

corhe report

2015-16



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

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



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Published – October 2016 (3 H)

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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.

C O N T E N T S

CPRHE Report 2015-16

INTRODUCTION	1
1. ORGANISATIONAL STRUCTURE OF CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION	2
2. THE MISSION AND CORE FUNCTIONS OF THE CENTRE	3
Mission	3
Core Functions	3
3. THE CPRHE PROGRAMME FRAMEWORK	5
4. THE CPRHE ACTIVITIES	6
4.1 India Higher Education Report (IHER) 2015	6
4.2 India Higher Education Report (IHER) 2016	7
4.3 CPRHE Research Papers Series	7
4.4 International Seminar on 'Teaching Learning and New Technologies in Higher Education'	8
4.5 CESI Panel on Quality of Higher Education	9
4.6 Interactive Session on Research and Policy in Higher Education	10
5. EXPERT COMMITTEE MEETINGS ON RESEARCH	11
6. RESEARCH PROJECTS LAUNCHED BY THE CPRHE/NUEPA	12
6.1 Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions	12
Project Coordinators/ Principal Investigators: Dr. Nidhi S. Sabharwal and Dr. Malish C. M.	
6.2 Governance and Management of Higher Education in India	14
Project Coordinator/Principal Investigator: Dr. Garima Malik	
6.3 Teaching and Learning in Indian Higher Education	15
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	17
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	19
	Project Coordinator/Principal Investigator: Dr. Anupam Pachauri	
6.6	Employment and Employability of Higher Education Graduates in India	21
	Project Coordinator/Principal Investigator: Professor Mona Khare	
6.7	Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET) of Higher Education	22
7.	RESEARCH INSTRUMENTS DEVELOPMENT WORKSHOPS	23
8.	RESEARCH METHODOLOGY WORKSHOPS	24
9.	OTHER ACTIVITIES AT CPRHE	26
9.1	RESEARCH AND POLICY SUPPORT	26
9.2	CPRHE/ NUEPA WEBSITE	26
10.	VISITING PROFESSOR AT CPRHE	27
11.	FACULTY AND STAFF AT CPRHE	29
	<i>Annexure I</i>	
	MEMBERS OF THE EXECUTIVE COMMITTEE OF CPRHE	33
	<i>Annexure II</i>	
	EXTERNAL EXPERTS CONSULTED FOR CPRHE RESEARCH PROJECTS	34
	Authors - IHER 2015	35
	<i>Annexure III</i>	
	VISITORS AT CPRHE	38
	<i>Annexure IV</i>	
	INTERNATIONAL SEMINAR ON TEACHING-LEARNING AND NEW TECHNOLOGIES IN HIGHER EDUCATION	39
	<i>Annexure V</i>	
	FACULTY AND ADMINISTRATIVE STAFF (as on 31.03.2016)	43

CPRHE Report 2015-16

INTRODUCTION

Higher education in India experienced signs of revival from the turn of this century. The fast expansion of the sector and diversification of providers, study programmes, student composition and sources of funding are signs of revival of the sector. The expansion in the previous century was mainly through state funding and public institutions. The private institutions and household funding have become important players in the sector during this century. The expansion is also accompanied by persisting inequalities in access to higher education in India.

At present, Indian higher education is in a stage of massification and the country has the second largest higher education system in the world. The massification of the sector poses grave challenges in addressing issues related to student diversity, quality, employability of graduates, and managing the sector. There is very little research and study programmes on higher education in India and it has not emerged as a specialised field of study. The Twelfth Plan noted that, "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". During the Twelfth Plan, the Centre for Policy Research in Higher Education (CPRHE) was established as an autonomous specialised academic centre in the National University of Educational Planning and Administration (NUEPA) to promote research and empirical analysis to support policy and planning in higher education in 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 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 (UGC). The Centre enjoys autonomy to develop and implement its own research agenda and other programmes; and mobilise resources. The activities of the Centre are guided by an Executive Committee (EC) which reviews and approves its annual work plan and budget before it is submitted to the Board of Management (BoM) of NUEPA for final approval. The Vice Chancellor (VC), NUEPA, acts as chairperson, and the Director of the Centre as Vice Chairperson of the EC. The EC consists of academia and senior-level policy makers with representation from UGC, Department of Higher Education, MHRD and NITI Ayog (list of EC members is given in Annexure I).

The Centre became fully functional when the first group of faculty members joined the Centre and was formally inaugurated by then Vice Chancellor of NUEPA, Professor R. Govinda, on 23 July 2014. 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 comprising Professors, Associate Professors and Assistant Professors. All the professional staff members hold research degrees (doctoral degrees) in various disciplines aligned to education. In addition, the Centre has support staff to help research, data entry and analysis, and administrative staff. The Centre is located in the guest house of NUEPA, New Delhi. The Centre has launched several research studies from 2015 onwards and these are progressing well.

This report covers the activities of the Centre for the period between April 2015 and March 2016.

2

THE MISSION AND CORE FUNCTIONS OF THE CENTRE

Mission

The overarching mission of CPRHE is to contribute to the generation, sharing and application of knowledge required for the formulation of policies, plans and programmes designed for development of education in India. The Centre 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 following:

- Provide leadership on matters relating to policy analysis, planning and research in higher education;
- Provide leadership on matters relating to policy analysis, planning and research in higher education;
- Serve as a knowledge warehouse and a cutting-edge centre of research and analysis in the area of higher education, and as a think tank on higher education engaged in promoting scholarly policy discourse on different aspects of higher education development and management in India;
- Undertake and sponsor policy research and analysis for generating and expanding the knowledge base required to inform and support decisions concerning higher education reforms;
- Assess/analyse trends in higher education development, both at the national and state levels, and disseminating them through publications and regional/national conferences and consultation meetings;
- Strengthen institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- Provide technical assistance to Central/State governments and UGC to help them evolve policies, plans and programmes in higher education;
- Facilitate sharing and transfer of knowledge based on empirical research, to

Central and State governments through meetings, seminars, conferences to facilitate evidence-based policy and programme initiatives;

- Foster policy dialogues on issues concerning higher education development and management involving State-level education authorities, universities and other stakeholders;
- Networking with educational researchers and practitioners, universities, bodies like the Association of Indian Universities, and research institutions in higher education and social sciences in India and abroad, international institutions and organisations, in order to facilitate improved cooperation amongst all partners involved in higher education development and management, and exchange of experiences and know-how for addressing key education sector-related challenges and improving policy analysis and research in higher education; and
- Advocacy for promoting the adoption of effective higher education policies/practices and the formulation of effective programmatic interventions for achieving the higher education development goals and targets set by each of the states/universities.

3

THE CPRHE PROGRAMME FRAMEWORK

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

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

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

- A meeting with representatives from UGC, MHRD and Planning Commission to discuss the research priorities and activities of the CPRHE was held on February 4, 2014.
- A meeting of the Executive Committee was organised on February 26, 2014 to discuss the perspective plan and programme framework of the CPRHE.

The perspective plan and programme framework as also the priority areas of research were further submitted and approved in the Academic Council (AC) and BoM of NUEPA.

Based on these discussions, the Centre planned to organise 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 entitled 'India Higher Education Report' (IHER); iv) Engagement with the state level policy-makers through Chairpersons of the State Higher Education Councils (SHECs); v) Organisation of national seminars to disseminate the research findings; vi) Organisation of an International Seminar on a selected theme; and (vii) Bring out research publications.

4

THE CPRHE ACTIVITIES

4.1 India Higher Education Report (IHER) 2015

CPRHE/NUEPA has initiated a publication on Indian higher education entitled 'India Higher Education Report' (IHER). The IHER focuses on the current issues and challenges facing the higher education sector in India. 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 maiden issue of the IHER report should be comprehensive and 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 IHER 2015 was published by Routledge (Taylor and Francis group) and was released in the inaugural session of the International Seminar on Teaching Learning and New Technologies in Higher Education held on February 25, 2016 at the India Habitat Centre, New Delhi. (IHER 2015 Authors list is given in *Annexure II*).



Picture 1: Releasing 'India Higher Education Report 2015' at the International Seminar on Teaching Learning and New Technologies in Higher Education

4.2 India Higher Education Report (IHER) 2016

The second 'India Higher Education Report 2016' (IHER 2016) focuses on equity in higher education. The Centre developed a concept note for the IHER 2016, identified the prospective authors of different chapters and requested them to send abstracts of the chapters. The first Peer Review Meeting to discuss the framework and individual chapters based on the abstract was organised on April 30, 2015. The authors developed their chapters and a second Peer Review Meeting of the authors of the IHER 2016 was held on August 14, 2015. The CPRHE prepared extensive review comments and shared among the authors for revision of their papers. The final versions of the chapters were received by December 2015 onwards. The Centre is in the process of finalising the manuscripts for publication by Routledge.



Picture 2 : Second Peer Review Meeting of the 'India Higher Education Report 2016'

4.3 CPRHE Research Papers Series

The CPRHE has brought 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 are expected to be written by the CPRHE faculty members or research teams or prepared by others on request by the CPRHE. Prof. N.V. Varghese and Dr. C.M. Malish are the editors of the series. First two papers of the series have been published and third one is in the process of publication and will be out soon. The list of research papers is as follows:

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

- iii) Research Paper 3: Nidhi S Sabharwal and C M Malish (forthcoming). Student Diversity and Civic Learning in Higher Education in India.
- iv) Research Paper 4: William G. Tierney & Nidhi S. Sabharwal (forthcoming). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions.

4.4 International Seminar on ‘Teaching Learning and New Technologies in Higher Education’

The dynamics of technology and teaching-learning have changed many facets of today’s higher education. They have changed the nature of knowledge, the process of teaching-learning and the organisation of teaching-learning processes. The teachers and students now have access to on-line resources to supplement (if not substitute) the traditional classroom teaching-learning processes.



Picture 3: Inaugural Session of the International Seminar.; Sitting on the dais (from left) Mr. Rob Lynes, Director, British Council India;, Professor Ved Prakash, Chairman, UGC; , Shri J. Veeraraghavan, Former Principal Secretary, MHRD; and, Dr. Sayantan Mandal, Faculty, CPRHE/NUEPA. Professor N.V. Varghese, Director CPRHE/NUEPA welcoming the participants

The CPRHE is carrying out an empirical study on teaching and learning in higher education in the universities and colleges across India. The seminar was an effort to bring together academics and policy-makers engaged in the activities related to improving teaching and learning as also effective use of technologies in higher education and learn from different experiences and practices.

Objectives

The major objectives of the International Seminar were:

1. To provide a platform for experts, researchers and practitioners to share their experiences.

2. To discuss innovative practices in the area of teaching-learning and technology in improving higher education.
3. To explore possibilities of promoting research and studies in the domain of teaching-learning and new technology in higher education.



Picture 4: Participants at the 'International Seminar on Teaching Learning and New Technologies in Higher Education'

The CPRHE/NUEPA and the British Council India jointly organised the International Seminar from February 25-26, 2016. Nearly 170 participants from 13 countries participated in the seminar. The seminar was inaugurated by Professor Ved Prakash, Chairman, UGC. (The detailed programme is given in Annexure IV)

CPRHE plans to bring out a thematic report on the seminar and also a substantive volume based on the selected papers presented in the seminar.

CPRHE organised an International Seminar on 'Massification of Higher Education in Large Academic Systems' in collaboration with British Council India at Jaypee Vasant Continental, New Delhi from November 10-11, 2014. A report of the seminar was published in July 2015. (Title: Massification of Higher Education in Large Academic Systems, N.V. Varghese & Jinusha Panigrahi, NUEPA, New Delhi 2015)

4.5 CESI Panel on Quality of Higher Education

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. The requirement of accreditation for Rashtriya Uchchar Siksha Abhiyan (RUSA) funding was a motivation for the institutions to go for NAAC rating. We do not have enough empirical evidence to say whether there has been any change in quality of the institutions that have approached NAAC. In what ways the regulations, debates and concerns of the

sector for quality affect the purpose and mandate of higher education institutions? To what extent the external mechanisms and agencies can propel the institutions towards quality and how institutions' engagement with rules, regulations, governance structures and funding relate to the quality of the institutions, teaching learning and student engagement need to be explored and debated. With these issues in consideration, a panel discussion titled the 'Quality of Higher Education' was organised on December 15, 2015 at the 6th International Comparative Education Society of India Conference - 'Education: Domination, Emancipation and Dignity' - held at Azim Premji University, Bangalore from December 14-16, 2015. The panel was coordinated by Dr. Anupam Pachuari and chaired by Professor N.V. Varghese, Director, CPRHE/NUEPA. The panelists were: Professor N. Jayaram, National Law School University, Bangalore; Dr. Jagannath Patil, National Assessment and Accreditation Council, Bangalore; Professor Abid Haleem, Jamia Milia Islamia, New Delhi and Dr. Anupam Pachauri, CPRHE, NUEPA, New Delhi. The discussant for the session was Professor William Tierny, Professor at the University of Southern California and Visiting Professor at CPRHE, NUEPA New Delhi.

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 programme as well as other fields such as international education led by Professor Teboho Moja from New York University (NYU) on March 14, 2016. The session was designed for the NYU students to learn about research and policy work in higher education in India that are undertaken at CPRHE and NUEPA; and share their interests. Faculty members from CPRHE/NUEPA and MPhil/PhD students from NUEPA interacted with the students from NYU. Dr. Jinusha Panigrahi, Faculty at CPRHE, coordinated the session.



Picture 5: Interactive Session on Research and Policy in Higher Education with the Students of New York University

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 II*). Separate Expert Committees for each of the projects 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 2015-16. All the meetings were chaired by the Director, CPRHE.

- i) The second Research Advisory Committee Meeting of the research project on 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions,' September 18 2015. New Delhi: CPRHE/NUEPA. The members of the Expert Committee are: Professor Sudhanshu Bhushan, Professor Kuldeep Kaur, Professor Furqan Qamar, Professor Ghanshyam Shah, Professor Meenakshi Thapan, Professor Michael Tharakan, and Professor Sukhdeo Thorat.



Picture 6: Research Advisory Committee Meeting of the Research Project on 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions'

- ii) The first Expert Committee Meeting of the research project on the 'Employment and Employability of Higher Education Graduates in India,' October 26 2015. New Delhi: CPRHE/NUEPA. The members of the Expert Committee are: Professor R.S. Deshpande, Professor P.K. Chaubey, Professor Archana Shukla, Shri Pawan Kumar Agarwal, Shri. Dilip Chenoy and Professor S. Padmini Swaminathan.
- iii) The second 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,' 15 January 2016. New Delhi: CPRHE/NUEPA. The members of the Expert Committee are: Professor Sudhanshu Bhushan, Professor Manoj Pant, Dr. Jagannath Patil/Dr. Shyam Sunder (Nominee: Director NAAC), Dr. Latha Pillai and Professor K. Sudha Rao.

6

RESEARCH PROJECTS LAUNCHED BY THE CPRHE/NUEPA

CPRHE has currently five ongoing research projects. The sixth research project on the theme of employability of higher education graduates 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 consequent diversity in student population, this research project aims to explore diversity and discrimination in higher education campuses in India. As a result of higher education expansion and enhanced aspirational levels of families cutting across the class and caste boundaries, a large number of non-traditional social groups enter into college campuses which are now occupied by students belonging to various social, economic, linguistic, gender, regional and physical ability backgrounds. Although it appears to be a positive development towards equity in higher education, existing research raised concerns that social divisions and its associated practices, prejudices and values are getting reproduced in higher education campuses.

This project attempts to understand nature and forms of diversity in campuses and structure and mechanism that exist to deal with diversity and discrimination. The project also examines how opportunity provided by growing diversity can be better leveraged for inculcating civic and democratic learning and to transform institutions which are assumed to have crucial role to play in contemporary society. Research also explores nature and process by which Higher Education Institutions (HEIs) can be transformed to a secular social space where students acquire knowledge and skills to learn, work and live in increasingly diverse and multi-cultural society.

The study was implemented in 12 HEIs located in six states i.e. Bihar, Delhi, Karnataka, Kerala Maharashtra and Uttar Pradesh. The case study institutions are: Patna University, Patna, Bihar and Patna College (affiliated to Patna University); Dr. Zakir Husain Delhi College, New Delhi (affiliated to Delhi University); National Institute of Technology, Surathkal, Karnataka; Dr. John Matthai Centre (University of Calicut), Sree Kerala Varma College, Thrissur and Sri C Achutha Menon Government College, Thrissur (affiliated to University of Calicut); RTM Nagpur University, Nagpur, Maharashtra, V.N. Government Institute of Arts and

Social Sciences, Nagpur and Government Institute of Science, Nagpur (affiliated to RTM Nagpur University); University of Lucknow, Uttar Pradesh, Sri Jai Narain Post Graduate College, Lucknow, (affiliated to University of Lucknow). Project was launched in February 2015 by organising a research methodology workshop for research team members from six states.

The study adapted combination of quantitative and qualitative methodology for collection and analysis of information. It involves questionnaire survey among the students (3200), interviews with faculty members, institutional leaders, faculty in-charge of various cells/committees and focus group discussions with students belonging to various socio-religious groups and gender. Coordinators visited all the case study institutions to monitor the progress of the data collection and participated in field work activities such as focus group discussions with students and interview with faculty members, faculty in-charge of cells/committees and institutional leaders. A second research advisory committee was organised on September 18, 2015 to seek advice from members of RAC on analysis framework to be used for the study. Based on the suggestions from RAC, analysis framework and chapter schemes for the reports from the states have been finalised.

The second research methodology workshop focusing on analysis framework was organised on September 23-24, 2015. Fifteen research team members attended the workshop. Draft chapter schemes have been presented and based on inputs from each state teams, it was finalised. Participants were provided with hands-on expertise on analysing both quantitative and qualitative data and interpreting, analysis and writing reports. Strategies for integrating various data sources such as primary and secondary, and student survey and focus group discussion were discussed.

After the second workshop, teams were requested to send their draft chapters. All the teams have submitted their first draft of a few chapters. Draft chapters were thoroughly reviewed and detailed feedbacks were sent back to respective teams. It helped them to revise their drafts. It also ensured comparability across the reports and quality. At the Centre, data from student survey from states were collated and are being analysed. Thematic analysis of interview transcripts and focus group discussions are progressing. Outline and structure of the synthesis report is being developed and the same will be presented before the research team members during the 3rd research methodology workshop which will be organised between May-June 2016.

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, 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 the 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, Varanasi, Uttar Pradesh, Vasanta College for Women (Banaras Hindu University), Uttar Pradesh; Bharathiar University, Coimbatore, Tamil Nadu, Government Arts College, Coimbatore (Bharathiar University), Tamil Nadu; Savitribai Phule Pune University, Pune, Maharashtra, S.M. Joshi College, Hadapsar (Savitribai Phule Pune University), Maharashtra; University of Rajasthan, Jaipur, Rajasthan, Kanoria College, Jaipur (University of Rajasthan), Rajasthan.

The code-book and code-sheets were prepared for the quantitative data collection which would facilitate data entry and these were sent to all the research teams in the four states of Rajasthan, Tamil Nadu, Maharashtra and Uttar Pradesh.

The research methodology workshop was conducted on April 8-9, 2015 to discuss the research proposal with the five state research teams, develop an understanding of the institutions selected, research instruments being used and the quantitative and qualitative method of collection of data, processing of the data collected, outline of the state reports, discuss the activities planned for the research project for the year 2015-16. It was proposed to study the following at the institutional level: Academic matters (e.g. teaching, examinations, research and publications), issues relating to the recruitment and promotion of academic and administrative staff, student admissions, matters pertaining to administration and financing.

We engaged with the research teams in four states and the higher education institutions by conducting field visits in these four states of Rajasthan, Tamil Nadu, Maharashtra and Uttar Pradesh and actively participated in interviews and focus group discussions from November 2015 to February 2016. Data collection activities are completed along with processing and analysis of data. The Report writing by the research team members from selected states are in progress. The Synthesis Report is being prepared by CPRHE.

Project Coordinator/Principal Investigator: Dr. Garima Malik

6.3 Teaching and Learning in Indian Higher Education

Teaching-learning is considered vital for all educational sectors. While extensive research and development are being conducted on improving teaching-learning in primary and secondary education sectors, there seems a lack of substantial and contemporary research for evidence based policy making to improve teaching-learning in Indian higher educational arena. It is an important area to focus considering the continuously changing landscape of higher education, increased international competition, diversity of the student body and types of educational service providers, increasing demand of value for money and efficiency, and hence, call for new teaching methods among other reform prerequisites. Studies also infer that in spite of the focus on excellence (along with equity and expansion) as a national agenda for higher educational reform (XI and XII Plans, Planning Commission, Government of India), teaching in higher education has an overall limited success in improving the conditions of the youth of India. It is in this backdrop, CPRHE/ NUEPA took the initiative to undertake a research organised at higher education institutions across the nation, focusing on understanding the teaching and learning processes from different vantage points.

The overarching scope of the proposed research project therefore aims to analyse the process and status of teaching-learning in higher education in India to develop

an empirical body of knowledge to facilitate robust evidence-based policy making and kindle further research. The study may play an important role in providing empirically grounded understandings of how India can better respond to the challenges being faced by its higher education system in terms of effective teaching and learning including faculty development. By looking at teaching quality across a whole range of academic disciplines at both bachelors' and masters' levels, the current study will address a gap in higher education research in India. Indeed, it will be one of the first studies to make a contribution to the literature of teaching and learning as a multi-faceted phenomenon in higher education in the Indian contexts.

The research project is presently examining the process of teaching and learning in higher education in India, and developing an empirical body of knowledge that can inform on-going and future national policies. Within this overarching scope, the main objectives of the research project 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 programmes; to analyse the effectiveness of teaching and teaching environment (institutional) in the learning of the students in higher education; 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 and finally to suggest specific policy changes in the field of teaching and learning in higher education based on the evidences generated by the research.

The research project is a multi-state, multi-institute study and employed mixed methods approach to examine the issues. The study was launched in 2014-15 with a



Picture 7: Focus Group Discussion with Students at one of the Research Institutions of the Project on 'Teaching and Learning in Indian Higher Education'

research methodology workshop with research teams from the University of Calcutta, West Bengal; Guru Ghasidas University, Chhattisgarh; Maharaja Sayajirao University of Baroda, Gujarat; and the Periyar University, Tamil Nadu. During the last academic year of 2015-16, the study has progressed substantially. The second Research Methodology Workshop has been organised and the data collection phase is over. It includes rich qualitative data such as classroom observation and focus group discussions among others and a large set of quantitative data from teachers, students and administrators. Both the Central and the State teams are now analysing the data and preparing the reports, which will be discussed in the third Expert Committee Meeting and in the next Research Methodology Workshop. Based on the theme of the research the CPRHE/ NUEPA, in collaboration with the British Council India, organised an international seminar in February 2016, where more than 180 delegates from 14 countries participated and discussed the issues.

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. The availability of resources at the institution level has been found to be inadequate to meet the growing demand for student enrolment. Consequently, many HEIs have started cost recovery measures, mostly in the form of levying higher rates of student fees and resource mobilisation strategies, with varying success.

This study aims to map the diversified sources of funding of higher education institutions (HEIs) 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 HEIs; the utilisation pattern of 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 institutions to mobilise additional resources.

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 Kumaun University, Uttarakhand participated.

As part of the implementation of the project, quantitative and qualitative research instruments were developed and an instrument development meeting was organised on April 7, 2015. A pilot study was conducted to pre-test the research instruments in April 2015 in one of the private-aided colleges of the University of Delhi. The materials for the first Research Methodology Workshop were developed and the workshop was organised on April 22-23, 2015. The qualitative and quantitative instruments were revised and the code-books and code-sheets were prepared before proceeding for the field visit. Field visits to five selected states (total nine higher education institutions) for the project have been completed by the project coordinator/principal investigator during November 2015 to February 2016. During the visits, the data collection and processing related to Finance & Accounts data, Administrative data, Faculty & Student data were monitored and interviews with the administrative heads at the institution level and state



Picture 8: Interview with a Head of the Department of one of the selected Institutions under Study by the Research Project Coordinator with the State Team Members of the Project on 'Financing of Public Higher Education Institutions in India'

government level and focussed group discussions with students and faculty members of selected institutions were conducted. Data collection activities are completed along with processing and analysis of data. The Report writing by the research team members from selected states along with the Synthesis Report by the project coordinator at the Centre are in progress.

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

Although the National Assessment and Accreditation Council (NAAC) was established in 1994, only a few institutions have approached NAAC for accreditation. There is very little empirical evidence to show whether or not there has been any change in quality of the institutions that have approached NAAC. Similarly, IQAs have been in operation in many institutions which are accredited. What are their effects on the quality at the institutional levels?

The broad objectives of this research study are to understand 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.

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 following a research methodology workshop where the research team members from all these institutions participated. There are fifteen team members in this research project. Each research team comprises two faculty members from the selected university and one faculty member from the selected college affiliated to the university. The teams have a major representation from women faculty members and four of the teams are headed by women team leaders.

Quantitative and qualitative research instruments were developed which include student and faculty questionnaires, themes for the Focus Group Discussions (FGDs) with faculty and students, interview schedules for the institutional leaders at five selected universities and one affiliated college at each of the selected universities. The research instruments for the study were whetted in consultation with an expert group of external experts engaged in research in higher education from institutions like Jawaharlal Nehru University on April 24, 2015 at NUEPA.

The first Research Methodology Workshop was conducted on May 7-8, 2015 where the research proposal and the research instruments were discussed in detail with the research teams. The research instruments were piloted and the instruments and research questions were validated in a higher education institution near Delhi. The institution was similar to the institutions selected for the study in terms of having

been through two accreditation cycles from NAAC, from October 7-14, 2015. A report of the pilot study was shared with the research teams before the onset of the field work towards end of October 2015. Code-sheet and code-book for data entry were prepared at CPRHE and shared with all the research team members.

The field work for the research study has been completed recently. The research study institutions were visited during the November 2015. The research project coordinator Dr. Anupam Pachauri also visited NAAC faculty in Bengaluru to interview them on NAAC assessments from December 10-12, 2015. The second



Picture 9: Focus Group Discussion with Students at one of the Research Institutions of the Project on 'Quality of Higher Education in India: A Study of Internal and External Quality Assurance at the Institutional Level'

expert committee meeting of the research project was held on January 15, 2016 where the progress of the field-work and tentative insights from the field chapter plan of research reports were presented to the experts.

A research workshop on research analysis framework was conducted on January 21-22, 2016 in which 12 members of the research teams participated. The data analysis and preparation of research reports are in progress. The draft chapters written by the teams are being provided detailed feedback during the writing stage. The CPRHE is also preparing a synthesis report taking into account data collected from all the institutions.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

6.6 Employment and Employability of Higher Education Graduates in India

India has one of the largest education systems in the world, employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. The problem of graduate employability has both supply and demand side aspects. Also, the problem of employability and skills deficit cannot be completely delinked from the employment, unemployment and labour market conditions. Most studies look at one single aspect. In addition, massification and the experience of unemployment have challenged the Humboldtian idea of the research-oriented university and necessitated to look at the problem in a broader context of external as well as internal factors like general labour market conditions, local and global labour market demand at the macro level; quality of education, possibilities for career counseling, provision of training courses, transition opportunities, demand supply context at the institutional level; effectuation factors like personal circumstances, willingness and preferences of individual employees as well as conditions and attitudes of employers.

The present study would try to combine the impact of both external and internal as well as demand and supply factors affecting and influencing graduate employability.

The research questions are as follows: 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-a-vis their work place requirements? c) What are the students' expectations from HEIs on developing skills for employability? d) What is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) Is a graduate employability skills policy need of the hour?

The study shall try to explore the above questions with a focus by generating perspectives of the major stakeholders such as the employers and the new employees, students and teachers. The focus shall be to understand what is their awareness regarding the concept of "employability skills", identify the types of employability skill gaps existing among the new job entrants, the differences existing therein by gender and social groups and the expectations of the employers from the universities in preparing industry ready graduates. The study shall also try to explore the challenges the new employees experience in their work place, to what extent they are required to supplement their university education with external trainings of different nature to fill in this gap.

It shall be a multi-level, multi-state study covering multiple cities in the country. The study at the primary level would be based on selected industrial organisations and academic institutions in select cities. Selection of the cities shall be based on their employment growth structure and also from the point of view of geographical

coverage. The six cities identified are four Tier I cities of Mumbai, Delhi, Hyderabad, Lucknow a lead employment provider among Tier II cities and Udaipur as one among the first three employment providers in the Tier III category of cities.

At the institutional level, from each of these cities, it is proposed to draw a representative sample from different categories of educational institutions and employers for a qualitative as well as quantitative analysis. At the individual level, to explore both the demand and supply side angle, employers/employees/students/education service providers' perspectives shall be generated to identify their expectations, gaps and challenges.

An Expert Committee Meeting was organised on October 26, 2015 where the research project proposal was proposed for implementation. After the approval of the proposal, the research instruments were developed. An instrument development workshop is scheduled for May 2016.

Project Coordinator/Principal Investigator: Professor Mona Khare

6.7 Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET) of Higher Education

This study was undertaken at the request of the UGC. The study analysed the characteristics of those who appear and qualify the NET examinations, examined the usefulness and reliability of NET in the recruitment of higher education and made suggestions regarding the reliance on NET examinations in teacher recruitment process. The database for the analysis in the project was the data on NET examinations maintained by the UGC NET Bureau from 2010 to 2014. The analysis was confined to the results of eight NET examinations carried out during the period between 2010 and 2014. From June 2012 session onwards, two major changes were introduced in the NET examination. First, paper three of the NET test was descriptive type till December 2011. However, this was changed to objective type from June 2012 onwards. Second, there were changes in the final selection of qualified candidates. Before June 2012, the selection was based on a cut-off point indicated in the advertisements. From June 2012 onwards, a filtration process has been introduced whereby top 15 per cent of the candidates securing above the cut-off point are selected in each category. Research report was submitted to the University Grants Commission.

A research report titled "Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET)" (by N.V. Varghese, Garima Malik and Dharma Rakshit Gautam) was submitted to the University Grants Commission in November 2015.

7

RESEARCH INSTRUMENTS DEVELOPMENT WORKSHOPS

- 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 on April 7, 2015 by Dr. Jinusha Panigrahi.
- Workshop on 'Research Instrument Development' organised for the research project on 'Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level' was organised on April 24, 2015 by Dr. Anupam Pachauri.



Picture 10: External Experts at the Research Instrument Development Workshop of the Project on 'Employment and Employability of Higher Education Graduates in India'

8

RESEARCH METHODOLOGY WORKSHOPS

- Research Methodology Workshop for the project on 'Governance and Management of Higher Education' was organised on April 8-9, 2015 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.



Picture 11: Research Team Members from the Universities and Colleges at the Research Methodology Workshop of the Project on 'Governance and Management of Higher Education'

- Research Methodology Workshop organised for the research project on 'Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and Their Utilisation' on April 22-23, 2015 by Dr. Jinusha Panigrahi. Fifteen faculty members from the universities and one affiliated college with each of the selected universities in Bihar, Odisha, Punjab, Uttarakhand and Telangana attended the workshop.
- Research Methodology Workshop organised for the research project on 'Teaching and Learning in Indian Higher Education' on April 28-29, 2015 by Dr. Sayantan Mandal. Fourteen faculty members from the universities and one affiliated college with each of the selected universities in Chhattisgarh, West Bengal, Gujarat, Tamil Nadu, and Himachal Pradesh 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’ on May 7-8, 2015 by Dr. Anupam Pachauri. Fifteen faculty members from the institutions located in the states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana attended the workshop.
- Analysis Framework Workshop for State Research Teams under the project on ‘Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions’ was organised on September 25-26, 2015, NUEPA by Dr. Nidhi S. Sabharwal and Dr. Malish C.M. where fifteen faculty members from six state universities and affiliated government colleges located in the states of Uttar Pradesh, Bihar, Delhi, Maharashtra, Karnataka and Kerala attended the workshop.
- Analysis Framework Workshop on ‘Quality of Higher Education in India: A Study of Internal and External Quality Assurance at the Institutional Level’ on January 21-22, 2016 by Dr. Anupam Pachauri. Twelve faculty members from the institutions located in the states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana attended the workshop.
- Analysis Framework Workshop on ‘Teaching and Learning in Indian Higher Education’ was organised on February 29-March 1, 2016 by Dr. Sayantan Mandal. Nine 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, and Chhattisgarh attended the workshop.

9

OTHER ACTIVITIES AT CPRHE

9.1 RESEARCH AND POLICY SUPPORT

A research proposal titled “Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges” submitted to the University Grants Commission (Malish C. M. & Nidhi S. Sabharwal).

A research proposal titled “Student Diversity and Forms of Discrimination in Higher Education Institutions: A Proposal for Case Studies and Modules to Sensitise Academic Administrators” has been submitted to the Ministry of Human Resource Development, New Delhi (Nidhi S. Sabharwal & Malish C. M.).

A concept note on ‘National Higher Education Qualification Framework (NHEQF)’ was prepared at the request of the UGC and presented in a discussion meeting on December 9, 2015 at UGC New Delhi.

A document was prepared on inputs for National policy on Education in February 2016.

9.2 CPRHE/NUEPA WEBSITE

CPRHE recently launched its website with updated information about the Centre, its mission and road-map. The website is a useful tool to know about the ongoing national research projects and upcoming events. The CPRHE web platform also makes available the resources such as CPRHE research paper series, CPRHE reports, reports on the international seminars and conferences free to download. Through the website, the Centre attempts to connect with the scholars, academics and policy-makers around the world and share the knowledge generated through empirical studies. The CPRHE is currently upgrading its website to make it more interactive, which can work as a dynamic platform for discussion and dissemination of ideas and works related to policy research in higher education. The website development is taking place in consultation with the technical team of NUEPA and is coordinated by Dr. Sayantan Mandal.

10

VISITING PROFESSOR AT CPRHE

Professor William G. Tierney, a globally renowned professor of higher education, joined the CPRHE/NUEPA as a visiting professor in September 2015 and will remain in the CPRHE till May 2016. He has a Fulbright Fellowship during his stay at the CPRHE.

Professor Tierney is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Center for Higher Education, Rossier School of Education and University of Southern California, USA. He holds a doctoral degree in Administration and Policy Analysis from Stanford University, USA. Before his current assignment, he held several positions of responsibility such as Professor & Senior Scientist, Center for the Study of Higher Education, Pennsylvania State University; Senior Associate, National Center for Higher Education Management Systems (NCHEMS), Academic Dean, Fort Berthold Community College, North Dakota; and Teacher, Peace Corps, Morocco.

He was President of the American Educational Research Association (AERA), 2012-13 and has received several awards and recognition. He has published several books with reputed academic publishers and published numerous articles in world class journals.

He has been closely associated with the academic activities of the Centre and has been investing his time liberally and very effectively with the faculty and research scholars of NUEPA. His area of work includes (a) Governance and decision-making; (b) Effectiveness and efficiency; and (c) Issues of class in student advancement.

He has been working on several research papers in the Centre. Some of the research papers he is working on are : i) Research Excellence in Indian Higher Education: An American Perspective; ii) Academic Freedom and the Implications for Teaching and Learning; iii) Globalisation's Impact on Higher Education; iv) Reimagining Indian Higher Education: A Social Ecology of Post-secondary Institutions (with Nidhi S. Sabharwal); v) Academic Regulations: Culture and Structure in Higher Education (with Nidhi Sabharwal); vi) Debating Academic Freedom in India (with Nidhi S. Sabharwal); and vii) Caste and Class in Higher Education (with Malish, C.M. & Nidhi S. Sabharwal)

In addition to these research activities, he has been invited by several universities and research institutions to deliver lectures and to present papers in the seminars.

He contributed a paper titled 'The Idea of Academic Freedom and its Implications for Teaching and Learning' at the international seminar on 'Teaching Learning and New Technologies in Higher Education' and contributed a research paper on 'Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions' which is forthcoming in the series of research papers by CPRHE.

He has been a great academic asset to the Centre, its faculty and to the academic community of NUEPA.

11

FACULTY AND STAFF AT CPRHE

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. In IIEP, he was the Secretary General and responsible for the Secretariat of the International



Picture 12: Faculty members of CPRHE (from left): Dr. Garima Malik, Dr. Nidhi S. Sabharwal, Dr. Malish C.M., Professor N.V. Varghese (Director, CPRHE), Professor J.B.G. Tilak (Vice Chancellor, NUEPA), Dr. Jinusha Panigrahi, Dr. Anupam Pachauri, and Dr. Sayantan Mandal (Professor Mona Khare was not available at the time of the photograph being taken)

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, Professor in Department of Educational Finance and CPRHE, is M.A. and Ph.D. (Economics) with specialisation in Regional Planning and Economic Growth and PGDM in Financial Management. She has a brilliant academic record of being a topper throughout, including Madhya Pradesh Public Service Commission examinations for collegiate services, 1993, UGC-NET qualified in 1990. An invited speaker in various international education forums like Commonwealth, UNESCO, SAARC, British Council, etc; she is member of various GOI Committees, holds advisory position in different committees of universities and colleges, advisor UPSC and acts as resource person in training programmes for Central, State Government officers, banking and teaching professionals across the country. She has twice been conferred with the YOUNG ECONOMIST AWARD by the Indian Economic Association and has been awarded 'Prashasti Patra' by the Directorate of Higher Education, Government of Madhya Pradesh for her praiseworthy contribution in their Distance Education Programme (EDUSAT). She was member of the Drafting Committee of post-secondary forum for providing inputs for the next Millennium Development Goals (MDGs) in the recently held Conference of Commonwealth Education Ministers in Mauritius. She has many publications to her credit in various journals, books and magazines of national and international repute; authored books and has been on the editorial board of international and national journals; Fellow, International Congress of Environmental Research; Vice President of M.P. Economic Association; and Associate Editor of the Indian Economic Journal. With over 20 years of teaching training and research experience, she has travelled widely both nationally and internationally, including Harvard University, Singapore University, Mauritius University, London, Thailand, Philippines, etc. and premier institutions in the country like Indian Institute of Management, Lucknow; National Institute of Industrial Engineering, Mumbai; ISRO, Ahmedabad; to name a few. Her current areas of research include employability skills of educated youth, educational internationalisation and regional disparities in educational development.

Dr. Nidhi S. Sabharwal Ph.D. from the Centre for the Study of Regional Development at the Jawaharlal Nehru University (JNU), New Delhi. Dr. Sabharwal has previously served as the Director of the Indian Institute of Dalit Studies. She has conducted extensive research on the development concerns of the poor, especially the scheduled caste groups. She has studied inter-group inequalities across human development indicators, focusing on the role of caste- and gender-based discrimination in market and non-market institutions; 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 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. He has published articles in reputed international journals and presented papers at the national and international conferences. His current research focuses on access, equity and institutional culture in higher education. He is currently co-editor of CPRHE research paper series.

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

Dr. Sayantan Mandal Ph.D. in Education Policy Analysis from the University of Deusto, Spain and graduated from the Danish School of Education in European Masters in Lifelong Learning: Policy and Management with the Erasmus Mundus scholarship(s) by the European Commission. Before joining 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 NGO sector, focusing educational development. He has to his credit many articles published in several journals. Also, he has presented papers at various national and international conferences. His current research focus is on teaching and learning 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 spanning around 14 years, in reputed government and non-government institutions across 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. Her articles have been published in international journals. In addition, she has presented several research papers at international conferences. Her current research is focused on quality in higher education.

Dr. Jinusha Panigrahi M.Phil./Ph.D. in Economics of Education from Jawaharlal Nehru University, New Delhi. She has several years of experience as a researcher and assistant professor 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 several colleges of the University of Delhi. Prior to joining CPRHE, she was an Assistant Professor at the Institute for Studies in Industrial Development, New Delhi. Besides her articles being published in different journals, and edited books she has presented research papers in various national and international seminars and conferences. Her current research at CPRHE focuses on financing of higher education.

CPRHE Staff

Junior Consultants

- Dr. Dharmarakshit Gautam
- Ms. Aastha Jain
- Dr. Nitin Verma

Administrative Staff

- Ms. Anjali Arora manages the support activities for the Centre.
- Mr. Mayank Rajput works as the Data Entry Operator at the Centre.
- Ms. Monica works as the Data Entry Operator at the Centre.



Picture 13: CPRHE Staff at the International Seminar

ANNEXURE I

MEMBERS OF THE EXECUTIVE COMMITTEE OF CPRHE

1. Shri Pawan Agarwal
Former Advisor Education
Planning Commission, GOI
Chief Executive Officer
Food Safety & Security Authority of India
FDA Bhawan, Kotla Road, New Delhi
2. Professor M. Anandkrishnan
Former Chairman
IIT Kanpur, Madan Apartments,
Kasturibai Nagar, Adyar, Chennai
3. Professor Sudhanshu Bhushan
Professor & Head
Department of Higher & Professional
Education National University of
Educational Planning & Administration,
New Delhi
4. Professor Suranjan Das
Vice Chancellor
Jadavpur University
188, Raja S.C. Mallick Road,
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5. Professor Armaity S. Desai
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August Kranti Marg, Mumbai
6. Professor Jayati Ghosh
Centre for Economic Studies
and Planning
Jawaharlal Nehru University
New Mehrauli Road, New Delhi
7. Professor R. Govinda
Chairperson
Vice Chancellor (up to July 2015)
National University of Educational
Planning and Administration,
New Delhi
8. Professor N. Jaya ram
Tata Institute of Social Sciences
P.O. Box 8313, Deonar, Mumbai
9. Professor E. Mary John
Centre for Women's Studies
25, Bhai Veer Singh Marg, New Delhi
10. Professor Shyam B. Menon
Vice Chancellor
Dr. B. R. Ambedkar University,
Kashmere Gate Campus,
Lothian Road, Kashmere Gate,
Delhi
11. Professor Mrinal Miri
A-39, South Extension-I,
New Delhi
12. Shri Vinay Sheel Oberoi (or nominee)
Secretary
Department of Higher Education
Ministry of Human Resource
Development,
Shastri Bhawan, New Delhi
13. Professor Ved Prakash (or nominee)
Chairperson
University Grants Commission,
New Delhi
14. Professor Furqan Qamar
AIU House,
16, Comrade Indrajit Gupta Marg,
(Kotla Marg), New Delhi
15. Professor Jandhyala B.G. Tilak
(Chairperson)
Vice Chancellor (I/c), (July 2015 onwards)
National University of Educational
Planning & Administration,
New Delhi
16. Ms. Alka Tiwari (or nominee)
Adviser
(LEM/VAC/Minority Education)
Niti Aayog Parliament Street,
New Delhi
17. Professor N.V. Varghese
(Vice Chairperson & Convenor)
Director
Centre for Policy Research in
Higher Education (CRPHE)
NUEPA,
New Delhi

ANNEXURE II

EXTERNAL EXPERTS CONSULTED FOR CPRHE RE SEARCH PROJECTS

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Shri Pawan Agarwal
Former Advisor Education
Planning Commission, GOI
Chief Executive Officer
Food Safety and Security
Authority of India
FDA Bhawan,
Kotla Road,
New Delhi</p> | <p>8. Professor Vivek Kumar
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School of Social Sciences
Jawaharlal Nehru University,
New Mehrauli Road,
New Delhi</p> |
| <p>2. Professor M.M. Ansari
Former Member
University Grants Commission
New Delhi</p> | <p>9. Professor Kuldeep Kaur
Honorary Director
Population Research Centre (PRC)
Centre for Research in Rural &
Industrial Development (CRRID),
Sector 19 A, Madhya Marg,
Chandigarh</p> |
| <p>3. Professor Saumen Chattopadhyay
Zakir Husain Centre for
Educational Studies
Jawaharlal Nehru University
New Delhi</p> | <p>10. Professor Sanjay Mishra
Director,
Commonwealth Educational Media
Centre for Asia,
New Delhi</p> |
| <p>4. Professor P.K. Chaubey
Indian Institute of
Public Administration
New Delhi</p> | <p>11. Professor Minati Panda
Zakir Husain Centre
for Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi</p> |
| <p>5. Shri Dilip Chenoy
Managing Director & CEO
National Skills Development Corporation
New Delhi</p> | <p>12. Professor Manoj Pant
Centre for International Trade
and Development,
School of International Studies,
Jawaharlal Nehru University,
New Delhi</p> |
| <p>6. Professor R. S. Deshpande
ICSSR, National Fellow &
Former Director, ISEC,
Bangalore</p> | <p>13. Dr. Jaganath Patil
Adviser
National Assessment and
Accreditation Council,
Bangalore</p> |
| <p>7. Professor Jayati Ghosh
Centre for Economic Studies
and Planning,
Jawaharlal Nehru University,
New Delhi</p> | |

14. Professor Latha Pillai
Director
Rajiv Gandhi National Institute of
Youth Development
Sriperumbudur
Chennai
15. Dr. Neetha Pillai
Senior Fellow and Professor
Centre for Women's Development
Studies
New Delhi
16. Professor K. Sudha Rao
Executive Director
Knowledge Commission
Bangalore
17. Professor Tridip Ray
Department of Economics
(Planning Unit),
Indian Statistical Institute,
New Delhi
18. Professor B. Shiva Reddy
Former Professor & Head (I/c)
Osmania University,
Hyderabad
19. Professor Furqan Qamar
Secretary General & Member Secretary
Association of Indian Universities
New Delhi
20. Professor Ghanshyam Shah
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Studies, Surat)
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Gujarat
21. Professor Archana Shukla
Dean
Indian Institute of Management
Lucknow,
Uttar Pradesh
22. Professor S. Padmini Swaminathan
Tata Institute of Social Sciences
Hyderabad,
Telangana
23. Professor Meenakshi Thapa
Department of Sociology
Delhi School of Economics,
University of Delhi,
Delhi
24. Professor Michael Tharakan
Former Vice-Chancellor
of Kannur University,
Parayilvallyara Kakkathuruth,
Eramelloor
P O, Alappuzha,
Kerala
25. Professor Sukhadeo Thorat
Chairman
Indian Council of Social Science
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2. Shri R.V. Vaidyanatha Ayyar
Former Joint Secretary
Department of Education and
Former Secretary
Department of Culture,
Ministry of Human Resource
Development,
C-1305, Ramky Tower,
Gachibowli,
Hyderabad

3. **Professor Sudhanshu Bhushan**
Professor & Head
Department of Higher & Professional
Education
National University of Educational
Planning & Administration
17-B, Sri Aurobindo Marg
New Delhi
4. **Professor Karuna Chanana**
Retired Professor
Zakir Husain Centre
for Educational Studies
School of Social Sciences,
Jawaharlal Nehru University,
C8/8256, Vasant Kunj,
New Delhi
5. **Professor Rupa Chanda**
Professor of Economics
IIM Bangalore,
Bangalore
6. **Professor Saumen Chattopadhyay**
Zakir Husain Centre
for Educational Studies,
School of Social Sciences,
Jawaharlal Nehru University,
New Delhi
7. **Professor P. Duraisamy**
Sir Sarvapalli Radhakrishnan
National Fellow of ICSSR
Madras Institute of
Development Studies
Gandhi Nagar, Adyar,
Chennai
8. **Professor Asha Gupta**
Professor & Director
Directorate of Hindi Medium
Implementation
University of Delhi,
10, Cavalry Lane,
Delhi
9. **Professor Binod Khadria**
Professor of Economics and Education
Zakir Husain Centre for Educational
Studies, School of Social Sciences
Jawaharlal Nehru University,
New Delhi
10. **Professor V.V. Krishna**
Professor in Science Policy
Centre for Studies in Science Policy
School of Social Sciences
Jawaharlal Nehru University,
New Delhi
11. **Dr. A. Mathew**
National Fellow
National University of Educational
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17-B, Sri Aurobindo Marg,
New Delhi
12. **Professor Santosh Mehrotra**
Professor of Economics
Centre for Informal Sector
and Labour Studies,
School of Social Sciences,
Jawaharlal Nehru University,
New Delhi
13. **Dr Jagannath Patil**
Adviser
National Assessment and
Accreditation Council (NAAC),
PB-1075, Nagarbhavi,
Bangalore
14. **Dr. Swapan Kumar Patra**
Senior Researcher
Centre for Studies in Science Policy
School of Social Sciences,
Jawaharlal Nehru University,
New Delhi

15. **Professor Latha Pillai**
Director
Rajiv Gandhi National Institute of
Youth Development,
Sriperumbudur, Chennai
16. **Professor B. P. Sanjay**
Professor
Department of Communication
Sarojini Naidu School of Arts &
Communication
University of Hyderabad, Gachibowli,
Hyderabad
17. **Professor G. D. Sharma**
CEO
Society for Education and
Economic Development
Flat No.56, DDA (SFS)
Sector I, Pocket-I, Dwarka,
New Delhi
18. **Professor Sukhadeo Thorat**
Chairman
Indian Council of Social Science
Research, Aruna Asaf Ali Marg,
New Delhi
19. **Professor Jandhyala B.G. Tilak**
Vice Chancellor (*l/c*)
National University of Educational
Planning & Administration
17-B, Sri Aurobindo Marg,
New Delhi
20. **Professor G. G. Wankhede**
Professor and Chairperson
Center for Higher Education,
School of Education,
Dean School of Education,
Tata Institute of Social Sciences,
Mumbai

ANNEXURE III

VISITORS AT CPRHE

1. Professor Steven Jeffery Hite
Department of Educational
Leadership & Foundations
Brigham Young University,
USA
2. Professor Kuldeep Mathur
Former Director, NUEPA
New Delhi
3. Professor Keith Lewin
Emeritus Professor
University of Sussex,
United Kingdom
4. Dr. Graeme Atherton
Head, Access HE
London Higher
United Kingdom
5. Mr. Alison Johns
Chief Executive
Leadership Foundation
for Higher Education
United Kingdom
6. Professor Kenneth King
Professor Emeritus
Edinburgh
United Kingdom
7. Professor Raisuyah Bhagwan
Senior Lecturer
Faculty of Health Sciences
Durban University of
Technology Durban,
South Africa
8. Dr. Savathrie Maistry
Faculty of Applied Sciences
Durban University of
Technology, Durban,
South Africa
9. Professor Darren Lortan
Acting Director,
Community Engagement,
Durban University of Technology,
Durban,
South Africa
10. Ms. Naidu
Faculty of Health Sciences
Durban University of Technology,
Durban,
South Africa

ANNEXURE IV

International Seminar on Teaching-Learning & New Technologies in Higher Education

Day 1: Thursday, 25 February (Venue: Jacaranda Hall)	
9:00	Registration
09:30 - 11:00	<p>Inaugural Session</p> <p>Welcome: Professor N V Varghese, Director, Centre for Policy Research in Higher Education</p> <p>Opening Remarks: Mr. Rob Lynes, Director, British Council India</p> <p>Inaugural Address: Professor Ved Prakash, Chairman, University Grants Commission</p> <p>Book Launch</p> <p>Presenting a copy of the book 'India Higher Education Report 2015', Routledge, to Shri J. Veeraraghavan, Former Principal Secretary, MHRD</p> <p>Vote of Thanks: Dr. Sayantan Mandal, Assistant Professor, CPRHE/ NUEPA</p> <p>Rapporteur: Nidhi Sabharwal CPRHE/NUEPA, India</p>
Day 1: Thursday, 25 February (Venue: Jacaranda Hall)	
11:00 - 11:30	Coffee and Networking (Venue: Pre-function Area)
11:30 - 13:00	<p>Plenary Session: Globalization and Changes in Teaching-learning Processes</p> <p>Chairperson: Kavita Sharma, President, South Asian University, India</p>
11:30 - 11:45	Keynote : William G. Tierney, University of Southern California, USA
11:45 - 12:30	<p>Panel Discussion</p> <p>Discussants:</p> <ol style="list-style-type: none"> 1. Don Passey, Lancaster University, UK 2. Anjali Bajpai, Banaras Hindu University, India 3. Nopraenue Dhirathiti, Mahidol, Thailand 4. Thushari Welikala, King's College London, UK

12:30 – 13:00	Open for Discussion	
	Rapporteur: Malish C. M., CPRHE/NUEPA, India	
13:00 – 14:00	Lunch	
14:00 – 15:30	Plenary Session: Impact of Technology on Teaching and Learning Chairperson: M. Anandakrishnan, Chairman, IIT Kanpur, India	
14:00 – 14:15	Keynote: Neil Morris, University of Leeds, UK	
14:15 – 15:00	Paper Presentations 1. Abdul Mannan, UGC, Bangladesh 2. Gwen Van Der Velden, University of Bath, UK 3. Sudhanshu Bhushan, NUEPA, India 4. Richard Walker, University of York, UK	
15:00 – 15:30	Open for Discussion Rapporteur: Garima Malik, CPRHE/NUEPA, India	
15:30 – 16:00	Coffee and networking (Venue: Pre-function Area)	
16:00 – 17:00	Parallel Session: Impact of Technology on Teaching & Learning	
World Café	Parallel Session 1 Chairperson: Richard Everitt, British Council India	Parallel Session 2 Chairperson: Pankaj Mittal, UGC, India
16:00 – 16:45	Paper Presentations: 1. Saroj Pandey IGNOU, India 2. Richard Walker University of York, UK 3. Beth Caldwell BCEESIPL, India 4. Neenaz Ichaporia BCEESIPL, India 5. Sunil Kijwania, Center for Educational Technology, India 6. Rupesh Vyas, IIT, India	Paper Presentations: 1. Anupam Basu IIT- Kharagpur, India 2. Uma Natarajan, The HEAD Foundation, Singapore 3. Bhaskarjyoti Bora, Gauhati University, India 4. Sidhhartha. N. Sharma, Gauhati University, India 5. Manas Behra, R.D.Women's University, India
16:45 – 17:00	Open for Discussion Rapporteur: Anupam Pachauri, CPRHE/NUEPA, India	Open for Discussion Rapporteur: Pradeep Kumar Choudhry, JNU, India
17:00 – 17:15	Concluding Day 1: Manjula Rao, British Council, India	

Day 2: Friday, 26 February (Venue: Jacaranda Hall)	
9:30 – 11:30	Plenary Session: Perspectives on Teaching and Learning in Higher Education Chairperson: D. P. Singh, Director, NAAC, India
9:30 – 11:00	Keynote: R. Govinda, Former Vice Chancellor, NUEPA, India
9:45 – 10:30	Paper Presentations: 1. Hyun-Sook Yu, KEDI, Republic of Korea 2. Sayantan Mandal, CPRHE/NUEPA, India 3. Bjarne Wahlgren, Aarhus University, Denmark 4. Saemah Rahman, Universiti Kebangsaan, Malaysia
10:30 – 11:00	Open for Discussion Rapporteur: Naresh Kumar, NUEPA, India
11.00 – 11.30	Coffee and Networking (Venue: Pre-function Area) Plenary Session: Learning Outcomes and Accountability Measures Chairperson: Karuna Chanana, Former Professor, JNU, India
11.30 – 12.30	Panel Discussion Discussants: 1. Ruhizan Mohammad Yasir, Universiti Kebangsaan, Malaysia 2. M.S. Lalitha, Pondicherry University, India 3. Neeru Snehi, NUEPA, India 4. Kyriaki Anagnostopoulou, University of Bath, UK 5. Nidhi Sabharwal & Malish C. M., CPRHE/NUEPA, India
12.30 – 13.00	Open for Discussion Rapporteur: Jinusha Panigrahi, CPRHE/NUEPA, India
13.00 – 14.00	Lunch
14.00 – 15.30	Plenary Session: Changing Teacher Profile and Teacher Development Chairperson: Abhimanyu Singh
14.00 – 14:15	Key note: N. Jayaram, Formerly with TISS, India
14:15 – 15:15	Paper Presentations: 1. Tom Sork, University of British Columbia, Canada 2. K. Ramachandran, NUEPA, India

	<p>3. B.P. Sanjay, University of Hyderabad, India</p> <p>4. C.P.S. Chauhan, Aligarh Muslim University, India</p>
15:15 - 15:30	<p>Open for Discussion</p> <p>Rapporteur: Dharma Rakshit Gautam, CPRHE/NUEPA, India</p>
15:30 - 16:00	Coffee and Networking (Venue: Pre-function Area)
16:00 - 17:00	<p>Open Panel: Reflections and recommendations from the seminar</p> <ol style="list-style-type: none"> 1. Manjula Rao, British Council India 2. N.V. Varghese, CPRHE/ NUEPA 3. Don Passey, Lancaster University, UK 4. Neil Morris, University of Leeds, UK 5. Ram Sharma, Shiv Nadar University, India 6. Nopraenue Dhirathiti , Mahidol University, Thailand 7. A K W Ananda Jayawardane, University of Moratuwa, Sri Lanka <p>Rapporteur: Sangeeta Angom, NUEPA, India</p>
17:00	Concluding session & vote of thanks
Departure	

ANNEXURE V

FACULTY AND ADMINISTRATIVE STAFF (As on 31.03.2016)

Vice-Chancellor (I/c)

Professor Jandhyala B. G. Tilak

Department of Educational Planning

Professor S.M.I.A. Zaidi, *Head*

Professor K. Biswal

Dr. P. Geetha Rani, *Associate Professor*

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 Mona Khare

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

Department of Educational Policy

Professor Avinash K. Singh, *Head*

Dr. Manisha Priyam, *Associate Professor*

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

Dr. Naresh Kumar, *Assistant Professor*

Department of School & Non-Formal Education

Professor Nalini Juneja, *Head*

Professor Neelam Sood

Professor Pranati Panda

Professor Rashmi Diwan

Dr. Madhumita Bandyopadhyay,

Associate Professor

Dr. Sunita Chugh, *Associate Professor*

Dr. Kashyapi Awasthi, *Assistant Professor*

Department of Higher and Professional Education

Professor Sudhanshu Bhushan, *Head*

Dr. Aarti Srivastava, *Associate Professor*

Dr. Neeru Snehi, *Assistant Professor*

Dr. Sangeeta Angom, *Assistant Professor*

Department of Educational Management Information System

Professor Arun C. Mehta, *Head*

Mr. 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*

Computer Centre

Professor K. Srinivas, *Head, Computer Centre*

National Centre for School Leadership

Professor Rashmi Diwan, *Head*

Dr. Sunita Chugh, *Associate Professor*

Dr. N. Mythili, *Assistant Professor*

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

Centre for Policy Research in Higher Education

Professor N. V. Varghese, *Director*

Professor Mona Khare

Dr. Nidhi S. Sabharwal, *Associate Professor*

Dr. Anupam Pachauri, *Assistant Professor*

Dr. Garima Malik, *Assistant Professor*

Dr. Jinusha Panigrahi, *Assistant Professor*

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

Dr. Sayantan Mandal, *Assistant Professor*

School Standard and Evaluation Unit

Professor Pranati Panda, *Head*

Dr. Veera Gupta, *Associate Professor*

Advisor (IAIEPA)

Professor K. Ramachandran

Administration & Academic Support

Registrar

Shri Basavaraj Swamy

Administration (General and Personnel)

Shri G. Veerabahu, *Administrative Officer*

General Administration

Shri J. P. Singh Dhami, *S.O.*

Personnel Administration

Shri B. R. Pahwa, *S.O. (I/c)*

Academic Administration

Shri P. P. Saxena, *S.O.*

Accounts

Smt. Usha Thyagarajan, *Finance Officer*

Shri Chander Prakash, *S.O.*

Training Cell

Shri J. P. Singh Dhami, *Training Officer (I/c)*

Publication Unit

Shri Pramod Rawat, *Deputy Publication Officer*

Hindi Cell

Dr. Subhash C. Sharma., *Hindi Editor*

Library/Documentation Centre

Smt. Puja Singh, *Librarian*

Dr. D.S. Thakur, *Documentation Officer*

Computer Centre

Shri Naveen Bhatia, *Computer Programmer*

