project was to strengthen

the flexible learning pathways as an area of future reform. To achieve this objective, this research project conducted two main activities: (i) an international survey addressed to the ministries of (higher) education in all UNESCO member states to collect evidence on existing policy frameworks and instruments; and (ii) a series of in-depth case studies from countries that are in the process of developing or have already developed flexible learning pathways in higher education. 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 on 4-5 June 2020 in Paris for a peer-review meeting to discuss draft reports. However, due to the pandemic it was conducted online in June 2020. The data collection was completed for the National level and case study institutions — 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.

The research outputs prepared and submitted as a part of this project includes: A research report submitted to NIEPA and IIEP/UNESCO, A webinar on “Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India” on 20 November 2020, and A book in March 2022, titled *Turning Challenges into Opportunities: Flexible Pathways in Indian Higher Education*.

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

The broad objectives of this research study were to understand how external quality assurance (EQA) and IQA enhance quality at the institutional level; how the EQA agencies impact the higher education institutions and programmes and to analyse the structure and function of IQA at the institutional level. Five universities in the 2nd or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana. The study has been completed. The ten higher education institutions involved in the study are namely, University of Mysore, Mysore; Sri DD Urs Government First Grade College, Hunsur (Karnataka); Devi Ahilya Vishwavidyalaya, Indore; Mata Jija Bai Government Girls PG College, Indore (Madhya Pradesh); North Eastern Hill University, Shillong; Shillong College, Shillong (Meghalaya); Mohanlal Sukhadia University, Udaipur; Government Meera Girls’ College, Udaipur (Rajasthan); Osmania University, Hyderabad, Nizam College, Hyderabad (Constituent College) (Telangana).

The research outputs prepared and submitted as part of this project include 4 state team reports and one synthesis Report.

7.1.9 *Employment and Employability of Higher Education Graduates in India*

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 workplace 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 the higher education sector in preparing industry-ready graduates? (e) Is a graduate employability skill policy the need of the hour? The research output includes States and synthesis reports.

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

The CPRHE, at the request of the University Grants Commission (UGC), is implementing an evaluation study of the coaching schemes funded by the UGC. The UGC has introduced the following coaching schemes for disadvantaged groups in higher education since the 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. A joint meeting of members of Expert Group and Case Study Coordinators was conducted in April 2021. The final report has been submitted to the UGC.

7.1.11 *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, submitted to the ICSSR and published by NIEPA in 2023-2024. A consultative meeting was held with the Directors of the UGC-MMTTC (formerly known as UGC-HRDCs) on 5-6 September 2023 in NIEPA. The objective of the meeting was to engage with the Institutional leaders and Directors of the HRDCs to

discuss the ways in which these modules can form essential teaching-learning material for faculty members in training programmes on equity and inclusion. A sensitisation and orientation programme based on the modules on student diversity and inclusion was organised by Dr Nidhi S. Sabharwal, supported by NIEPA for college principals and faculty members for the North-East Region on 27-28 February 2024.

7.2 Follow-up Activities for Completed Research Projects (2023-24)

A key task of the Centre is to undertake policy research and analysis for generating and expanding the knowledge base for planning higher education development in India. Activities carried out under each research project for the year 2023-2024 are the following:

7.2.1 Governance and Management of Higher Education in India:

- a) CPRHE Research Paper was prepared based on the findings of the empirical study after comments received at the peer review meeting organised on the paper and the research paper is published;
- b) The State reports have been uploaded on the CPRHE website.
- c) An Expert Group Meeting on Two Policy Briefs on Governance and Management of higher education in India was organized online on 24 August 2023.
- d) Two CPRHE Policy briefs have been prepared, and a policy dialogue was held on February 9, 2024.

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

- a) Publication of Policy Briefs: Two policy briefs on themes such as 'Changing Dynamics of Resource Allocation to Public HEIs in India' (Policy Brief 1) and 'Resource Mobilisation by Public Higher Education Institutions' (Policy Brief 2) have been finalised and published in 2023. A policy dialogue was held on 16 June 2023.
- b) The State reports have been finalised for upload on the CPRHE website.

7.3 Phase II Research Projects at CPRHE

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

The details of the research studies in new domains are as follows:

7.3.1 *College Readiness and Student Success in Higher Education in India*

Importance of accessing higher education and its completion is increasingly relevant to individuals' productivity, their social prosperity and nations' economic growth. Equitable access to and success through higher education is considered to be the source of making growth more inclusive through a fair distribution of opportunities that builds up a person's human capital and raises resources embedded in people. With 36.6 million students and a Gross Enrolment Ratio (GER) of 25.8 per cent (MHRD, 2018), 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 social background of new generation learners in higher education in India. Insights from research suggests that students from disadvantaged socio-economic backgrounds who are also more likely to be 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 drop-outs and poor learning outcomes. In other words, the 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 their studies.

College readiness implies being equipped with knowledge and skills that students need for learning for academic success. 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 re-affirms 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? What are the existing institutional policies and support services to improve college

readiness for student success? The study adopts a multi-institutional case study approach. The study is going to be undertaken across five selected higher education institutions which will include universities, undergraduate colleges, and Institute of National Importance institution (NIT/IIT) located across five geographical zones (North, West, Central, East and South). The study adopts a mixed method approach and uses both qualitative and quantitative research instruments for collection and analysis of information and data. Through this study an attempt will be made to address 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 research process followed for the study is the following: An extensive literature review has been undertaken based on which a research proposal was prepared. The research proposal was presented to members of the Research Expert Group. The First Expert Committee Meeting on College Readiness and Student Success in Higher Education in India has been organised with the objective 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. The literature review and the suggestions from the expert group members helped in conceptualising the elements and informing the development of the survey questionnaires. An online group discussion was also organised with a group of UG students studying in HEIs in Bihar, Delhi and Maharashtra to help understand the nature of challenges students faced in transition to college and their college experience.

Following this, the draft of the student questionnaire was prepared and other research instruments developed. In total 11 research instruments for both primary sources and secondary sources of information were developed. After development of the drafts of the research instruments an Instrument Development Meeting was organised with faculty members teaching at the undergraduate level to seek their expert comments on research instruments developed for the collection of data for the study. Based on the comments from the members of the group, instruments were revised and a pilot study was conducted to finalise the instruments. The study was launched after the organisation of the first research methodology workshop (RMW). The RMW was attended by

research teams from the following higher education institutions: Hansraj College, New Delhi; NIT Calicut, Kerala; Elphinstone College, Mumbai, Maharashtra; Cotton College, Assam; IIT, Patna, Bihar. The research methodology workshop helped in orienting the research team to the details of the instruments and help develop a shared understanding on the research proposal, key questions and objectives, research tools and method of collecting the data and the implementation plan.

Activities undertaken in the year 2023-2024 were the following:

- a) **Field Visits:** During 2023-24, field visits were conducted to implement research tools in 5 states and higher education institutions located in Delhi, Mumbai, Calicut, Patna, and Guwahati. The data collection is complete and data analysis and preparation of draft reports are in progress.
- b) **Second Research Expert Committee Meeting:** A second Expert Committee meeting on the research project college readiness and student success was held on October 5, 2023 to discuss the progress made in the implementation of the research project and the analysis framework.
- c) **Second Research Methodology Workshop (Analysis Framework Workshop):** The second methodology workshop was held at NIEPA on 18 and 19 October, 2024 to discuss the analytical framework. The research team members participated in the workshop. The framework of analysis of the data (both quantitative and qualitative) collected for the study were discussed and finalised in the workshop. The tables to be included in the state reports were discussed and a list of select tables to be included from the variables in the teacher and student questionnaire were prepared and finalised and sent to the research teams after the workshop. The chapterisation scheme for the draft reports to be written by the state teams were also discussed. Subsequent to the research methodology workshop attended by all research team members, the reports are in the preparation stage.

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

Higher Education is a key area to maintain a country's competitiveness in the global economy (Tan, 2011). This realisation has triggered the countries to promote higher education on a grander scale. Consequently, the demand for higher education has seen a quantum leap in the last

two to three decades. India witnessed a similar trend too. With the Gross Enrolment Ratio (GER) of 27.1 per cent (AISHE, 2019), India is aiming to cross the threshold of 50 per cent GER by 2035. The number of higher education institutions (HEIs) in India has also increased manifold. However, despite the impressive growth, it is realised that the existing brick-and-mortar system of higher education alone cannot meet the massive demand for higher education. Moreover, it is crucial to spread high-quality higher education to remote rural areas, which are witnessing a surge in enrolment in recent years, irrespective of the fact that there is a substantial difference in the quality of higher education between rural and urban HEIs. Fortunately, digital technology has emerged as a viable means for expanding the higher education sector and improving teaching-learning processes.

Digital technology includes electronic tools, systems, devices, and resources that generate, store, or process data. Famous examples of digital technology are social media, online games, multimedia, and mobile phones (State Government of Victoria, 2019). Higher education's reliance 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 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), SWAYAM PRABHA (Watch high-quality educational programmes 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 changes in HEIs as digital technology is becoming embedded through mainstream curricula, education, and learning.

Activities conducted in the year 2023-24 for the implementation of the project were:

- a) Instrument Development Meeting: An Instrument Development Meeting was organised on June 15, 2023. The aim of the meeting was to seek comments from experts on research instruments developed for the collection of data for the study on Integrating Digital Technology with Teaching and Learning in Indian Higher Education. 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 is scheduled to be conducted in September-October 2023 to finalise the instruments.
- b) First Research Methodology Workshop: The study was launched after the organisation of the first research methodology workshop (RMW) organised on January 22-23, 2024. The RMW was attended by research teams from the following higher education institutions: Pondicherry University, Puducherry; Lovely Professional University, Punjab; Savitribai Phule Pune University, Maharashtra; Netaji Subhas Open University, West Bengal; Indian Institute of Technology, Kharagpur, West Bengal. The research methodology workshop helped in orienting the research team to the details of

the instruments and helped develop a shared understanding on the research proposal, key questions and objectives, research tools and method of collecting the data and the implementation plan.

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

This 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). This project takes a key finding from the first project, which has significant potential for 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. A research advisory group (RAG) was constituted to advise and guide the implementation of the project. The meeting was held in October 2022. A detailed research proposal consisting of an extensive literature review, a conceptual and theoretical framework as well as the methodology for the study was presented to the group for their feedback and guidance. An instrument development meeting was also organised with the aim of seeking comments from experts on research instruments developed for the collection of data for the study in March 2023.

Activities conducted in the year 2023-24 for the implementation of the project:

- a) **First Research Methodology Workshop:** The study was launched after the organisation of the first research methodology workshop (RMW) organised on November 16-17, 2023. The RMW was attended by research teams from 12 higher education institutions: Assam: Gauhati University, Rupahi College; Chhattisgarh: PT. Ravishankar Shukla University and Fanikeshwar Nath Govt. College; Haryana: Kurukshetra University, Maharshi Dayanand Govt. Girls College, KVA DAV College for Women; Kerala: University of Calicut Team and CHMKM Govt Arts and Science College, Tanur; Maharashtra: Dr. Babasaheb Ambedkar Marathwada University and Deogiri College; Odisha: Utkal University and U.N. Autonomous College. The research methodology workshop helped in orienting the research team to the details of the instruments and helped develop a shared understanding on the research proposal, key questions and objectives, research tools and method of collecting the data and the implementation plan.

7.3.4 *On Request Research Study: Assessment and Evaluation in Telangana's Higher Education*

The CPRHE/NIEPA was requested by the Telangana State Council of Higher Education, Commissionerate of Collegiate Education and Indian School of Business to carry out the study "Assessment and Evaluation in Telangana's Higher Education." The Telangana State Council of Higher Education (TSCHE) and the Commissionerate of Collegiate Education, Government of Telangana, have been focused on getting the human capital of Telangana future-ready by constantly upgrading various aspects of higher education. The Commissionerate is aspiring to revisit the assessment systems followed in the state significantly to move away from assessments skewed towards marks and rote-learning.

Through backward integration of pedagogical changes and extensive teacher training, a transformation is envisioned with more focus on fieldwork, project work, experiments, and action learning to promote critical thinking and applied skills to get the state's human capital future ready. The goal is to move beyond the current conventional examinations system and explore introducing comprehensive 'assessment systems' comparable to the best in the world and bring about a quantum improvement in the learning outcomes in the state of Telangana. Working along with the TSCHE and various public universities in the state, the Commissionerate has commissioned a comprehensive study leading to specific recommendations in the area of improving current frameworks of "assessments." In this regard, CPRHE/NIEPA is supporting Telangana State Council of Higher Education and Commissionerate of Collegiate Education and Indian School of Business in carrying out an appropriate time-bound study leading to specific recommendations. The study mainly aims to study and evaluate the current assessment frameworks (examinations) of colleges and universities in the state of Telangana: Determine the knowledge and skills that needs to be assessed, by forecasting future market requirements. Recommend specific changes and next steps to the student assessment process aligned with NEP objectives to make Telangana an exemplar state for introducing next-generation assessment systems. A meeting was held of all stakeholders in Telangana SCHE Office, Hyderabad in 2022; interviews conducted with the college principals and a student and teacher survey launched in 2023. The data was analysed, report prepared and submitted in 2023-2024.

8

Research Methodology Workshops

- The second methodology workshop of the research project College Readiness and Student Success in Higher Education in India was held at NIEPA on 18 and 19 October, 2023 to discuss the analytical framework. The workshop was attended by research teams from five higher education institutions located in Assam, Kerala, Maharashtra, Bihar and Delhi.



Second Research Methodology Workshop on College Readiness and Student Success in Higher Education in India held on 18-19 October, 2023

- First Methodology Workshop on “Widening Access to Higher Education in India: Institutional Approaches”, November 16 - 17, 2023. The study was launched after the organisation of the first research methodology workshop (RMW) organised on November 16-17, 2023. The RMW was attended by research teams from twelve higher education institutions spread across different states in India.



First Methodology Workshop on Widening Access to Higher Education in India: Institutional Approaches held on November 16 - 17, 2023

- First methodology workshop on “Integrating Digital Technology with Teaching and Learning in Indian Higher Education,” January 22-23, 2024. The study was launched after the organisation of the first research methodology workshop (RMW) organised on January 22-23, 2024. The RMW was attended by research teams from five higher education institutions located in Puducherry, Punjab, Maharashtra and West Bengal.



First Methodology Workshop on “Integrating Digital Technology with Teaching and Learning in Indian Higher Education” held on January 22-23, 2024

9.1 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 the UGC Coaching Schemes at the request of the UGC. The Centre has contributed to the NEP 2020: Implementation Strategies document developed by the 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 Framework. The Centre has been invited and has participated in various policy meetings.

9.2 Teaching and Extension Activities of the CPRHE Faculty

The CPRHE is playing an important academic role in enhancing the teaching-learning processes at NIEPA. Many of its faculty members are engaged in teaching doctoral-level classes and contributing to the curriculum planning, teaching, and evaluation of MPhil and PhD courses 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, policy research in higher education, research and development, technology integration in higher education, governance and management, and many more. Many faculty members give lectures in several

training programmes and workshops organised by NIEPA at NIEPA or outside on themes such as governance and management, financing, quality, access and equity.

The CPRHE faculty members have conducted an assessment of various schemes of the UGC which are as follows:

1. Remedial coaching for SC/ST/OBC and Minorities
2. Coaching for NET/SET for SC/ST/OBC and Minorities
3. Coaching class for entry into service for SC/ST/OBC and Minorities
4. Residential Coaching Academies' for Minorities/SCs/STs and Women
5. Junior Research Fellowship in Sciences, Humanities and Social Sciences
6. Swami Vivekanand Fellowship for Single Girl Child for Research in Social Sciences
7. Savitribai Jyotirao Phule Fellowship for Single Girl Child
8. PG Indira Gandhi Scholarship Scheme for Single Girl Child
9. PG Scholarship for University rank Holders
10. PG Scholarship for SC/ST students to pursue Professional courses
11. PG Scholarship for GATE-qualified students for ME/M.Tech.

The CPRHE faculty members have coordinated and organised the following NIEPA training programmes:

- Conducted North-East Region training programmes on themes such as governance and management, financing, quality, access and equity. These training programmes for the North-East Region were organised in Assam on 27-28 February 2024 in the area of student diversity and inclusion; on 21-22 March 2024 in the area of quality assurance; on 26-27 March 2024 in the area of financing and on March 27-28 in the area of governance and management.
- Conducted and coordinated UGC-MMTTC, NIEPA One-month Online Faculty Induction Training Programme coordinated and organised from 26 February to 23 March 2024.
- Coordinated NEP Awareness Program for Principals of Colleges of Uttar Pradesh, with IUCTE, Varanasi from March 11-13, 2024.
- The CPRHE faculty members coordinated and organised multiple UGC-MMTTC, NIEPA-NEP 2020 Orientation and Sensitization Programme for faculty members in the year 2023-24.

- Coordinating member of the Ministry of Education's Nurturing Future Leadership Programme and Learning Disability Capacity Development Programme being coordinated at NIEPA.

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.

Professor P. K. Misra has multiple responsibilities as the Director of CPRHE and a Professor at NIEPA. Professor Misra is the coordinator of the Master in Education and Development programme at NIEPA. He has successfully coordinated the course development for the MAED programme and has led the launch of the programme. Professor Misra supervises doctoral students and is engaged with teaching at PG and Doctoral levels. Dr. Misra is the coordinator from the CPRHE/NIEPA side for inter-institutional agreement between NIEPA, New Delhi and Trnava University in Trnava, Slovakia for exchange of faculty and students from both universities. He is also the recipient of the Joint Research Project under ICSSR (India) and NIHSS (South Africa) and a member of the academic bodies of several institutions and organisations in India and abroad.

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

Dr. Garima Malik has been associated with teaching Quantitative Research Methodology at NIEPA. She took sessions in the MPhil and PhD programmes at NIEPA in the year 2023-24. She has been invited as a resource person at various Human Resource Development Centre located across universities.

9.3 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 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 keeps 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.



Website Address – <http://www.cprhe.niepa.ac.in>

The Centre has a provision for inviting Visiting Fellows to stay with the Centre for fixed terms. The intention is to attract and host international faculty members and research scholars from India and abroad. The objective of the visiting fellows programme is to actively engage the visiting fellows in the Centre's activities to enhance and help the academic development of the CPRHE and NIEPA faculty, as well as improve the credibility of the work of the Centre. In 2023-24, the CPRHE/NIEPA hosted Ms Lavanya Kapoor, Sciences Po, Paris as an intern. Dr. Emily Henderson, a Reader in the Department of Education Studies, University of Warwick, continued her visiting professorship at the CPRHE/NIEPA in the year 2023-24. Dr. Nokulunga Ndlovu from the University of Witwatersrand, Johannesburg, South Africa, had a research stay in the CPRHE in relation to her ICSSR-sponsored collaborative research project with Prof. Misra titled "Technology to Promote Equity, Access and Quality in Higher Education: Policies and Practices from South Africa and India."



Professor Pradeep Kumar Misra, currently the Director CPRHE/NIEPA, 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 area of research expertise includes teacher education, educational technology, and vocational education. Professor Misra is

currently leading a national level study on Integrating Digital Technology with Teaching and Learning in Indian Higher Education. He has to his credit many research publications in journals of international repute; authored reference books; completed several R&D projects; developed educational media programmes; and supervised Doctoral 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 various academic purposes. Professor Misra is the Convenor of the Masters Programme in Education and Development at NIEPA and has coordinated the curriculum development for the programme. Prof. Misra has also developed educational media programmes and supervised PhD scholars. His extensive experience in education has taken him to many countries, spanning continents and cultures. His educational visits to many countries, including Germany, the United Kingdom, France, Denmark, Netherland, Sweden, Spain, Slovakia, Austria, New Zealand, Vietnam, Malaysia, Israel, Japan, and South Africa have enriched his understanding and broadened his perspectives. Prof. Misra has published extensively both nationally and internationally, completed research and development projects, and developed educational media programs. His recent books, *Teaching Competencies for 21st Century Teachers: Practical Approaches to Learning* (Routledge, 2024) and *Learning and Teaching for Teachers* (Springer, 2021), are not just publications but prime examples of his impactful work that resonates with teachers globally.



Dr. Nidhi S. Sabharwal is an Associate Professor at CPRHE/NIEPA, New Delhi. She holds the position of Honorary Associate Professor in the Department of Education Studies at the University of Warwick. She has previously been the In-Charge of the CPRHE/NIEPA and also served as the Director of the Indian Institute of Dalit Studies, New Delhi. Dr. Sabharwal has studied inter-group inequalities across human development indicators, focusing

on the role of caste and gender in access to market and non-market institutions, as well as dimensions of academic freedom and academic corruption. Dr. Sabharwal's current research area lies in the area of access and equity in higher education, with a focus on issues of college readiness, diversity, social inclusion and academic success of students from socially and economically disadvantaged groups. Her most recent research projects include a multi-state study on student diversity and social inclusion, an evaluation study of UGC coaching programmes in higher education and prepared modules to sensitise educational administrators and managers on issues related to student diversity and institutional strategies of inclusion in higher education institutions in India. She is a key research partner in a University of Warwick 5-year project on gender and higher education in Haryana, India. She is the Co-PI in the University of Warwick-funded project on widening access to higher education in India. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and inclusion and presented papers at various international conferences. Dr Sabharwal is the co-author of the *Lancet Series on Racism, Xenophobia, Discrimination and Health* (The Lancet, 2022), the co-author of *Caste, Discrimination, And Exclusion in Modern India* (Sage, 2015), co-editor of *Bridging the Social Gap: Perspectives on Dalit Empowerment* (Sage, 2014), co-editor of *India Higher Education Report 2016: Equity in Higher Education* (Sage, 2018), co-editor of *India Higher Education Report 2022: Women in Higher Education*, (Routledge, 2023) and co-author of *Gendering the Massification Generation: Higher Education Access and Choice in India*, (Routledge, 2024).



Dr. Garima Malik is an Assistant Professor at the 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 Pricewaterhouse Coopers. At CPRHE, she coordinated a major research

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



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

of Delhi and a Research Associate at the Centre for International Education, University of Sussex. Dr. Pachauri has facilitated courses on ‘Teacher Education and Policy’ and conducted research methodology workshops on qualitative research with several institutions. She has published articles in international journals and presented several research papers at international conferences.



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

Finance and Policy, and Indian Institute of Foreign Trade. She also taught Economics in various colleges of the University of Delhi. She has published articles in different journals, and edited books and presented papers in various national and international seminars and conferences.

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ANNEXURE IV

LIST OF RESEARCH REPORTS

1. Assessing Assessments in Higher Education: A Study of the Assessment and Evaluation Systems in Higher Education in the State of Telangana, CPRHE/NIEPA jointly with ISB-Hyderabad. Report for the Telangana State Council of Higher Education, 2023
2. Higher Education Success and Social Mobility: A Study of the UGC Coaching Schemes, by Dr. C. M. Malish and Dr. Nidhi S. Sabharwal, CPRHE Research Report. New Delhi: CPRHE/NIEPA, 2021.
3. 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.
4. 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.
5. 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.
6. Financing of Higher Education: Institutional Responses to Decline in Public Funding, by Dr. Jinusha Panigrahi, New Delhi, Synthesis Report, CPRHE/NIEPA, 2018.
7. Governance and Management of Higher Education in India, by Dr. Garima Malik, New Delhi, Synthesis Report, CPRHE/NIEPA, 2018.
8. 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.
9. Governance and Management of Higher Education in Maharashtra, by Professor Sanjeev Sonawane, Dr. Vaibhav Jadhav and Dr. Khandave Ekanath, New Delhi, CPRHE/NIEPA, 2018.
10. Governance and Management of Higher Education in Rajasthan, by Dr. Rashmi Jain, Dr. Deeptima Shukla and Dr. Nidhi Singh, New Delhi, CPRHE/NIEPA, 2018.

11. 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.
12. Teaching and Learning in Indian Higher Education, by Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
13. Teaching and Learning in Indian Higher Education: Chhattisgarh, by Professor Chandrashekhar Vazalwar, Dr. Sudhir Sudam Kaware, Dr. Payal Banerjee, New Delhi, CPRHE/NIEPA, 2018.
14. Teaching and Learning in Indian Higher Education: Gujarat, by Professor Karanam Pushpanadham, Professor S.C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.
15. 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.
16. 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.
17. Evaluation Report on National Research Professorship Scheme, by Prof. N.V. Varghese and Dr. Garima Malik, New Delhi, CPRHE/NIEPA, 2017.
18. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) Scheme, by Prof. N. V. Varghese, Dr. Anupam Pachauri and Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2017.
19. Concentration and Undersupply of Higher and Technical Institutions in India, by Prof. N. V. Varghese, Dr. J. Panigrahi & Rohtagi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2017.
20. 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.

21. 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.
22. 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.
23. Financing of Public Higher Education Institutions in Uttarakhand: A Study of Flow of Funds and Their Utilisation: A Case Study of Kumaun University, by Professor B. D. Awasthi, Professor N. C. Dhoundiyal and Dr. Mohan Chandra Pande, New Delhi, CPRHE/NIEPA, 2017.
24. Diversity and Inclusion in Higher Education: A Study of Institutions in Selected States of India, by Dr. Nidhi S. Sabharwal and Dr. C. M. Malish, Synthesis Report, New Delhi, CPRHE/NIEPA, 2016.
25. Diversity and Inclusion 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.
26. Diversity and Inclusion 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.
27. Diversity and Inclusion 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.
28. Diversity and Inclusion 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.
29. Diversity and Inclusion 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.
30. Diversity and Inclusion 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.

31. Teacher Recruitment in Higher Education in India; the Role of National Eligibility Test, by Prof. N. V. Varghese, Dr. Garima Malik and Dr. Dharma Rakshit Gautam, Research Report submitted to University Grants Commission (UGC), Government of India, New Delhi, 2015.
32. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level, by Dr. Anupam Pachauri, Synthesis Report, New Delhi, CPRHE-NIEPA.
33. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Madhya Pradesh, by Dr. K. Agnihotri, Dr. M. Varma and S. Dwivedi, New Delhi, CPRHE-NIEPA, 2017.
34. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Karnataka, by Dr. N. Betsur, Dr. K. B. Praveena and Dr. B. D. Rayan, New Delhi, CPRHE-NIEPA, 2017.
35. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Meghalaya, by Dr. B. Bazeley, Dr. D. Nongkynrih and Dr. I. S. Khyreim, New Delhi, CPRHE-NIEPA, 2017.
36. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Rajasthan by Dr. S. Lodha, Dr. N. Paliwal and Dr. B. Pokharna, New Delhi, CPRHE-NIEPA, 2017.
37. Quality of Higher Education in India: A study of External and Internal Quality Assurance at the Institutional Level in Telangana, by Professor T. Mrunalini, Dr. Ravindranath K. Murthy, Dr. Aruna Pariti, New Delhi, CPRHE-NIEPA, 2017.

ANNEXURE V

VISITORS AT CPRHE

1. Dr. Emily Henderson
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ANNEXURE VI

INTERNATIONAL SEMINAR ON INTERNATIONALISATION OF HIGHER EDUCATION

(22-23 February 2024)
India Habitat Centre, New Delhi

DETAILED PROGRAMME

| Day 1: Thursday, 22 February (Venue: Jacaranda Hall) | |
|--|---|
| 9:00 | Registration |
| 9:30 - 10:45 | <p>Inaugural Session</p> <p>Chairperson: Shashikala Wanjari, <i>Professor and Vice-Chancellor</i>, National Institute of Educational Planning and Administration, NIEPA, New Delhi, India</p> <p>Welcome Address: Pradeep Kumar Misra, <i>Professor and Director</i>, CPRHE, NIEPA, New Delhi, India</p> <p>Opening Remarks: Helen Silvester, <i>Regional Director</i>, British Council, India</p> <p>Keynote Address: Philip G. Altbach, <i>Professor Emeritus</i>, Centre for International Higher Education, Boston College, USA</p> <p>Release of CPRHE/NIEPA Publications</p> <p>Financing of Higher Education: Traditional Approaches & Innovative Strategies, Springer Nature</p> <p>India Higher Education Report 2022: Women in Higher Education, Routledge</p> <p>Teaching Competencies for 21st Century Teachers: Practical Approaches to Learning, Routledge</p> <p>Gendering the Massification Generation: Higher Education Access and Choice in India, Routledge</p> <p>Vote of Thanks: Jinusha Panigrahi, <i>Assistant Professor</i>, Centre for Policy Research in Higher Education, NIEPA, New Delhi</p> <p>Rapporteur: Nidhi S. Sabharwal, <i>Associate Professor</i>, CPRHE, NIEPA, New Delhi, India</p> |
| 10:45 - 11:15 | Coffee and Networking (Venue: Pre-Function Area) |

| | |
|---------------|--|
| 11:15-13:00 | <p>Plenary Session 1: Globalisation versus Internationalisation of Higher Education Concerning Digital and Distance Learning Modes, Student Mobility, Faculty Exchange & Commercial Establishments</p> <p>Chairperson: Sanjeev Sonawane, <i>Vice-Chancellor</i>, Yashwantrao Chavan Maharashtra Open University (YCMOU), Maharashtra, India</p> |
| 11:15 - 11:30 | <p>Keynote Address: N. V. Varghese, <i>Distinguished Visiting Professor</i>, IIT Bombay, India</p> |
| 11:30-12:30 | <p>Speakers</p> <ol style="list-style-type: none"> 1. Raghunathan Rangaswamy, <i>Dean</i>, Global Engagement, IIT Madras, Chennai, India 2. Rupa Chanda, <i>Professor</i>, IIM Bangalore, Karnataka, India and Pralok Gupta, <i>Associate Professor</i>, Centre for WTO Studies, IIFT, New Delhi, India, and Saarthak Sharma, <i>Research Fellow</i>, Centre for WTO Studies, IIFT, India 3. R. Baskaran, <i>Professor & Director</i>, Centre for International Relations (CIR), Anna University, Chennai, India, Giridev V.R., <i>Professor</i>, AC College of Technology, CIR, and Vidhya R., <i>Associate Professor & Deputy Director</i>, CIR, Anna University, Chennai, India 4. Aneta Hayes, <i>Dean of Internationalisation</i>, Faculty of Humanities and Social Sciences, Keele University, UK <p>Discussant: CB Sharma, <i>Professor</i>, School of Education, IGNOU, New Delhi, India</p> |
| 12:30 - 13:00 | <p>Open for Discussion</p> <p>Rapporteur: Binay Prasad, <i>Deputy Advisor</i>, Unit for International Cooperation (UIC), NIEPA, New Delhi, India</p> |
| 13:00-14:00 | <p>Lunch (Venue: Pre-function Area)</p> |
| 14:00-15:45 | <p>Plenary Session 2: Curriculum Reforms, Credit Transfer and Global Convention on Qualifications for Internationalisation at Home and Abroad</p> <p>Chairperson: Nirmaljeet Singh Kalsi, <i>Chairperson</i>, National Council for Vocational Education and Training, Ministry of Skill Development and Entrepreneurship, GoI, New Delhi.</p> |
| 14:00-14:15 | <p>Keynote Address: Pankaj Mittal, <i>Secretary General</i>, Association of Indian Universities, New Delhi, India</p> |

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|---------------|--|
| 14:15-15:15 | <p>Speakers</p> <ol style="list-style-type: none"> 1. Neeta Inamdar, <i>Professor and Head</i>, Manipal Academy of Higher Education, Karnataka, India 2. Catherine Montgomery, <i>Professor</i>, School of Education, Durham University, UK 3. Maria Yudkevich, <i>Research Fellow</i>, Boston College, USA 4. Neeru Snehi, <i>Professor</i>, NIEPA, New Delhi, India and Nitika, PhD Scholar, NIEPA, New Delhi, India <p>Discussant: Ajit K. Motwani, <i>Head</i>, Indian Institute of Management Ahmedabad, Gujarat, India</p> |
| 15:15-15:45 | <p>Open for Discussion</p> <p>Rapporteur: Mona Sedwal, <i>Assistant Professor</i>, Dept. of Training & Development Professional in Education, NIEPA, New Delhi, India</p> |
| 15:45 - 16:00 | <p>Coffee and Networking (Venue: Pre-function Area)</p> |
| 16:00 - 17:15 | <p>Plenary Session 3: Labour Market and Factors Affecting the Global Flow of Tertiary Level Students</p> <p>Chairperson: Mona Khare, <i>Professor and Head</i>, Department of Educational Finance, NIEPA, New Delhi, India</p> |
| 16:00-16:15 | <p>Keynote Address: Sanjay Srivastava, <i>Professor and Vice-Chancellor</i>, Mahatma Gandhi Central University, Bihar, India</p> |
| 16:15-16:45 | <p>Speakers</p> <ol style="list-style-type: none"> 1. Kinjal V. Ahir, <i>Professor & Head</i>, Sardar Patel University, Gujarat, and K.M. Joshi, <i>Professor and Head</i>, M.K.B. University, Gujarat, India 2. Anirban Chakraborty, <i>Head</i>, Research Planning and Management Group, TCG CREST, Kolkata, India 3. Shekhar Tokas, <i>Assistant Professor</i>, Ambedkar University, Delhi, India <p>Discussant: Piruthivi Sukumar, <i>Pro-Dean International</i>, Faculty of Medicine and Health, University of Leeds, UK</p> |
| 16:45-17:15 | <p>Open for Discussion</p> <p>Rapporteur: Pradeep Kumar Choudhury, <i>Assistant Professor</i>, ZHCES, School of Social Sciences, JNU, New Delhi, India</p> |

| Day 2: Friday, 23 February (Venue: Juniper Hall) | |
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| 9:30-11:15 | <p>Plenary Session 4: Assessment of Quality, Accreditation and Regulations for Internationalisation of Higher Education</p> <p>Chairperson: Prof. Raghavendra Prasad Tiwari, <i>Vice-Chancellor</i>, Central University of Punjab, Punjab, India</p> |
| 9:30-9:45 | <p>Keynote Address: Mary Stiansy, <i>Pro-Vice-Chancellor</i> International Learning & Teaching, University of London, UK</p> |
| 9:45-10:45 | <p>Speakers</p> <ol style="list-style-type: none"> 1. Furqan Qamar, <i>Professor</i>, Jamia Millia Islamia, New Delhi, India and Hassan Ahmad, <i>Junior Research Fellow</i>, Jamia Millia Islamia 2. Fabrizio Trifiro, <i>Head</i>, Ecctis, UK 3. Saumen Chattopadhyay, <i>Professor</i>, Jawaharlal Nehru University, New Delhi, India 4. Amarendra Pani, <i>Joint Director/Director (I/C)</i>, Association of Indian Universities, New Delhi, India and Rahul, <i>Assistant Professor</i>, Sri Venkateswara College, University of Delhi, Delhi, India <p>Discussant: Christabel Royan, <i>Director</i>, Nordic Centre in India (NCI), New Delhi, India</p> |
| 10:45-11:15 | <p>Open for Discussion</p> <p>Rapporteur: Anupam Pachauri, <i>Assistant Professor</i>, CPRHE, NIEPA, New Delhi, India.</p> |
| 11:15-11:30 | <p>Coffee and Networking (Venue: Pre-function Area)</p> |
| 11:30-13:00 | <p>Plenary Session 5: Financing, Affordability and Equity Concerns in Internationalisation of Higher Education.</p> <p>Chairperson: Manisha Priyam, <i>Professor</i>, Dept. of Education Policy, NIEPA, New Delhi, India.</p> |
| 11:30-11:45 | <p>Keynote Address: G. D. Sharma, <i>Professor and President</i>, Society of Education and Economic Development (SEED), New Delhi, India</p> |

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| 11:45-12:30 | <p>Speakers</p> <ol style="list-style-type: none"> 1. Iris BenDavid Hadar, <i>Senior Lecturer</i>, Bar-Ilan University, Israel 2. James Gomes, <i>Dean</i>, IIT Delhi and Srishti Joshi, <i>Coordinator</i>, International Programs, IIT Delhi, New Delhi, India 3. C. Krishnan, <i>Professor & Head</i>, Central University of South Bihar, Bihar, India and Md. Asraul Hoque, <i>ICSSR Doctoral Fellow</i>, Department of Development Studies, Central University of South Bihar, India 4. Jinusha Panigrahi, <i>Assistant Professor</i>, CPRHE, NIEPA, New Delhi, India <p>Discussant: Amrita Sadarangani, <i>Head</i>, College of Science & Engineering Partnership, University of Edinburgh, UK</p> |
| 12:30-13:00 | <p>Open for Discussion</p> <p>Rapporteur: N. K. Mohanty, <i>Assistant Professor</i>, Department of Educational Planning, NIEPA, New Delhi, India</p> |
| 13:00-14:00 | <p>Lunch</p> |
| 14:00-15:30 | <p>Plenary Session 6: Collaborations/Partnerships for Internationalisation in Higher Education and Developing the Systemic and Institutional Capacity of Indian Higher Education Institutions</p> <p>Chairperson: Ravindra Kulkarni, <i>Vice-Chancellor</i>, Mumbai University, Maharashtra, India</p> |
| 14:00-14:15 | <p>Keynote Address: Shashank Shah, <i>Sr. Specialist</i> (Higher Education)/ <i>Director</i> (Strategic Communications), NITI Aayog, New Delhi, India</p> |
| 14:15-15:00 | <p>Speakers</p> <ol style="list-style-type: none"> 1. Akiyoshi Yonezawa, <i>Director & Professor</i>, Office of Institutional Research, Tohoku University, Japan 2. Nicholas Booker, <i>Co-Founder</i>, IndoGenious, New Delhi, India 3. Emon Nandi, <i>Assistant Professor</i>, TISS Mumbai, India 4. Eldho Mathews, <i>Programme Officer</i> (Internationalisation of Higher Education), The Kerala State Higher Education Council, Thiruvananthapuram, Kerala, India <p>Discussant: Mohan Kumar, <i>Former Ambassador</i>, O.P. Jindal Global University, Haryana, India</p> |

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| 15:00-15:30 | Open for Discussion Rapporteur: Suman Negi, <i>Assistant Professor</i> , Department of Educational Planning, NIEPA, New Delhi, India |
| 15:30-15:45 | Coffee and Networking (Venue: Pre-function Area) |
| 15:45-16:45 | Panelist: <ol style="list-style-type: none"> 1. Neeta Prasad, <i>Joint Secretary</i> (P & ICC), Ministry of Education, New Delhi, India 2. Harshit Mishra, <i>Deputy Adviser</i> (Education), NITI Aayog, New Delhi, India 3. Archana Thakur, <i>Joint Secretary</i>, University Grants Commission, New Delhi, India 4. Rittika Chanda Parruck, <i>Director Education India</i>, British Council, New Delhi, India 5. Ashok Kumar Gaba, <i>Professor</i>, School of Vocational Education & Training (SOVET), Indira Gandhi National Open University, New Delhi, India |
| 16:45-17:15 | Open for Discussion |
| 17:15-17:30 | Concluding Remarks: Shashikala Wanjari, <i>Professor and Vice-Chancellor</i> , NIEPA, New Delhi, India Vote of Thanks: Jinusha Panigrahi, <i>Assistant Professor</i> , CPRHE, NIEPA, New Delhi, India Rapporteur: Garima Malik, <i>Assistant Professor</i> , CPRHE, NIEPA, New Delhi, India |
| Departure | |

ANNEXURE VIII

FACULTY AND ADMINISTRATIVE STAFF

Vice-Chancellor

Prof. Shashikala Wanjari

Vice-Chancellor

NIEPA, New Delhi (from 07.06.2023 onwards)

Prof. Sudhanshu Bhushan

Vice-Chancellor (I/c)

NIEPA, New Delhi (up to 06.06.2023)

Department of Educational Planning

K. Biswal, *Professor and Head*

P. Geetha Rani, *Professor*

Santwana G. Mishra, *Associate Professor*

N.K. Mohanty, *Assistant Professor*

Suman Negi, *Assistant Professor*

Department of Educational Administration

Kumar Suresh, *Professor and Head*

Vineeta Sirohi, *Professor*

Anshu Srivastava, *Associate Professor*

V. Sucharita, *Assistant Professor*

Department of Educational Finance

Mona Khare, *Professor and Head*

Vetukuri P.S. Raju, *Assistant Professor* (On Lien w.e.f. 22.11.2023)

Department of Educational Policy

Avinash K. Singh, *Professor and Head*

Veera Gupta, *Professor* (On Lien w.e.f. 18.10.2023)

Manisha Priyam, *Professor*

S.K. Mallik, *Assistant Professor*

Department of School and Non-Formal Education

Pranati Panda, *Professor and Head*

Madhumita Bandyopadhyay, *Professor*

Sunita Chugh, *Professor* (Superannuated on 30.04.2023)

Amit Gautam, *Associate Professor*

A.N. Reddy, *Assistant Professor*

Kashyapi Awasthi, *Assistant Professor*

Department of Higher and Professional Education

Sudhanshu Bhushan, *Professor and Head*

Aarti Srivastava, *Professor*

Neeru Snehi, *Professor*

Sangeeta Angom, *Associate Professor*

Department of Educational Management Information System

Department of Training and Capacity Building in Education

B.K. Panda, *Professor and Head*

(Superannuated on 30.01.2024)

Vineeta Sirohi, *Professor and Head (I/c)* (from 01.02.2024)

Mona Sedwal, *Assistant Professor*

Computer Centre

K. Srinivas, *Professor and Head*

National Centre for School Leadership

Shashikala G. Wanjari, *Head*

(w.e.f. from 19.01.2024 onwards)

A.K. Singh, *Professor and Head* (up to 18.01.2024)

Santwana G. Mishra, *Incharge*
(from 19.01.2024 onwards)

Sunita Chugh, *Professor*

(Superannuated on 30.04.2023)

Subitha G. V., *Assistant Professor*

Charu Smita Malik, *Assistant Professor*

Shadma Absar, *Assistant Professor*

Puja Singhal, *Assistant Professor*

(Resigned on 29.02.2024)

Centre for Policy Research in Higher Education

Pradeep Kumar Misra, *Professor and Director*

Nidhi Sadana Sabharwal, *Associate Professor*

Anupam Pachauri, *Assistant Professor*

Garima Malik, *Assistant Professor*

Jinusha Panigrahi, *Assistant Professor*

School Standard and Evaluation Unit

Pranati Panda, *Professor and Head*

Rasmita Das Swain, *Professor*

A.N. Reddy, *Assistant Professor*

Project Management Unit

K. Srinivas, *Professor and Head*

ADMINISTRATION AND ACADEMIC SUPPORT

Registrar

Dr. Sandeep Chatterjee (Resigned on 17.08.2023)

Shri Nishant Sinha, Registrar (I/c)
(from 18.08.2023)

Administrative Officer

D.S. Thakur, *Administrative Officer (I/c)*
(up to 28.02.2024)

Satish Kumar, *Administrative Officer (I/c)*
(from 29.02.2024 onwards)

General Administration Section

Chander Prakash, *SO(GA)*
(Superannuated on 30.04.2023)

Satish Kumar, *Incharge* (up to 24.01.2024)

Section Officer (from 25.01.2024)

Establishment Section

Bharat Bhushan Jain, *Incharge* (up to 24.01.2024)

Section Officer (from 25.01.2024)

Finance and Accounts Section

Nishant Sinha, *Finance Officer*

Kamal Kumar Gupta, *Incharge* (up to 24.01.2024)

Section Officer (from 25.01.2024)

Training Cell

Satish Kumar, *Incharge* (up to 24.01.2024)

Section Officer (from 25.01.2024)

Student Affair Section

Sonam Anand Sagar, *Incharge* (up to 24.01.2024)

Section Officer (from 25.01.2024)

Publication Unit

Amit Singhal, *Deputy Publication Officer*

Hindi Cell

Ravi Prakash Singh, *Hindi Editor*

Manoj Gaur, *Junior Translation Officer*

Library and Documentation Centre

Puja Singh, *Librarian*

D.S. Thakur, *Documentation Officer*

Computer Centre

K. Srinivas, *Head*

Chandra Kumar M.J., *Systems Analyst*

Hostel

Puja Singh, *Lady Assistant Warden* (from 29.08.2023)



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