

conhe report

2014-15



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



cphe report

2014-15



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

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

© National University of Educational Planning and Administration, 2015
(Declared by Government of India under Section 3 of the UGC Act, 1956)

First Published – September 2015 (3 H)

Reprint - February 2016 (2H)

Reprint - June 2016 (1.5H)

All rights reserved. No part of this publication may be reproduced stored in a retrieval system or transmitted in any form or by any means, electronics, magnetic tape, mechanical, photocopying, recording or otherwise, without permission in writing from NUEPA.

Published by the Registrar

National University of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi and Designed at Chirajn Advertising,
New Delhi & Printed at M/s Anil Offset and Packaging, New Delhi.

CONTENTS

CPRHE Report 2014-15

Introduction	03
1. Organisational Structure of the Centre for Policy Research in Higher Education	05
2. The Mission and Core Functions of the Centre	06
3. The CPRHE Programme Framework	08
4. The CPRHE Activities	09
4.1 State Higher Education Council (SHEC) Consultative Meeting	09
4.2 India Higher Education Report (IHER) 2014-15	10
4.3 CPRHE Research Papers Series	10
4.4 International Seminar on Massification of Higher Education in Large Academic Systems	10
4.5 Panel Discussion on Politics of Higher Education Policy and Reforms	13
4.6 Interactive Session on Research and Policy in Higher Education	13
5. Expert Committee Meetings on Research	14
6. Research Projects Launched by the CPRHE/NUEPA	15
6.1 Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions	15
6.2 Governance and Management of Higher Education in India	17
6.3 Teaching and Learning in Indian Higher Education	18
6.4 Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their utilisation	19
6.5 Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level	20
7. Research Instruments Development Workshops	21
8. Research Methodology Workshops	22
9. Faculty and Staff at CPRHE	24

10. CPRHE in NEWS	27
Annexure I	28
MEMBERS OF THE EXECUTIVE COMMITTEE OF CPRHE	
Annexure II	30
PARTICIPANTS AT THE CONSULTATIVE MEETING ON THE STATE HIGHER EDUCATION COUNCILS	
Annexure III	32
AUTHORS OF COUNTRY PAPERS AT THE INTERNATIONAL SEMINAR	
Annexure IV	33
EXTERNAL EXPERTS CONSULTED FOR CPRHE RESEARCH PROJECTS	
Annexure V	36
VISITORS AT CPRHE	
Annexure VI	37
FACULTY AND ADMINISTRATIVE STAFF	

CPRHE Report 2014-15

INTRODUCTION

After decades of slow growth, the higher education system in India showed signs of revival and fast expansion from the turn of the present century. This expansion is also a result of the permeation of market process in higher education. While expansion of the sector depended largely on public funding and public institutions in the past decades, it is now taking place in private institutions which are not funded by the state. The private institutions are enrolling a larger share of students than public institutions. According to the policy and plans, the expansion trend in higher education will continue in the coming years.

The challenges posed by expansion of the sector are many. The expansion is accompanied by widening disparities and declining quality. Empirical evidence shows that regional and group disparities have widened while the system was growing at a very high rate in the past decade. Similarly, the relevance of study programmes and quality of curriculum transaction are also questioned leading to education-skill mismatches and low quality of education. The approach to higher education development and the way the sector is to be funded and managed is changing in India. India would like to move towards developing world-class universities promoting excellence in research, teaching and knowledge. How to achieve global standards and to remain locally engaged is a major challenge in higher education in India.

A move towards achieving these objectives needs policy support and long term plans based on empirical evidence. The decision-making needs to be evidence-based and research supported. However, higher education policy and planning have not been an important area of research in the universities and institutions of higher education in India. The establishment of the Centre for Policy Research in Higher Education (CPRHE) as a specialised academic Centre in the National University of Educational Planning and Administration (NUEPA) is an effort to promote research and empirical analyses to support policy and planning in higher education in India.

**Box 1:
Higher Education Policy Research**

India does not have any major higher education research centre or a group of researchers focusing on this key subject. Higher education, as an academic subject, is not taught at Indian universities. As a result, there is a dearth of dependable, reliable, fact-based, unbiased, ideology-neutral policy information about Indian higher education. It is important for the country to create an ecosystem for higher quality policy research on higher education. In the Twelfth Plan, a network of centres for higher education research, located in institutions that have the expertise for such research activity, will be created.

pg. 122, Annexure IV, Twelfth Plan Document, Government of India

The mission of the CPRHE is to generate knowledge, promote research and policy analysis, to facilitate dialogue among Central and State governments in support of formulation and implementation of policies, plans and programmes for higher education development in the country. The Centre, after consultations with the policy and planning bodies and taking into account current national priorities, focuses on the following areas for research in the initial stages : expansion, diversity, inclusion and equity, quality and relevance; teaching and learning, governance and management, private higher education, financing of higher education, employability of higher education graduates and internationalisation of higher education.

1

ORGANISATIONAL STRUCTURE OF THE CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

The CPRHE is established in NUEPA as a specialised Centre in the area of higher education policy and planning. The Centre is funded by the University Grants Commission. The Centre enjoys autonomy to develop and implement its own research agenda and other programmes; and mobilise resources. The activities of the Centre are guided by an Executive Committee which reviews and approves its annual work plan and budget before it is submitted to the Board of Management of NUEPA for final approval. The Vice-Chancellor, NUEPA acts as chairperson and the Director of the Centre as Vice-Chairperson of the Executive Committee. The Executive Committee consists of academia and senior-level policy-makers, with representation from UGC, Department of Higher Education, MHRD and NITI Ayog (list of EC members is given in Annexure I).

The Director of the Centre joined in November 2013. The initial efforts were to develop a perspective plan and to recruit academic staff members. A perspective plan and programme framework of the Centre was developed by the end of 2013 and staff recruitment processes were completed in the first half of 2014. The Centre became functional when the first group of faculty members joined the Centre and was formally inaugurated by Professor R. Govinda, Vice-Chancellor, NUEPA on July 23, 2014. This report covers the activities of the Centre for the period ending on March 31, 2015.

The Centre promotes inter-disciplinary research and it is reflected in the recruitment of its faculty. The academic staff of the Centre consists of its Director and a group of core professional staff consisting of Professors, Associate Professors and Assistant Professors. All the professional staff members hold research degrees (doctoral degrees) in various disciplines aligned to education. In addition, the Centre has support staff, to help research, data entry and analysis, and administrative staff. The Centre is located in the guest house of the NUEPA, New Delhi.

2

THE MISSION AND CORE FUNCTIONS OF THE CENTRE

Mission

The overarching mission of the CPRHE is to contribute to the generation, sharing and application of knowledge required for the formulation of policies, plans and programmes designed for development of education in India. The Centre will focus its efforts on the current national priorities in the four inter-related areas: expanding and improving the provision of higher education; ensuring equity and inclusion; improving the quality and relevance; and improving governance and management. It will foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards, on the one hand, and to remain locally engaged, on the other.

Core Functions

The core functions of the Centre will include the following:

- Provide leadership on matters relating to policy analysis, planning and research in higher education;
- Serve as a knowledge warehouse and a cutting-edge centre of research and analysis in the area of higher education, and as a think tank on higher education, engaged in promoting scholarly policy discourse on different aspects of higher education development and management in India.
- Undertake and sponsor policy research and analysis for generating and expanding the knowledge base required to inform and support decisions concerning higher education reforms, aimed at expanding and improving the provision of higher education, ensuring equity and inclusion, improving the quality and the relevance, and improving the governance and management of higher education. The thrust areas of research will include access and equity in higher education, quality improvement focusing on research and teaching; institutional autonomy, accreditation and assessment, financing of higher education, private higher education, and governance;
- Assess/analyse trends in higher education development, both at the state and national levels, and disseminating them through publications and regional/national conferences and consultation meetings to facilitate the formulation of policy responses and programmatic interventions required for achieving the higher education development goals and targets.

- Strengthen institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- Provide technical assistance to central/state governments and UGC to help them evolve a long-term perspective plan for development of higher education and develop effective governance structures and appropriate strategies for attaining the higher education sector development goals and targets in a sustainable manner;
- Facilitate sharing and transfer of knowledge, including dissemination of information on research and innovations, lessons learned, case studies, and effective practices, relating to different aspects of higher education, among various stakeholders at state/UT and national levels (through print and electronic forms, and seminars/conferences etc.). This is aimed at facilitating the formulation of evidence-based policy options and programmatic initiatives required to achieve the higher education sector development goals and targets;
- Foster policy dialogues on issues concerning higher education development and management involving State-level education authorities, universities and other stakeholders engaged in seeking appropriate policy responses and programmatic interventions to improve higher education policies, planning, management and financing;
- Networking with educational researchers and practitioners, universities, bodies like the Association of Indian Universities, and research institutions in higher education and social sciences in India and abroad, international institutions and organizations, in order to facilitate improved cooperation between all partners involved in higher education development and management, and exchange of experiences and know-how for addressing key education sector- related challenges and improving policy analysis and research in higher education.
- Advocacy for promoting the adoption of effective higher education policies/practices and the formulation of effective programmatic interventions for achieving the higher education development goals and targets set by each of the states/universities.

3

THE CPRHE PROGRAMME FRAMEWORK

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

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

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

- Meeting with representatives from UGC, MHRD and Planning Commission to discuss the research priorities and activities of the CPRHE on February 4, 2014.
- Meeting of the Executive Committee on February 26, 2014 to discuss the Perspective plan and programme framework of the CPRHE.

The Perspective plan and programme framework and the priority areas of research were further submitted and were approved in the Academic Council and Board of Management of NUEPA.

From these discussions, the Centre planned to organise four activities on a regular basis in all the years. 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 entitled India Higher Education Report (IHER); iv) Engagement with the state-level policy-makers through Chairpersons of the SHECs; iv) Organisation of national seminars to disseminate the research findings; iv) Organisation of an International Seminar on a selected theme; and v) Bring out research publications.

4

THE CPRHE ACTIVITIES**4.1 State Higher Education Council (SHEC) Consultative Meeting**

The National Policy on Education 1986 envisaged setting up State Councils of Higher Education (SCHE) to strengthen higher education policy and planning at the state levels; the University Grants Commission (UGC) issued guidelines to set up SHECs in 1988. Some states were very pro-active in setting up the SHECs while most of the states did not setup SHECs.

According to the UGC guidelines, SHECs are entrusted with planning and coordination, academic, advisory and administrative functions. The Twelfth Five Year Plan National Mission on Higher Education (RUSA) 2013 has placed greater premium on the need for state- level planning for higher education, wherein state councils for higher education are expected to play a key role. The centrally sponsored programme of RUSA relies on SHECs for the planning and implementation in each of the states. As of March 2014 eight states have established SHECs and other states are in the process of setting up their SHECs.

Although all the SHECs were established under the same regulations and norms, they vary in terms of functions undertaken. Given these concerns, the Centre, in consultation with the UGC, MHRD and Planning Commission, organised a meeting of the chairpersons of the SHECs on March 25-26, 2014 in New Delhi.

The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state- level planning for higher education and to bring different state councils to share their experiences and devise the agenda for the future.

The participants of the consultative meeting were representatives from all the existing SHECs of Andhra Pradesh, Tamil Nadu, Kerala, Karnataka, West Bengal, Uttar Pradesh, Haryana, Maharashtra and Gujarat. A total of 13 SHEC representatives participated in the meeting.

Shri Ashok Thakur, Secretary, Higher Education, MHRD, Shri R.P. Sisodia, Joint Secretary, Higher Education, MHRD and Mission Director of RUSA, Shri Pawan Agarwal, Advisor, Higher Education, Planning Commission were special invitees to interact with the representatives (see Annexure II).

4.2 India Higher Education Report (IHER) 2014-15

CPRHE/NUEPA has initiated a publication on Indian higher education entitled 'India Higher Education Report' (IHER). The IHER aims to focus on the current issues and challenges facing the higher education sector in India. It is envisaged that IHER may become an annual publication and serve as a good reference document for researchers and policy-makers in India. It was felt that the first issue of the IHER report should be comprehensive and should have articles on major issues and challenges facing higher education in the country. The specific themes included in the IHER 2015 are: i) The Higher Education Context i.e., Policies, Commission and Committees; ii) Equity in Higher Education; iii) Quality in Higher Education; iv) Diversification of the System, v) Employment of the Higher Education Graduates; vi) Financing of Higher Education; vii) Private Higher Education; viii) Governance and Management; and ix) Internationalisation.

The Centre developed a concept note for the IHER, the prospective authors of different chapters were identified in July and abstracts of the papers were invited. The first Peer review meeting to discuss the framework and individual chapters, based on the abstract, was organised on July 25, 2014. Based on the discussions, the authors were requested to develop their papers and another Peer review meeting of the authors of the IHER-2015 was held on October 29, 2014. A document containing extensive comments was prepared by the Centre and was sent to the authors for revision of their papers. The final versions of the papers were received by January 2015. The Centre finalised the papers and the manuscript was finalised for publication. Meanwhile, the Centre was engaged in negotiations with publishers and contacted Routledge for publication of the IHER Report 2015. This report is under publication.

4.3 CPRHE Research Papers Series

The CPRHE is planning to bring out a regular publication Series entitled CPRHE Research Papers. The purpose of this series is to disseminate the research carried out in the Centre and to continue a dialogue with researchers and policy-makers. These papers will be written by the CPRHE faculty members or research teams or prepared by others on the request of CPRHE. First three papers in the series are in the process of publication and will be soon brought out.

4.4 International Seminar on Massification of Higher Education in Large Academic Systems

The global higher education system has expanded very fast from the close of the past century. While the developed countries have universalised their educational systems, most of the middle income countries have massified their higher education and the growth rate of the sector is the highest in many less developed economies. The expansion of the system has posed several challenges, especially in the large systems.

The international seminar was a follow-up to the discussions that took place at the British Council's Going Global conference in Miami in May 2014 where there was a consensus among all participant countries to have a continued discussion with and cooperation among countries with large systems. The meeting concluded with a proposal to organise a seminar on implications of massification on large system countries. The Indian delegation, led by Secretary Higher Education, MHRD, agreed to host an international seminar on massification in large systems in Delhi. The Delhi Seminar was organised jointly by the CPRHE/NUEPA, India and the British Council.

The Seminar brought together policy-makers and experts from the largest higher education systems in the world. The countries involved are India, China, Brazil, Indonesia, Nigeria, Pakistan, Russia, USA and the UK. The Indian participants included academics, policy-makers and representatives from UGC, MHRD, Planning Commission, SHECs etc. Each of the nine participating countries prepared a country paper focusing on the challenges of massification of higher education and their implications for governance and management, modes of financing, the academic profession and quality assurance. The CPRHE prepared the country paper for India (see Annexure III for the list of authors of country papers).

The seminar was held on November 10-11, 2014 at the Hotel Jaypee Vasant Continental, New Delhi. The seminar was inaugurated by Professor Ved Prakash, Chairman, University Grants Commission of India. The seminar attracted nearly 90 participants from India and abroad. The seminar was managed by a team consisting of N.V. Varghese and Jinusha Panigrahi of the CPRHE/NUEPA and Richard Everitt, Lynne Heslop and Manjula Rao of the British Council.



Picture 1: Inaugural Address at the International Seminar was delivered by Professor Ved Prakash, Chairman, UGC. Sitting on the dais from left to right are- Mr. Pawan Aggarwal, DSDE, Government of India; Ms. Gill Caldicott, British Council; Professor N. V. Varghese, Director, CPRHE, Dr. Jinusha Panigrahi, Faculty, CPRHE

The deliberations in the seminar highlighted the fact that higher education system has been expanding at an unprecedented rate in the first decade of the present century. The global enrolment in higher education increased from 100 million in 2000 to 177.6 million in 2010, accounting for an average annual increase of around 7.6 million students. The participating countries collectively account for more than half of the total higher education enrolment in the world. Among the participating countries, the Russian Federation, the UK and USA have universalised higher education, and while Brazil, China, India and Indonesia have massified their higher education systems, the expansions of higher education in Nigeria and Pakistan have not yet reached a stage of massification.

A larger number of countries today are dependent on non-state funding to expand their higher education sector. Among the participating countries, Brazil, India and Indonesia have relied on the private sector to massify their higher education systems, while China and the Russian Federation have relied mostly on public institutions and public funding, with USA and UK relying more on public institutions and private funding for expansion of higher education. The studies showed that equal access to higher education has not improved as was expected during a period of expansion of the system. In some countries, inequalities have widened.



Picture 2: Participants at the panel discussion on issues in higher education in countries with large academic systems at the International Seminar

The quality of higher education is a major concern in all countries although most countries have established external quality assurance (EQA) mechanisms and internal quality assurance cells. The debates on world university rankings and on how to develop world-class universities are lively in large system countries, and all participating countries, except USA and the UK, felt that their universities are not sufficiently represented on the list of the top globally ranked universities. The shortage of teaching staff is a major concern in most of the countries, except the UK and USA.

The new strategies adopted to finance higher education in the participating countries include privatisation of public institutions, promotion of private institutions and introduction of income-generating activities. Student loans have become a common mode of financing higher education in the participating countries.

The unemployment rate among the higher education graduates is on the rise. While the economic crisis may be a reason for an increase in unemployment among university graduates in the UK and USA, the major concern expressed in other countries was the education-skill mismatch. Among the large system countries, the USA and UK have a more internationalised higher education than other countries. The USA attracts the largest number of foreign students every year; the UK hosts a higher share of foreign students to their total higher education enrolment than USA. India and China are the largest sending countries. A report on the seminar is published and a volume, based on papers presented in the seminar, is expected to follow.

4.5 Panel Discussion on Politics of Higher Education Policy and Reforms

Policy-making in education involves a political and a technical process. Reform measures in higher education are the results of continued discussions and negotiations, with political parties that hold different views, with various groups holding conflicting interests and with the academic community-equally vocal and articulate about their concerns. The economic reforms of recent decades have considerably influenced higher education sector leading to the introduction of market-friendly reforms and proliferation of private institutions. The rise of middle classes has widened the possibilities of market mediated expansion of higher education in India. A Panel discussion, to reflect some of these concerns while discussing the issues related to the politics of higher education policy, was organised on November 16, 2014 by CPRHE as part of the Comparative Education Society of India (CESI) Conference 2014 held at the Conference Centre, University of Delhi, North Campus. The panellists included Professor Apoorvanand, Professor, Delhi University, Professor Pankaj Chandra, Professor, IIM Bangalore, Professor Padmini Swaminathan, Chairperson, Centre for Livelihoods, TISS, Hyderabad, Professor NV Varghese, Director, CPRHE/NUEPA. The panel discussion was coordinated by Dr. Anupam Pachauri.

4.6 Interactive Session on Research and Policy in Higher Education

CPRHE/NUEPA organised an interactive session for a group of 24 Master's degree students from the higher education program as well as other fields such as international education led by Professor Teboho Moja from New York University (NYU) on January 22, 2015. The session was designed for the NYU students to learn about the research and policy work in Higher Education in India and that are undertaken at CPRHE and in NUEPA; and share their interests. Faculty members from CPRHE/NUEPA and Department of Higher and Professional Education at NUEPA interacted with the students from NYU.

5

EXPERT COMMITTEE MEETINGS ON RESEARCH

All the research projects being implemented by the CPRHE have gone through a rigorous process of review by the experts (see Annexure IV). Separate Expert Committees for each of the project were constituted to review the proposal and to guide and advice the project implementation. The Centre organised the following expert committee meetings during the year 2014-15. All the meetings were chaired by the Director, CPRHE.

- i) The first Advisory Committee meeting of the research project on 'Diversity and Discrimination in Higher Education,' September 25, 2014. New Delhi: CPRHE/ NUEPA. The members of the Advisory Committee are Professor Sudhanshu Bhushan, Professor Kuldeep Kaur, Professor Furqan Qamar, Professor Ghanshyam Shah, Professor Meenakshi Thapan, Professor Michael Tharakan, and Professor Sukhdeo Thorat.
- ii) The first Expert Committee meeting of the research project on 'Teaching and Learning in Higher Education,' November 25, 2014. New Delhi: CPRHE/ NUEPA. The members of the Expert Committee are Professor M. M. Ansari, Professor Poonam Batra, Professor N. Jairam, Professor Santosh Panda, Professor A.K. Sharma, Professor G.D. Sharma, and Dr. Aarti Srivastava.
- iii) The first Expert Committee meeting of the research project on 'Governance and Management in Higher Education, December 04, 2014. New Delhi: CPRHE/NUEPA. The members of the Expert Committee are Professor Sudhanshu Bhushan, Professor Supriya Chaudhuri, Professor Kuldeep Mathur, and Mr. J. Veera Raghavan.
- iv) The first Expert Committee meeting of the research project on the 'Financing of higher education,' January 07, 2015. New Delhi: CPRHE/NUEPA. The members of the Expert Committee are Professor M.M. Ansari, Professor Jayati Ghosh, Professor P.R Panchamukhi, Dr. P. Geetha Rani, Professor Tridip Ray, Professor B. Shiva Reddy, and Professor Jandhyala B. G. Tilak.
- v) The first Expert Committee meeting of the research project on the 'Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level,' January 08, 2015. New Delhi: CPRHE/NUEPA. The members of the Expert Committee are Professor Sudhanshu Bhushan, Professor Sanjay Mishra, Professor Manoj Pant, Dr. Jagannath Patil, Dr. Latha Pillai, and Professor K. Sudha Rao.

6

RESEARCH PROJECTS LAUNCHED BY THE CPRHE/NU EPA

CPRHE has currently five ongoing research projects. The sixth research project on the theme of employability of higher education graduates is in the final stages of development and will soon be implemented. Summaries of the ongoing Research Projects are as follows:

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

Given the diversification of higher education system and the consequent diversity in the student population, this research project aims to explore the diversity and discrimination in the higher education campuses in India. As a result of higher education expansion and enhanced aspiration levels of families cutting across the class and caste boundaries, campuses have now become a diverse social space. As more non-traditional social groups enter into college campuses, homogenous characteristics of college-going population are gradually disappearing. Campuses are now occupied by a wide variety of students belonging to various social, economic, linguistic, gender, regional and physical ability backgrounds. Although it appears to be a positive development, existing research has raised concerns that social divisions and its associated practices, prejudices and values are getting reproduced in higher education campuses.

The research project attempts to understand the nature and forms of diversity in the campuses; and the structures and mechanisms that exist to deal with diversity and

discrimination. The project also examines how the opportunity provided by the growing diversity can be better leveraged for inculcating civic and democratic learning and to transform the institutions which are assumed to have a crucial role to play in the contemporary society. The research will explore



Picture 3: Members of the research teams from selected institutions for the research project on 'Diversity and Discrimination' at the Research Methodology workshop in NUEPA along with the Research Project Coordinators and Director, CPRHE.



Picture 4: Focus group discussion with students at one of the research institutions of the project on 'Diversity and Discrimination'

the nature and process by which HEI can be transformed to a secular social space where student acquire knowledge and skills to learn, work and live in increasingly diverse and multi-cultural society.

The study adapts a combination of quantitative and qualitative methodology for collection and analysis of

information. It involves questionnaire survey among the students, interview with faculty members, institutional leaders, faculty in-charge of various cells/committees and focus group discussions with students belonging to various socio-religious groups and gender.

The study is being implemented in institutions located across six states i.e., Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. The institutions are Patna University and Patna College; Zakir Husain Delhi College, New Delhi (affiliated to Delhi University); National Institute of Technology, Surathkal, Karnataka; Sree Kerala Varma College, Thrissur (affiliated to the University of Calicut), Sree C Achutha Menon Government College, Thrissur (affiliated to the University of Calicut); RTM Nagpur University, Vasant Rao Naik Government Institute of Arts and Social Sciences, Nagpur; Institute of Science, Nagpur; RTM Nagpur University; Jai Narayan PG College, Lucknow; and Lucknow University. The study was launched after a research methodology workshop was held for the research team members. The institution research teams are in the advance stage of data collection.

The project is funded by the ICSSR.

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

6.2 Governance and Management of Higher Education in India

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

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

The research study explores how the governance and management of Indian higher education has evolved and also aims to understand the functioning of governance and management of higher education at the national and state level. The study also examines how higher education institutions are governed and managed. The study follows a descriptive and analytical research design and a comparative approach, analysing the similarities and differences in the governance and management in the selected institutions. The study has been launched in institutions from the following states: Banaras Hindu University in Uttar Pradesh, and state universities and their affiliated colleges i.e. Bharathiar University in Tamil Nadu University of Rajasthan in Rajasthan, Kurukshetra University in Haryana and Savitribai Phule Pune University in Maharashtra, where the research team members from all these selected institutions participated in a research methodology workshop.

Project Coordinator/Principal Investigator: Dr. Garima Malik

6.3 Teaching and Learning in Indian Higher Education

Teaching and learning is considered vital for all educational sectors. The landscape of higher education in India is continuously changing, with increased international competition, diverse student composition and types of educational service providers and increasing demand of value for money and efficiency. This calls for new teaching methods among other reform prerequisites. However, there seems a lack of substantial empirical evidence on the status of teaching and learning and development of higher education faculty in India.

This study intends to know how the teaching-learning process varies among disciplines and institutions and what measures are to be taken to improve teaching and learning in Indian higher education institutions. The study looks into faculty profiles, i.e. the social, academic and professional profile of the individuals teaching in Indian higher education institutions; perceptions of teachers about their roles, their articulation and understanding about teaching, their professional development needs and priorities; what transpires as teaching-learning and institutional support to the faculty in and out of the classroom to promote teaching-learning across disciplines; and students' perception and assessment of the quality of teaching-learning experiences in their primary programs of study.

The specific objectives are to understand the process of teaching and learning in the higher education institutions (colleges and universities) in India and identify possible diversities and different practices; to understand the dynamics of teaching across a range of disciplines at bachelors' and masters' level programs; to analyse the effectiveness of teaching and institutional environment in the learning of the students in order to understand the policy priorities and policy responses in terms of teaching and learning, faculty and learner development in higher education.

The research project is a multi-state, multi-institutional study and employs mixed-methods' approach to examine teaching and learning in various academic programs across the chosen set of higher education institutions (One University and one of its affiliated colleges) in five states. The study was launched with a research methodology workshop with the research teams from the institutions i.e., Guru Ghasidas University, Chattisgarh; Calcutta University, West Bengal; Maharaja Sayajirao University of Baroda, Gujarat; Periyar University, Tamil Nadu; and Himachal Pradesh University, Himachal Pradesh.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

6.4 Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their utilisation

The governments and individuals/households have been increasing their investment in higher education leading to massification of higher education in many countries. Committees and commissions on higher education in India have reflected on the need for institutions to seek resources in addition to the resource allocated from the government. The availability of resources at the institution level has been found to be inadequate to meet the growing demand for student enrolment. Consequently, many HEI have started cost-recovery measures, mostly in the form of levying higher rates of student fees and resource mobilisation strategies, with varying success.

There is a need to understand the resource allocation, patterns of utilisation of resources received in terms of grants as well as through income-generating activities in the Indian context. This study aims to map the diversified sources of funding of higher education institutions (HEI), to analyse adequacy or inadequacy of the resources, to understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions, to identify the activities that could not be carried out due to paucity of funds and to analyse the expenditure and utilisation pattern of the resources by the higher education institutions. The research methodology for the study is descriptive in nature, analysing secondary and primary data collected at the institutional level. The study attempts to find out about the different sources of funding of HEI; the utilisation pattern of the resources by the HEIs and the extent of resource gaps at the institutional level; activities affected by reduced resource availability and the strategies adopted by the institution to mobilise additional resources.

The study is based on the case studies of five states of the country representing five major zones of India i.e., Bihar, Odisha, Punjab, Uttaranchal and Telangana, the government departments that allocate fund to the respective higher education institutions, the universities located in these selected states and an affiliated college from each of the selected universities, and the SHECs that are operating in a few of these states. The study was launched with a workshop where all the research team members from B. R. Ambedkar Bihar University, Muzaffarpur, Bihar; Utkal University, Bhubaneswar, Odisha; Punjabi University, Patiala, Punjab; University of Hyderabad, Telangana; and Kumaon University, Uttaranchal participated.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

6.5 Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level

The national assessment and accreditation council (NAAC), established in 1994, is responsible for setting of standards of higher education institutions in India as an external quality assurance (EQA) agency. Till recently, not many institutions have approached NAAC for accreditation. We do not have enough empirical evidence to say whether there has been any change in quality of the institutions that have approached NAAC. Quality assurance and role, nature and mandate of QA agencies, what they do and what they achieve, how it affects the institutions and whether the spending on the exercise of QA at the central/state and institutional level is worth it, can be addressed only by taking up a study in this area. The broad objectives of this research study are to understand how the EQA agencies impact the higher education institutions and programmes; to analyse the structure and function of IQA at the institutional level; to assess how EQA and IQA enhance quality at the institutional level. The research questions relate to the relationship between EQA system and IQA system, with focus on input, output and outcome; effect of EQA on the functioning of the University/affiliated college; organisation of IQA across selected subjects and interaction of IQA cells (IQAC) with departments; nature of feedback from IQA cells to the departments and colleges; effect of EQA on quality in terms of students' learning.

This study follows a descriptive research design and interpretive approach, with substantial focus on interviews and questionnaire survey with faculty, administrators, and students; analysis of documents such as annual quality assurance reports, self-study reports submitted to NAAC, peer review reports of the institutions; analyses of student-related data maintained at the IQAC at the institutions.

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. Three-member research teams in each state have been constituted, with faculty from each of the selected institutions. The study has been launched with the first research methodology workshop of the research teams from Mysore University, Karnataka; Devi Ahilya Vishwavidyalay, Madhya Pradesh; North Eastern Hill University (NEHU), Meghalaya; Mohanlal Sukhadia University, Rajasthan; and Osmania University, Telangana. The study was launched after a research methodology workshop where all research team members from all these institutions participated.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

7

RESEARCH INSTRUMENTS DEVELOPMENT WORKSHOPS

- Workshop on Research Instruments under project on Diversity and Discrimination was organised on January 12, 2015, NUEPA by Dr. Nidhi S. Sabharwal and Dr. Malish C.M.
- Workshop on Quantitative and Qualitative instruments for the Project on "Governance and Management of Higher Education in India" was organised on March 18, 2015, NUEPA by Dr. Garima Malik.
- Workshop to discuss quantitative and qualitative research instruments for the CPRHE/ NUEPA Project on Teaching and Learning in Indian Higher Education was organised on March 20, 2015 by Dr. Sayantan Mandal.
- Workshop to finalise the research instrument for the research project on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation" was organised by Dr. Jinusha Panigrahi.
- Workshop on Research Instrument Development organised for the research project- Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level' was organised by Dr. Anupam Pachauri.

8

RESEARCH METHODOLOGY WORKSHOPS

- Research Methodology Workshop for State Research Teams, under the project on Diversity and Discrimination, was organised on February 09-10, 2015, at NUEPA by Dr. Nidhi S. Sabharwal and Dr. Malish C.M. where 13 faculty members from five state universities and affiliated government colleges in Uttar Pradesh, Bihar, Delhi, Maharashtra, Karnataka and Kerala attended the workshop.
- Research Methodology Workshop for the project on 'Governance and Management of Higher Education' was organised by Dr. Garima Malik. Fifteen faculty members from one central university and four state universities and their affiliated colleges in Uttar Pradesh, Tamil Nadu, Rajasthan, Haryana and Maharashtra attended the workshop.
- Research Methodology Workshop was organised for the research project on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation" by Dr. Jinusha Panigrahi. Fifteen faculty members from the universities and one college affiliated with each of the selected universities in Bihar, Odisha, Punjab, Uttaranchal and Telangana attended the workshop.



Picture 5: Research team members from the universities and colleges at the research methodology workshop of the research project on 'Teaching and Learning in Higher Education'

- Research methodology workshop on Teaching and Learning in Indian Higher Education was organised by Dr. Sayantan Mandal. Fifteen faculty members, across the chosen set of higher education institutions (One University and one of its affiliated colleges) in each of the states of Gujarat, West Bengal, Tamil Nadu, Himachal Pradesh and Chattisgarh, attended the workshop.

Research methodology workshop on 'Quality of Higher Education in India: A study of internal and external quality assurance at the institutional level' for the research teams from 10 institutions (four state universities and one affiliated college with each of these universities and one central university and one of its affiliated colleges) of the research project was organised by Dr. Anupam Pachauri. Fifteen faculty members from the institutions from the states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana attended the workshop.

9

FACULTY AND STAFF AT CPRHE



Picture 6: CPRHE Faculty and Staff (from left to right): Dr. Anupam Pachauri, Dr. Malish C.M., Dr. Garima Malik, Dr. Jinusha Panigrahi, Professor N.V. Varghese (Director, CPRHE), Professor R. Govinda (Vice Chancellor, NUEPA), Dr. Nidhi S. Sabharwal, Ms. Anjali Arora, Dr. Sayantan Mandal and Mr. Mayank Rajput (Professor Mona Khare, Ms. Aditi and Mr. Rajesh were not available at the time of the photograph being taken).

Faculty

Professor N.V. Varghese is the Director of the Centre for Policy Research in Higher Education (CPRHE), New Delhi. He holds a doctoral degree in Economics, with specialisation in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris till October 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Masters' programme in educational planning and management. In the 1990s, he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has been closely associated with educational planning at the federal and decentralised levels and with the design and development of externally funded education projects in India. While in NIEPA, he was responsible for managing an Asian regional network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. While in IIEP, he was the Secretary General and responsible for the Secretariat of the

International Working Group on Education (IWGE), which is a network of funding agencies in education. He has directed several research projects; published more than 20 books and research reports, and nearly 150 research papers and articles in areas related to educational planning, financing and higher education.

Professor Mona Khare holds a Ph.D. degree in Economics from Bhopal University and also has a post-graduate Diploma in Financial Management from IGNOU. Her specialisation is in Regional Planning and Economic Growth and she has received training from IIM, Lucknow and IIPA, New Delhi. NET (UGC) qualified in 1990, she has a brilliant academic record of being a topper throughout, including Madhya Pradesh P.S.C. 1993. She has been twice conferred with the 'Young Economist Award' by the Indian Economic Association, Prashasti Patra by Govt. of Madhya Pradesh for her contribution in their EDUSAT programme, and has chaired and delivered lectures in National and International conferences. With teaching, training, consultancy and administrative experience of more than 20 years, she has supervised more than 30 M.Phil. and Ph.D. scholars. An expert / visiting faculty in many training institutes for State and Central Government officers and professionals from organisations like State Bank of India, RCVF M.P. Academy of Administration, Academic Staff colleges and many management schools, she has to her credit a number of articles and research papers published in journals and magazines of national and international repute. She has also edited and authored books and has been Associate Editor for the Indian Economic Journal, besides being on the editorial board of Journal of Environmental Research and Development. She has been member of various academic bodies of universities and other Higher Education Institutions.

Dr. Nidhi S. Sabharwal is a Ph.D. from the Centre for the Study of Regional Development at the Jawaharlal Nehru University (JNU), Delhi. Dr. Sabharwal has previously served as the Director of the Indian Institute of Dalit Studies. She has conducted extensive research on the development concerns of the poor, especially the scheduled caste groups. She has studied inter-group inequalities across human development indicators, focusing on the role of caste and gender-based discrimination in market and non-market institutions; diversity and discrimination within higher educational institutions, Mid-Day Meal and Anganwadi programmes; and social protection & affirmative action policies. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and discrimination and presented papers at international conferences. Her current research focuses on access and equity in Higher Education.

Dr. Malish C. M. is a Ph.D. in Sociology from the Indian Institute of Technology, New Delhi. His doctoral thesis explored the educational and occupational mobility and experience of the historically marginalised. Before joining CPRHE, he had worked at the Santhigiri Social Research Institute, Thiruvananthapuram, Kerala. He has published articles in various journals and presented papers at conferences.

His current research focuses on access and equity in higher education.

Dr. Garima Malik is Ph.D. in Economics from Ohio State University in the US. Before joining NUEPA, she was an Assistant Professor of Economics at University of Delhi. She was a Fellow at the Indian Council for Research on International Economic Relations and worked as an Economist with Tata Services Limited and Price Waterhouse Coopers. She has published articles in several journals and presented papers at national and international conferences. Her current research focuses on governance and management in higher education.

Dr. Sayantan Mandal, a Ph.D. in Education Policy Analysis from the University of Deusto, Spain had graduated from the Danish School of Education in European Masters in Lifelong Learning: Policy and Management with the Erasmus Mundus scholarship(s) by the European Commission. Before joining NUEPA, he was a faculty of the University of Delhi. Dr. Mandal also worked at the UNESCO Institute for Lifelong Learning (UIL, Hamburg) as an intern and has several years of working experience in the NGO sector, focusing on educational development. He has published articles in several journals and presented papers at national and international conferences. His current research focus is on teaching and learning in higher education.

Dr. Anupam Pachauri is a 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. NET (UGC) qualified in 1997, she has been an Assistant Professor at the Institute of Advanced Studies in Education (IASE), Department of Education, University of Delhi and a Research Associate at the Centre for International Education, University of Sussex. She has published articles in international journals and presented several research papers at international conferences. Her current research is focused on quality in higher education.

Dr. Jinusha Panigrahi is an M.Phil./Ph.D. in Economics from Jawaharlal Nehru University, New Delhi, India. She has worked with National Institute of Public Finance and Policy, Indian Institute of Foreign Trade, Institute for Studies in Industrial Development and taught Economics in several colleges of the University of Delhi. She has published articles in journals, edited books and presented research papers in various national and international seminars and conferences. Her current research focuses on financing of higher education.

Administrative Staff

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

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

Ms. Aditi worked as the Data Entry Operator at the Centre.

10

CPRHE IN NEWS

Body to research policy for higher education

Saturday, 25 January 2014 | Deccan Herald

A Centre for Policy Research in Higher Education (CPRHE) has been set up by Union Ministry of Human Resource Development to institutionalise research that will help chalk out policy in higher education, reports DHNS from New Delhi.

The body will coordinate with the various wings of the ministry and the Planning Commission.

The setting up of the CPRHE is being seen as a major step to boost inter-disciplinary research and raise academic standards in India, The CPRHE is in the process of recruiting faculty members, who will be specialists in selected areas, and would carry out research and programmes in the area of policy and planning in higher education. N V Varghese, the head of the Governance and Management in Education at UNESCO, will be its first director.

CENTRE FOR POLICY RESEARCH

Wednesday, 29 January 2014 | Pioneer

A Centre for Policy Research in Higher Education (CPRHE) has been set up recently in Delhi as a constituent unit of the National University of Educational Planning and Administration.

The proposal for setting up the CPRHE was mooted by the Ministry of Human Resource Development (MHRD) in recognition of the need for ushering reforms in the higher education sector through a long-term perspective and a consistent policy framework supported by planning at the systemic and institutional levels. The CPRHE is operating in close collaboration with the Department of Higher Education, University Grants Commission and Planning Commission.

The setting up of the CPRHE is in the backdrop of a considerable expansion in the Indian higher education system, which, with over 46,000 institutions and enrollment of nearly 26 million students, is the second largest in the world after China. The challenge for the higher education sector is to expand the system, on the one hand, while achieving excellence and global standards on the other.

The main objective of the CPRHE is to institutionalize the kind of research that will shape sound policy making in higher education, factoring in the complex dynamics involved. The CPRHE is engaged in higher education policy research focusing on the current national priorities in the four inter-related areas of expanding and improving the provision of higher education and increasing efficiency and effectiveness of governance and management.

ANNEXURE I**MEMBERS OF THE EXECUTIVE COMMITTEE OF CPRHE**

1. Professor M. Anandkrishnan
Chairman
IIT Kanpur
8/15, 5th Main Road
Madan Apartments
Kasturibai Nagar, Adyar
Chennai - 600020
2. Professor Sudhanshu Bhushan
Professor & Head
Department of Higher &
Professional Education
National University of Educational
Planning & Administration
New Delhi-110016
3. Professor Suranjan Das
Vice- Chancellor
University of Calcutta
Senate House,
87/1 College Street,
Kolkata -700073
4. Professor Armaity S. Desai
Rele Chambe
Raghavji Road
August Kranti Marg
Mumbai -400036
5. Professor Jayati Ghosh
52, Dakshinipuram
Department of Economics
Jawaharlal Nehru University
New Mehrauli Road
New Delhi -110067
6. Professor R. Govinda
(Chairperson)
Vice - Chancellor
National University of Educational
Planning and Administration
New Delhi - 110016
7. Professor N. Jayaram
Tata Institute of Social Sciences
P.O. Box 8313, Deonar
Mumbai - 400088
8. Professor E. Mary John
Centre for Women's Studies
25, Bhai Veer Singh Marg
New Delhi - 110001
9. Professor Shyam B. Menon
Vice Chancellor
Dr. B. R. Ambedkar University
Kashmere Gate Campus
Lothian Road,
Kashmere Gate,
Delhi - 110006
10. Professor Mrinal Miri
A-39, South Extension-I,
New Delhi-110049
11. Professor Furqan Qamar
Secretary General, AIU
AIU House
16 Comrade Indrajit Gupta Marg
(Kotla Marg),
Landmark: Opposite National
Bal Bhawan, Near I.T.O.,
New Delhi -110002

12. Professor Jandhyala B.G. Tilak
Professor & Head
Department of Educational Finance
National University of Educational
Planning & Administration
New Delhi-110016

13. Professor N.V. Varghese
(Vice-Chairperson & Convenor)
Director
Centre for Policy Research in
Higher Education (CRPHE)
NUEPA
New Delhi-110016

**Ministry of Human Resource
Development**

14. Secretary (or nominee)
Department of Higher Education
Ministry of Human Resource
Development, Shastri Bhawan
New Delhi-110001

NITI Aayog

15. Adviser Education (or nominee)
Yojana Bhawan
Sansad Marg
New Delhi-1100 01

University Grants Commission

16. Chairperson (or nominee)
University Grants Commission
New Delhi- 110002

ANNEXURE II

PARTICIPANTS AT THE CONSULTATIVE MEETING ON THE STATE HIGHER EDUCATION COUNCILS

- | | |
|--|---|
| <p>1. Professor Vijaya Prakash
Vice- Chairperson
Andhra Pradesh State Council of
Higher Education
Hyderabad
Andhra Pradesh</p> | <p>7. Amb (Rtd) T.P. Sreenivasan
Chairperson
Kerala State Higher Education
Council
Thiruvananthapuram
Kerala</p> |
| <p>2. Ms. Sangeeta Singh, IAS
Principal Secretary
Department of Education
(Higher and Technical)
Government of Gujarat</p> | <p>8. Dr. P.R. Gaikwad,
I/C Director (Higher Education)
Maharashtra State
Pune
Maharashtra</p> |
| <p>3. Dr. Vedant Pandya
Jt. CEO, Knowledge Consortium
of Gujarat
Ahmedabad
Gujarat</p> | <p>9. Shri Gagan Kumar Dhal, IAS
Principal Secretary (Higher
Education)
Government of Orissa
Bhubaneswar
Orissa</p> |
| <p>4. Shri S.S. Prasad
Additional Chief Secretary
Higher Education
Government of Haryana
Chandigarh
Haryana</p> | <p>10. Shri Kumar Jayant , IAS
Vice- Chairperson i/c
Tamil Nadu State Council
for Higher Education
(TANSCHÉ)
Chennai
Tamil Nadu</p> |
| <p>5. Shri Hemant Verma
Deputy Director
Higher Education
Government of Haryana
Chandigarh
Haryana</p> | <p>11. Shri Alok Srivastav
State Nodal Officer RUSA
Lucknow
Uttar Pradesh</p> |
| <p>6. Professor K.G. Lokesh
Department of Higher Education
Karnataka State Higher Education
Council
Bangalore
Karnataka</p> | <p>12. Professor Malayendu Saha
Vice -Chairperson
West Bengal State Council of
Higher Education
Kolkata
West Bengal</p> |

Resource Persons

1. Mr. Ashok Thakur
Secretary
Department of Higher Education
Ministry of Human Resource
Development
Shastri Bhawan
New Delhi
2. Mr. R.P. Sisodia
Joint Secretary
Department of Higher Education
Ministry of Human Resource
Development
Shastri Bhawan
New Delhi
3. Mr. Pawan Agarwal
Adviser, Higher Education
Planning Commission
Parliament Street
New Delhi
5. Professor S. Irfan Habib
Maulana Abul Kalam Azad Chair
6. Mr. Shashi Ranjan
Doctoral Scholar
7. Professor Mona Khare
Professor
Department of Education Planning
8. Professor A.K. Singh
Professor & Head
Department of Educational Policy
9. Dr. Neeru Snehi
Assistant Professor
Department of Higher &
Professional Education
10. Dr. Aarti Srivastava
Associate Professor
Department of Higher &
Professional Education

NUEPA Faculty

1. Professor Najma Akhtar
Professor & Head
Department of Training and
Capacity Building in Education
2. Dr. Sangeeta Angom
Assistant Professor
Department of Higher &
Professional Education
3. Professor Sudhanshu Bhushan
Professor & Head,
Department of Higher &
Professional Education
4. Professor R. Govinda
Vice -Chancellor
11. Professor Kumar Suresh
Professor
Department of Educational
Administration
12. Professor J.B.G. Tilak
Professor & Head
Department of Educational Finance
13. Professor N.V. Varghese
Director,
CPRHE
14. Dr. Kausar Wizarat
Assistant Professor
Department of Higher &
Professional Education

ANNEXURE III

AUTHORS OF COUNTRY PAPERS AT THE INTERNATIONAL SEMINAR

S.No.	Name	Designation	Institute
1.	Professor Renato Hyuda De Luna Pedrosa	Coordinator, Special Program of Indicators	São Paulo Research Foundation (FAPESP), Brazil
2.	Professor Rong Wang	Director and Professor of China Institute for Educational Finance Research	Peking University, China
3.	Professor N. V. Varghese	Director, Centre for Policy Research in Higher Education	NUEPA India
4.	Mr. Bagyo Yuwono Moeliodihardjo	Faculty of Computer Science and Former (Foundation) Dean	University of Indonesia, Indonesia
5.	Mr. Christopher Jibreel Maiyaki	Deputy Director/ Chief of Staff to the Executive Secretary/CEO	National Universities Commission, Nigeria
6.	Dr. Mukhtar Ahmed	Chairman	Higher Education Commission of Pakistan, Pakistan
7.	Ms. Irina Arzhanova	Director	National Training Foundation, Russia
8.	Ms. Vivienne Stern	Director International Unit	Universities UK, UK
9.	Dr. Robin Matross Helms	Senior Research Specialist, Center for Internationalization and Global Engagement	American Council on Education, USA

ANNEXURE IV

EXTERNAL EXPERTS CONSULTED FOR CPRHE RESEARCH PROJECTS

1. Shri Umakant Agarwal
Deputy Registrar (Academic)
Jawaharlal Nehru University
New Delhi.
2. Professor M.M. Ansari
Member
University Grants Commission
3. Dr. Vinod Arya
Centre for the Study of Social Systems
School of Social Sciences
Jawaharlal Nehru University
New Delhi.
4. Professor Poonam Batra
Department of Education
University of Delhi, Delhi.
5. Professor Pankaj Chandra
Indian Institute of Management
Bangalore.
6. Dr. Saumen Chattopadhyay
Associate Professor
Zakir Hussain Centre for
Educational Studies
Jawaharlal Nehru University
New Delhi.
7. Professor Supriya Chaudhuri
Department of English
Jadavpur University
Kolkata.
8. Professor Jayati Ghosh
Centre for Economic Studies
and Planning
Jawaharlal Nehru University
New Delhi.
9. Dr. P. Vigneswara Ilavarasan
Associate Professor
Department of Management Studies
Indian Institute of Technology
New Delhi.
10. Professor N. Jayaram
Tata Institute of Social Sciences
Mumbai.
11. Dr. Fauzia Khan,
Associate Professor
Department of Teacher Training &
Non-formal Education,
Faculty of Education
Jamia Millia Islamia
New Delhi.
12. Professor Vivek Kumar
Centre for the Study of Social Systems
School of Social Sciences
Jawaharlal Nehru University
New Delhi.
13. Professor Kuldeep Mathur
Former Director, NIEPA.
14. Professor Sanjay Mishra
Director, Commonwealth
Educational Media Centre for Asia
Commonwealth Educational Media
Centre for Asia
New Delhi.
15. Dr. Abhiroop Mukhopadhyay
Associate Professor
Planning Unit
(Department of Economics)
Indian Statistical Institute
New Delhi.
16. Professor P.R. Panchamukhi
Chairman
Centre for Multi-Disciplinary
Development Research
Dharwad
Karnataka.
17. Professor Minati Panda
Zakir Husain Centre for Educational
Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi.

18. Professor Santosh Panda
Chairperson
National Council for Teacher Education
New Delhi.
19. Professor Saroj Pandey
School of Education
Indira Gandhi National Open
University (IGNOU), New Delhi.
20. Professor Manoj Pant
Centre for International Trade and
Development,
School of International Studies,
Jawaharlal Nehru University
New Delhi.
21. Dr. Jaganath Patil,
Adviser i/c
National Assessment and
Accreditation Council
Bangalore
Karnataka.
22. Professor Latha Pillai
Director
Rajiv Gandhi National Institute of
Youth Development
Sriperumbudur
Chennai.
23. Dr. Neetha Pillai
Senior Fellow and Professor
Centre for Women's Development
Studies
New Delhi.
24. Professor Furqan Qamar
Secretary General & Member
Secretary
Association of Indian Universities
New Delhi.
25. Professor K. Sudha Rao
Executive Director
Knowledge Commission
Bangalore
Karnataka.
26. Professor Tridip Ray
Department of Economics
(Planning Unit)
Indian Statistical Institute
New Delhi.
27. Professor B. Shiva Reddy
Former Professor & I/c Head
Osmania University,
Hyderabad.
28. Dr. Shalini Saksena
Associate Professor
Department of Economics
Delhi College of Arts & Commerce
New Delhi.
29. Professor A.K. Sharma
Former Director, NCERT
30. Professor G.D. Sharma
Chairman SEED
Former Secretary, UGC & Head,
Higher Education, NUEPA
New Delhi.
31. Dr. Savithri Singh
Principal
Acharya Narendra Dev College
New Delhi.
32. Professor Sachidanand Sinha
Centre for the Study of Regional
Development
School of Social Sciences
Jawaharlal Nehru University
New Delhi.
33. Professor A. B. L. Srivastava
Formerly with NCERT,
New Delhi.
34. Professor Meenakshi Thapan
Department of Sociology
Delhi School of Economics
University of Delhi,
Delhi.
35. Professor S. K. Thorat
Chairman
Indian Council of Social Science
Research
New Delhi.
36. Mr. J. Veera Raghavan
Former Secretary,
MHRD
Government of India

ANNEXURE V

VISITORS AT CPRHE

1. Mr. Pawan Agarwal,
Department of Skill Development &
Entrepreneurship,
Government of India
New Delhi.
2. Dr. Shakeel Ahmad, Joint Secretary,
University Grants Commission
New Delhi.
3. Professor Vani Borooh
Emeritus Professor of Applied
Economics,
University of Ulster,
Ireland.
4. Dr. Rahul Chaudaha
Chief Knowledge Officer & Senior
Director of Strategic Development,
World Education Services (WES),
New York.
5. Professor H. Devaraj, Vice-Chairman,
University Grants Commission
New Delhi.
6. Professor Budd Hall
Professor of Community
Development in the School of Public
Administration University of Victoria,
Canada; and UNESCO Chair in
Community-Based Research and
Social Responsibility
7. Professor Steven Hite,
Brigham Young University
USA
8. Dr. Kevin Kinser,
Institute for Global Education Policy
Studies,
State University of New York,
USA.
9. Dr. Kurt Larsen,
World Bank,
Washington.
10. Dr. Toby Linden,
World Bank,
New Delhi.
11. Professor Teboho Moja,
Professor, Higher Education
Program,
New York University,
New York.
12. Dr. Muriel Poisson,
Head a.i., Research and
Development Team
International Institute for
Educational Planning
(IIEP-UNESCO)
Paris, France.
13. Professor Bikas Sanyal,
International Institute for
Educational Planning (IIEP-
UNESCO),
Paris, France.
14. Dr. Viswanathan Selvaratnam
Former Higher Educational
Specialist of the World Bank &
Senior Malaysian Economist,
Kuala Lumpur,
Malaysia.
15. Mr. Amarjeet Sinha,
Additional Secretary,
MHRD
New Delhi.
16. Dr. Samar Verma
Senior Program Officer
Think Tank Initiative
IDRC,
New Delhi
17. Mr. J. Veera Raghavan
Former Secretary
MHRD,
Government of India

ANNEXURE VI

FACULTY AND ADMINISTRATIVE STAFF (As on 31.03.2015)**Vice-Chancellor**

Professor R. Govinda

Department of Educational PlanningProfessor S.M.I.A. Zaidi, *Head*

Professor Mona Khare

Professor K. Biswal

Dr. N. K. Mohanty, *Assistant Professor*Dr. Suman Negi, *Assistant Professor***Department of Educational Administration**Professor K. Sujatha, *Head*

Professor Kumar Suresh

Dr. Vineeta Sirohi, *Associate Professor*Dr. R.S. Tyagi, *Associate Professor*Dr. Manju Narula, *Assistant Professor*Dr. V. Sucharita, *Assistant Professor***Department of Educational Finance**Professor Jandhyala B. G. Tilak, *Head*

Professor Y. Josephine

Dr. P. Geetha Rani, *Associate Professor*Dr. V. P. S. Raju, *Assistant Professor***Department of Educational Policy**Professor Avinash Kumar Singh, *Head*Dr. Veera Gupta, *Associate Professor*Dr. Manisha Priyam, *Associate Professor*Dr. S. K. Mallik, *Assistant Professor*Dr. Naresh Kumar, *Assistant Professor***Department of School and Non-formal Education**Professor Nalini Juneja, *Head*

Professor Neelam Sood

Dr. Madhumita Bandyopadhyay,
*Associate Professor***Department of Higher and Professional Education**Professor Sudhanshu Bhushan, *Head*Dr. Aarti Srivastava, *Associate Professor*Dr. Neeru Snehi, *Assistant Professor*Dr. Kausar Wizarat, *Assistant Professor*Dr. Sangeeta Angom, *Assistant Professor***Department of Educational Management Information System**Professor Arun C. Mehta, *Head*Shri A. N. Reddy, *Assistant Professor***Department of Training and Capacity Building in Education**Professor Najma Akhtar, *Head*

Professor B.K. Panda

Dr. Savita Kaushal, *Assistant Professor*Dr. Mona Sedwal, *Assistant Professor***National Centre for School Leadership**Professor Rashmi Diwan, *Head*Dr. Sunita Chugh, *Associate Professor*Dr. Kashyapi Awasthi, *Assistant Professor*Dr. Subitha G. V., *Assistant Professor*Dr. N Mythili, *Assistant Professor***Centre for Policy Research in Higher Education**Professor N. V. Varghese, *Director*

Professor Mona Khare

Dr. Nidhi S. Sabarwal, *Associate Professor*Dr. Malish C.M., *Assistant Professor*Dr. Garima Malik, *Assistant Professor*Dr. Sayantan Mandal, *Assistant Professor*Dr. Anupam Pachauri, *Assistant Professor*Dr. Jinusha Panigrahi, *Assistant Professor*

School Standards and Evaluation UnitProfessor Pranati Panda, *Head***Project Management Unit**Professor K. Biswal, *Head***Maulana Abul Kalam Azad Chair**

Professor S. Irfan Habib

**Rajiv Gandhi Foundation Chair on
Teacher Management and Development**

Professor Vimala Ramachandran

National Fellows

Professor A. Mathew

Professor Ratna M. Sudarshan

Advisor (IAIEPA Project)

Professor K. Ramachandran

**Administrative and Academic
Support****Registrar**

Shri Basavaraj Swamy

General & Personnel AdministrationShri G. Veerabahu, *Administrative Officer*Shri Jai Prakash S. Dhami, *S.O. (G. A.)*Shri B R Pahwa, *S.O. (I/C) (P. A.)***Academic Administration**Shri P. P. Saxena, *S.O. (Academic Admn.)***Finance and Accounts**Ms. Usha Thyagarajan, *Finance Officer*Shri Chander Prakash, *S.O.***Publication Unit**Shri Pramod Rawat, *Deputy Publication Officer***Training Cell**Shri Jai Prakash S. Dhami (*I/c*)**Hindi Cell**

Dr. Subhash Sharma,

*Hindi Editor & Assistant Hostel Warden***Library and Documentation Centre**Ms. Puja Singh, *Librarian*Dr. D. S. Thakur, *Documentation Officer***Computer Centre**Professor K Srinivas, *Head*

Shri Naveen Bhatia,

Programmer & Systems Analyst (I/c)



National University of Educational Planning and Administration

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

www.nuepa.org, www.nuepaeduplan.nic.in

cp rhe

Centre for Policy Research in Higher Education