

corhe report

2017-18



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



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Published - July 2018 (3 H)

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Published by the Registrar

National Institute 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.

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INTRODUCTION

Higher education is going through rapid expansion and diversification in India. With a GER of 25.2 and new providers and new modes of delivery, the higher education landscape is undergoing unprecedented changes. We are witnessing a rapid growth of private providers with far-reaching implications for the way institutions are regulated. There is also a social churning process due to the diversified groups which are entering higher education. This has major consequences for higher education mobility and student success.

India is emerging as a knowledge hub, and increasingly we are witnessing the internationalisation of higher education with more foreign universities opening branch campuses in the country. The advent of digital technologies is also impacting the teaching-learning processes. In this scenario, Indian higher education institutions have to improve quality and compete with the best and brightest in the world. There is a need to ensure our higher education institutions reach higher positions in the world rankings i.e. we need world class universities. The challenges are even more pronounced due to the drying up of public sources of funding, and institutions being increasingly dependent on innovative methods of financing and self-financing courses.

However, the very character of higher education as a public good necessitates an active role of the state in providing higher education. Also, there is a need for good governance and management practices which promote educational quality. While traditions of governance vary from country to country and by type of institution, there are a set of basic principles that promote good governance across a wide variety of situations. Good governance is not a panacea but it will surely start the process of achieving sustainable development.

We need to look far into the future of higher education in India and then work towards realising what it will take to reach the stage of universalisation already achieved by developed countries. We also need to build on our strengths of a large demographic dividend and recognise that, in fact, we have a lot to celebrate in terms of successes since Independence. However, there is scope for introspection as well about what more can be done in terms of improving our standards and ensuring the employability of our graduates.

The major challenge ahead is to guide higher education institutions in this rapidly changing scenario and provide policy inputs. CPRHE is uniquely positioned to make far-reaching changes in higher education policy making through evidence-based research inputs. The Centre is already examining issues of diversity, governance, quality, teaching-learning, financing and employability and, in the future, will delve into critical new areas of research like college readiness, language and inequality, new managerialism, ICT in teaching-learning and financing of technical and professional education and professionalisation of academics in higher education. The Centre continues to expand its network with different universities and colleges through dissemination of its research findings. This also includes engagement with the States through the State Higher Education Councils and Higher Education Departments. With the preparation of Policy Briefs and organisation of Policy Consultations during the Operational Plan period (2017-20), the Centre is expected to expand the networking activities among the higher education practitioners and policy-makers in India.

CPRHE'S thematic research agenda addresses different issues and concerns of higher education in India. Important recommendations arising out of deliberations in the seminars and publications of the Centre will lead to new directions in higher education in the country.

1 ORGANISATIONAL STRUCTURE OF THE CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

The CPRHE was established in NIEPA as a specialised Centre in the area of higher education policy and planning. The Centre 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 submitting to the Board of Management (BoM) of NIEPA for final approval. The Vice-Chancellor (VC), NIEPA acts as Chairperson, and the Director of the Centre as Vice-Chairperson of the EC. The EC consists of academia and senior-level policy-makers with representation from UGC, Department of Higher Education, MHRD and NITI Aayog (A list of EC members is given in Annexure I).

The Centre became fully functional when the first group of faculty members joined the Centre which was formally inaugurated by the then Vice-Chancellor of NIEPA, Professor R. Govinda on 23 July, 2014. The Centre promotes inter-disciplinary research which is reflected in the recruitment of its faculty. The academic staff of the Centre consists of 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 administration. The Centre is located in the guest house of the NIEPA, New Delhi, the Centre has launched several research studies since 2015 onwards.

This report covers the activities of the Centre for the period between April 2017 and March 2018.

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 one hand, and to remain locally engaged, on the other.

Main Tasks

The main tasks 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;
- Assess/analyse trends in higher education development, both at the state and national levels, and disseminating them through publications and national/regional conferences and consultation meetings;
- Strengthen institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- Provide technical assistance to central/state governments and UGC to help them evolve policies, plans and programmes in higher education;

- Facilitate sharing and transfer of knowledge based on empirical research, to central/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 Aayog) 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 the representatives from UGC, MHRD and Planning Commission to discuss the research priorities and activities of the CPRHE was held on 4 February, 2014.
- A meeting of the Executive Committee was organised on 26 February, 2014 to discuss the Perspective Plan and Programme Framework of the CPRHE.

The Perspective Plan and Programme Framework and the priority areas of research were further submitted and approved in the Academic Council (AC) and BoM of NIEPA.

Based on these discussions, the Centre planned to organise the following activities on a regular basis every year. These are : i) Carrying out research in the priority areas indentified in the Programme Framework; ii) Organisation of policy dialogues based on the research findings; iii) Bringing out a publication 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) Bringing out research publications.

Since the Perspective Plan was ending in March 2017, the CPRHE prepared another document on Programme Framework and Operational Plan 2017-18 to 2019-20 which was submitted to the UGC and MHRD in January 2017. The Operational Plan indicated the thrust areas of CPRHE activities, new areas of research and annual budgetary requirements to implement the activities. The activities such as IHER, Research Paper Series, International Seminars, etc. to be continued and will become regular activities of the Centre. The new activities to be initiated by the Centre will consist of preparation of policy briefs, organisation of policy consultation meetings, research in the new domains, etc. The most important and significant policy support work that the Centre aims to initiate will be on qualification framework. The CPRHE has been assigned by the UGC, the task to develop a National Higher Education Qualification Framework (NHEQF). Future activities of the CPRHE are the following: i) Setting Standards in Higher Education: National Higher Education Qualification Framework (NHEQF); ii) Knowledge Generation through Policy-Oriented Research and Analysis; iii) Capacity Development; iv) Analysis of Trends in Higher Education Development; v) Sharing and Dissemination of Knowledge; vi) Policy Dialogues/Consultations; vii) Advocacy for Education Reform and Policy Formulation; viii) Technical Support; and ix) Networking with Educational Researchers and Practitioners.

4 CPRHE ACTIVITIES

CPRHE/NIEPA 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. IHER is an annual publication and serves as a good reference document for researchers and policy-makers in India.

The first issue of the IHER (IHER 2015) is comprehensive and contains articles on major issues and challenges facing higher education in the country. The IHER 2015, published by Routledge (Taylor and Francis group), was released in the inaugural session of the International Seminar on 'Teaching-Learning and New Technologies in Higher Education' held on 25 February, 2016 at the India Habitat Centre, New Delhi.

The second India Higher Education Report 2016 (IHER 2016) focuses on equity in higher education. IHER 2016 was released on 9 November, 2017 on the auspicious occasion of Maulana Azad Memorial Lecture at India Habitat Centre, New Delhi. The third India Higher Education Report 2017 (IHER 2017) focuses on 'Teaching, Learning and Quality'. The final manuscript has been submitted to Sage and book will soon be released.

4.1 India Higher Education Report (IHER) 2018

IHER 2018 focuses on financing of higher education. The Centre developed a concept note for the IHER 2018, identified the prospective authors of different chapters and requested them to send the abstracts of the chapters (List of authors is attached in Annexure II). The first Peer Review Meeting to discuss the framework and individual chapters based on the abstract was organised on 30 May, 2017. The authors developed their chapters, and a second Peer Review Meeting of the authors of the IHER 2017 was held on 14 September, 2017. The CPRHE prepared extensive review comments and shared among the authors for revision of their papers. The Centre is in the process of finalising the manuscript for publication by Sage.



Release of IHER 2016 at India Habitat Centre, New Delhi

4.2 CPRHE Research Papers Series

The CPRHE has brought out a regular publication series titled “CPRHE Research Papers”. The purpose of this series is to disseminate the research carried out in the Centre and to continue a dialogue with researchers and policy-makers. These papers are written by the CPRHE faculty members or research teams or prepared by others on request by the CPRHE. Prof. N.V. Varghese and Dr. C.M. Malish are the editors of the series. First eight papers in the series have already been published. The ninth, tenth and eleventh papers are 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 (2016). Student Diversity and Civic Learning in Higher Education in India.
- iv) Research Paper 4: William G. Tierney and Nidhi S. Sabharwal (2016). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions.
- v) Research Paper 5: Garima Malik (2017). Governance and Management of Higher Education Institutions in India.
- vi) Research Paper 6: Jinusha Panigrahi (2017). Resource Allocation and Innovative Methods of Financing Higher Education in India.
- vii) Research Paper 7: Vani K. Borooah and Nidhi Sadana Sabharwal (2017). English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities.
- viii) Research Paper 8: N.V. Varghese, Garima Malik and Dharma Rakshit Gautam (2017). Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results.
- ix) Research Paper 9: Sayantan Mandal (Forthcoming). Teaching-Learning in Higher Education: Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis. Teaching and Learning in Higher Education.
- x) Research Paper 10: Nidhi S. Sabharwal and C.M. Malish (Forthcoming). Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India.
- xi) Research Paper 11: N.V. Varghese, Jinusha Panigrahi and Anubha Rohatgi (Forthcoming). Concentration of Higher Education Institutions in India: A Regional Analysis

4.3 International Seminar on Quality and Excellence in Higher Education

Enhancing quality of an expanding and diverse system has become the major challenge facing most countries across the globe. The traditional belief in relying on internal mechanisms and resources to improve quality is replaced by external quality assurance (EQA) arrangements in the form of either federally linked or independent quality assurance agencies (QAA). The need for flexible, contextual and innovative learning approaches and delivery methods to address diversity is to be married with the global standards that, very often, determine national policies and institutional priorities. Hence, discussions on quality are centred on improving global rankings, creating world-class universities, enforcing accreditation and EQA standards, and promoting internal quality assurance mechanisms. The focus of quality assessment is shifting from indicators of improving access to enhancing learning outcomes.



Inaugural address of Prof. Judith Eaton at International Seminar on Quality and Excellence in Higher Education

The management 'of' and management 'for' quality at the institutional level is crucial and requires institutional efforts through devising policies, structures, mechanisms, processes, funding and accountability frameworks to this effect. Besides the statutory bodies and institutional leadership, the institutional culture determines the outcomes of the reforms and quality initiatives. The internal quality assurance cells (IQAC), linked to institutional governance for quality, could play a vital role in achieving excellence.

National governments aspire for their higher education institutions to compete globally and become academically attractive to international students and researchers. The launch of national rankings of higher education institutions are purported as efforts towards quality and excellence. Testing of new entrants into the profession of teaching in higher education and their continuous professional development has been seen to ensure quality in higher education.

The Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi and the

British Council, jointly organised an International Seminar on ‘Quality and Excellence in Higher Education’ to discuss experiences and practices with reference to quality assurance and excellence. The seminar was held at the India Habitat Centre, New Delhi on 22-23 February, 2018. The CPRHE at NIEPA has also recently completed a research project focusing on understanding the effects of external and internal quality assurance on higher education institutions. Dr Anupam Pachauri, the Principal Investigator and Project Coordinator of the research project, was the coordinator and convenor of the international seminar, under the guidance of Professor N.V. Varghese, Vice-Chancellor, NIEPA. The seminar was also a platform to disseminate the findings of the CPRHE research project.



Delegates of International Seminar on Quality and Excellence in Higher Education

The specific objectives of the international seminar were envisioned:

- To provide a platform for experts, researchers and practitioners to share their experiences.
- To discuss the experiences and practices for improving quality and excellence in higher education.
- To explore possibilities of promoting research and studies in the domain of quality and excellence in higher education.

In addition to the above, the seminar created an excellent opportunity to form an international network of partners, researchers, experts and policy-makers for sustainable knowledge-building.

More than 150 delegates from 12 countries i.e., Afghanistan, Australia, France, Malaysia, Mauritius, Nepal, Russia, Sri Lanka, Thailand, UAE, UK, USA and India participated in the seminar. The participants included academics, institutional leaders, policy analysts, policy-makers, researchers and senior managers of higher education institutions. Representatives from the UGC and MHRD also attended the seminar.

Professor N.V. Varghese, in his welcome speech, highlighted the issues of institutional credibility and effectiveness with reference to quality of higher education in expanding systems. Ms. Manjula Rao from the British Council, in her opening remarks, highlighted the meaningful partnership between NIEPA and the British Council in organising the international seminar every year on a pertinent theme on higher education. The contemporary concerns such as greater access to non-traditional courses, balancing access and affordability, lack of funds, role of specialised knowledge on economic growth, English language skills and employability of students, pose challenge to improving quality in higher education.

Professor Judith Eaton, President of the Council of Higher Education Accreditation (CHEA), presented the keynote address at the inaugural session. In her speech, Professor Judith Eaton highlighted the changing demands on quality assurance in terms of what counts as quality contribution of higher education to the knowledge economy and the responses of quality assurance to increasing diversity.

More than thirty papers were presented across six plenary sessions over the two days of the international seminar. In addition, an open panel discussion was held on student diversity and quality. The papers presented at the conference traversed empirical as well as theoretical domains and were organised under the themes i.e., World Class Universities and Excellence; External Quality Assurance; Internal Quality Assurance, Indicators and Reforms; Research and Quality in Higher Education; Student Diversity in Teaching and Learning; and Quality Assessment and Regional Quality Networks. Prominent experts in the field of higher education were invited as the Chair and Discussant for each session. The Q&A followed discussant's remarks in every session. Besides, another three keynote speeches were delivered by Professor Stephen Jackson, Professor N. Jayaram and Professor R. Govinda.

The notion of quality in world-class universities is based on performance in terms of research output, teaching activity, perception in terms of social accountability; and how students and employers perceive a particular institute. The different conceptualisations of quality impact the identified indicators to assess the institutions. Quality is multi-dimensional and therefore while framing the indicators for institutional assessments, both the international frameworks as well as the national contexts are required to be considered. Resource allocation to higher education is linked with indicators of excellence. Issues of accesses and diversity, faculty autonomy are of equal importance as is the issue of institutional autonomy in view of the paucity of funds. The emphasis should be on building capacities of teachers with funding support to institutions.

The Internal Quality Assurance has the potential of becoming an important tool for the graduate employability - both directly and indirectly. The relationship between academics and labour market representatives helps in identifying future needs of the employers and revisit the curriculum content, pedagogies and learning

outcomes. However, there could be tension between the current and future needs of the employers and therefore changes in the curriculum should be such that provide broader knowledge-base to the students.

Quality assurance agencies, operating in the context of international branch campuses and cross-border education, need to focus on dialogue and cooperation between stakeholders and inclusion of student voice so as to improve the quality of degrees and facilitating student mobility through recognition of qualifications.

The External Quality Assurance (EQA) impacts the institutional workings and has considerable effects. The exercise of institutional assessment and accreditation highlights the areas of improvement. However, the conditions for improvement reside with the regulators and funders of the institutions as well as the institutional participants and leaders. Institutionalisation of change for quality is a long process. Institutions require sufficient time to respond to the demands of the EQA. There are inter-departmental variations in prioritising financial support, which could be problematic in terms of using the same yardstick for determining and comparing the quality of departments as well as their contribution to the overall institutional quality.

The EQA agencies also need to revisit their indicators based on the feedback from institutions as many times there could be delink between institutional mission, preferences, internal quality assurance system vis-a-vis demands of the EQA. A standard template of EQA cannot address the complexity of the notion of quality and its approaches as well as complexity of the institutions in terms of their mandate and student diversity. EQA has been acknowledged to have busted the status quo within the archaic institutional settings, and has created competition amongst institutions as well as institutional participants for the sources of funding. Alongside, EQA has been instrumental in nudging institutions to reflect on their function so as to rethink the linkages between curriculum and student experience. Aligning internal quality assurance units with the mechanisms of institutional governance is of crucial importance for improvements in quality and institutionalisation of quality culture.

Shifts in higher education policy result in significant changes in the quality assurance. An example of the phenomenon is the recent establishment of - The Office for Students - as the new regulator for England. Quality of research is a crucial benchmark of quality of higher education. However, with lopsided expansion of private higher education across geographical locations there are disparities in knowledge production. The eligibility requirements as well as enrolment procedures for PhDs vary across institutions. The scholars opting for PhDs are also a diversified group, and concerns are raised regarding the motivations, knowledge, depth and rigour in earning PhDs. Although the academic performance indicators were introduced to improve the quality of academics, an unintended outcome is pseudo-research published in run-of-the-

mill journals in rush towards gaining API scores. APIs therefore have limitations as QA indicators.

Linking teaching with research; encouraging cross-disciplinary research; renewal of faculty development programmes with focus on research and balancing research, innovation and application, and research are some of the ways in which the concerns regarding quality of research contributing to quality of higher education could be addressed. The changing notions of quality in view of the market forces result in tension between quality and equity. The extent to which, the increased regulation, domination of market principles, and surveillance for the sake of transparency lead to quality with equity warrants debate and micro-context specific studies.

The challenges of implementing QA in massifying HE systems are at various levels. The first challenge is at the level of adequate number of QA agencies with capacity to assess and accredit higher education institutions. An example of Sub Saharan Africa (SSA) can be mentioned where, till 2015, only half of the 48 SSA countries had QA agencies/system put in place. Another challenge is organising and implementing the national QA system. At the level of HEIs, lack of knowledge about QA processes, inadequate capacity for internal reviews, too heavy teaching, administrative load of academic staff and lack of funding pose challenge. Although regional QA initiatives in SSA were started in 2003 but, due to financial constraints, the sustainability of quality networks remains an issue.

Quality Assurance can meet the new challenges for higher education in a changing world by focusing on Sustainable Development Goals (SDGs). The SDGs emphasise access to quality education, vocational education to all women and youth and focus on learning outcomes. Structure like National Quality Framework (NQF) can be helpful for identifying issues that need to be focused on learning outcomes. The report of the international seminar is being finalised. The CPRHE also plans to bring out a publication based on the papers presented in the seminar.

5 EXECUTIVE COMMITTEE MEETING

The fifth meeting of the Executive Committee (EC) of the CPRHE was held on 13 March, 2018 at NIEPA. Eleven members of the EC participated in the meeting. The meeting was chaired by Professor N.V. Varghese, Vice-Chancellor of the university. Welcoming the members, he pointed to the important role played by the EC in shaping the agenda for future activities of the CPRHE. He also stated that this meeting had the attendance of the largest number of EC members of all the meetings held so far.

Professor N.V. Varghese, Vice-Chancellor, NIEPA & Director of the CPRHE, made detailed presentation on the activities of the CPRHE. The presentation was divided into two parts: i) CPRHE activities carried out in the year 2017-18; and ii) CPRHE activities proposed for the year 2018-19. The meeting was coordinated by Dr. Nidhi S. Sabharwal.



EC Meeting of Centre for Policy Research in Higher Education

6 EXPERT COMMITTEE MEETINGS ON RESEARCH

All the research projects, being implemented by the CPRHE, have gone through a rigorous process of review by the experts (Annexure III). Separate Expert Committees for each of the project were constituted to review the proposal and to guide and advise the project implementation. The Centre organised the following expert committee meetings during the year 2017-18. All the meetings were chaired by the Director, CPRHE.

Expert Group on Policy Briefs on Diversity and Inclusion in Higher Education

- 1) The Centre organised an Expert Group Meeting with policy-makers and academics as members of the committee to discuss and finalise the Policy Briefs titled Diversity and Inclusion in Higher Education. Based on the research studies completed by the Centre and similar studies by other organisations, the CPRHE planned to prepare policy briefs in selected themes. A policy brief is a small document of 4-5 pages discussing the issue identified primarily from our research, and elaborates the policy implications. The areas for policy briefs are identified from the studies. The primary target groups of these policy briefs are policy-makers at the national state and Institution levels. The Expert Group Meeting was organised on 20 June, 2017 in NUEPA. Based on the findings from the study on “Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India”, the Centre prepared the following policy briefs:
 - CPRHE Policy Brief 1 (2017): Equalising Access to Higher Education in India (prepared by Dr. Nidhi S. Sabharwal and Dr. C.M. Malish).
 - CPRHE Policy Brief 2 (2017): Achieving Academic Integration in Higher Education in India (prepared by Dr. Nidhi S. Sabharwal and Dr. C.M. Malish).
 - CPRHE Policy Brief 3 (2017): Developing Socially Inclusive Higher Education Campuses in India (prepared by Dr. Nidhi S. Sabharwal and Dr. C.M. Malish).

7

RESEARCH PROJECTS LAUNCHED
BY CPRHE

CPRHE has completed and is undertaking the following research projects. Summaries of the research projects are as follows:

7.1 Research Projects Completed

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

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 research report was submitted to the University Grants Commission in November 2015.

Project Coordinators/Principal Investigators: Professor N.V. Varghese, Dr. Garima Malik and Dr. Dharma Rakshit Gautam

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

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

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

Study was implemented in 12 HEIs located in six states i.e. Bihar, Delhi, Karnataka, Kerala Maharashtra and Uttar Pradesh. The case study institutions are: Patna University, Patna, Bihar and Patna College (affiliated to Patna University); Zakir Husain College, New Delhi (affiliated to Delhi University); National Institute of Technology, Surathkal, Karnataka; Dr. John Matthai Centre (University of Calicut), Kerala; Sree Kerala Varma College, Thrissur and Sri C Achutha Menon Government College, Thrissur (affiliated to University of Calicut); RTM Nagpur University, Nagpur, Maharashtra; V.N. Government Institute of Arts and Social Sciences, Nagpur; and Government Institute of Science, Nagpur (affiliated to RTM Nagpur University); University of Lucknow, Uttar Pradesh, and Sri Jai Narain Post Graduate College, Lucknow (affiliated to University of Lucknow). Project was launched in February 2015 by organising a research methodology workshop for research team members from six states.

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

The second research methodology workshop, focusing on analysis framework, was organised on 23-24 September, 2015. Fifteen research team members attended the workshop. Draft chapter schemes have been presented, and based on inputs from each state team, these were finalised. At the second research methodology workshop, hands-on expertise on analysing both quantitative and qualitative data, strategies for integrating various data sources such as primary and secondary, student survey and focus group discussions, and, interpreting, analysis and writing reports were discussed. Draft chapters, prepared by the research team members after the second research methodology workshop, were thoroughly reviewed, and detailed feedbacks were sent back to respective teams. It helped them to revise their drafts. It also ensured comparability across the reports and quality. The full reports were submitted and the third research methodology workshop was held on 7-8 June, 2016.

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

was attended by the members of the research teams from 12 higher education institutions listed above. The workshop was organised as a peer-review meeting. One of the members from another research team was the discussant for the draft research report which was followed by a discussion by all members of the research teams present at the workshop.

The drafts of the research reports were prepared in advance under guidance and in collaboration with the research team at CPRHE. The workshop was organised in a way that the research teams got sufficient time to make full presentation followed by a discussion. General guidelines were followed while commenting on the drafts: the comments were solely based on review of the draft reports; critical suggestions were provided to improve analysis and writing; focus was given on internal consistency in writing and arguments; focus was on the arguments developed in each section/sub-section and data set used for the same; emphasis was laid on the data triangulation and to ensure that there was an adequate integration of qualitative and quantitative data; the reviewer focused whether the draft explained "why" of the results, the process (how) of the results along with description (what) of the results. Based on the comments received from the group, the research reports were revised and presented in the third Advisory Research Committee Meeting held on 18 October, 2016. Based on the study, a national seminar, held on 27-28 February, 2017 brought together academics, educationists and policy-makers across India to delve deeper into student diversity, equity and inclusion in higher education in India.

The project is funded by the ICSSR.

Major Findings

The study developed a method of classifying student diversity in higher education institutions in India. The study thus identified three stages of student diversity are: Stage I is social diversity which is quantifiable; measurable and is visible aspect of diversity in nation's population. Stage II is academic diversity wherein academic differences have to be addressed to achieve equity in academic outcomes. Stage III diversity is a condition of social inclusion, wherein, forms of discrimination that shape the experiences of diverse students have to be addressed to achieve inclusion in higher education.

The study finds that inequality persists in terms of choice of subject areas of study. Students from the advantaged groups (such as students from general category social group) increasingly choose sciences and engineering study programmes. The analysis shows that this can be due to variations in the pre-college academic experiences. General category students have mostly attended private schools with English medium of instruction unlike students from the socially-excluded groups who studied in government schools with regional language as the medium of instruction. Thus, while overall social diversity may have improved, social group disparity continues to exist in the choice of subjects of studies leading to stratifications of disciplines based on caste and ethnicity. Such disciplinary

stratification adds to the existing inequalities in education and the prospects and nature of employment after studies.

The findings of the study indicate that discrimination continues to exist in higher education campuses. It was found that dominant attitude of faculty members and institutional leaders towards increasing student diversity are mostly negative. To institutionalise equality and protect students from discrimination, there are clear directives from the higher education authorities to create cells such as Equal Opportunity Cells, Women's Cell, Anti-Ragging Cells in higher education institutions. The empirical findings indicate that although all types of institutional arrangements (in the form of cells) exist but the cells are not effectively functioning, awareness of students about the cells was low; many did not know whom to contact and how to complain. It seems there is limited institutional interest in planning, monitoring and coordinating the functioning of the cells to make them effective and helpful to students who need them badly.

The study shows that we have made progress in terms of achieving diversity in the campuses. Affirmative action policies at the time of admission have contributed to achieving Stage I diversity. However, addressing issues of diversity in the campuses need detailed examination and further progressive action. But, a lack of perspective towards diversity and insensitivity from the institutional leaders can create a vacuum in the discourse on diversity and equity in higher education. Developing a diversity perspective is an important step wherein student diversity is valued.

It shows that there is a long distance to travel to reach Stage II and Stage III diversity. Though external factors are important, achieving Stage II and III diversity is an internal matter of the institution. The study clearly shows that we have reached a stage in addressing diversity in the campus where the attention needs to be shifted to the initiatives within institutions. This is what we may like to term as "institutional turn" in addressing changing nature of student diversity. "Institutional turn" predisposes drastic changes in ways in which institutions are functioning and changes in attitude and perception of institutional stakeholders such as faculty members and academic administrators.

The first and foremost diversity initiative at the institutional level is to sensitise leaders and faculty members on ways to address student diversity more positively and to see diversity as an asset. Institutions also play a role in fostering learning about diverse 'others' and dialogues across differences which, in turn, has an effect on the campus climate. Pedagogical interventions that include awareness about the diverse 'others' and dialogue across differences are diversity initiatives for fostering positive campus climate and inter-group relationships. Thus, to realise the ideals in the Constitution and to contribute to democratisation of society, higher education institutions in India need to help students acquire and internalise knowledge, values and skills to promote diversity, civic learning and democratic functioning.

The following six state team reports and one synthesis report have been prepared as a part of this project:

1. 'Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India' by Dr. Nidhi S. Sabharwal and Dr. C. M. Malish, New Delhi, CPRHE/NIEPA, 2016.
2. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Bihar' by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE/NIEPA, 2016.
3. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh' by Professor Nidhi Bala, Dr. Shrvan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE/NIEPA, 2016.
4. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Karnataka' by Dr. Sreejith Alathur, Professor A. H. Sequeira and Dr. B. V. Gopalakrishna, New Delhi, CPRHE/NIEPA, 2016.
5. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra' by Dr. H. A. Hudda, Dr. A. V. Talmale and Dr. A. C. Bankar, New Delhi, CPRHE/NIEPA, 2016.
6. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala' by Professor K. X. Joseph, Dr. T. D. Simon, Dr. K. Rajesh, New Delhi, CPRHE/NIEPA, 2016.
7. 'Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi' by Dr. C. V. Babu and Dr. Satyendra Thakur, New Delhi, CPRHE/NIEPA, 2016.

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

Guest post by Dr. Roma Smart Joseph: Participatory conferences as collaborative learning hubs in large-scale research projects

In this post, Dr. Roma Smart Joseph reflects on the integration of participatory conferences for regional research partners into a national study of diversity and discrimination in higher education in India. The CPRHE conferences were organised as a part of national policy-making research project on "Diversity and Discrimination in Higher Education Institutions of India". The research conference was instrumental in helping us develop strong networking with one another through sharing our contacts, e-mail addresses and creating a whatsapp group which kept all the research team members integrated and allowed us to share information whenever required. The series of research conferences helped me and my team members to grow professionally and also provided us the opportunity to exchange ideas, share resources and participate in debates and discussions. We also got an opportunity to know about the CPRHE publications and to contribute to these by writing research papers based on the study.

This article can be accessed from: <https://conferenceinference.wordpress.com/2017/09/25/guest-post-by-roma-smart-joseph-participatory-conferences-as-collaborative-learning-hubs-in-large-scale-research-projects/>

7.1.3 Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) Scheme

The CPRHE/NIEPA had initiated a study to evaluate the implementation of the PMMMNTT scheme. The PMMMNTT scheme focuses on the seven components related to teachers and teaching. These are: a) School of Education (in Central Universities); b) Centres of Excellence in Science and Mathematics Education (CESME); c) Teaching-Learning Centre (TLC); d) Faculty Development Centre (FDC); e) Innovations, Awards and Teaching Resource Grant/Support for Faculty, including Workshops and Seminars; f) Subject Networks for Curricular Renewal and Reforms (SBN); and g) Institutions of Academic Leadership and Education Management. Although the scheme is in its initial stages of implementation, the MHRD requested NIEPA to undertake a study to evaluate the implementation of the PMMMNTT scheme. The evaluation study was initiated during the second-half of December 2016. All the eight (8) components of the scheme have been evaluated by the CPRHE, which are running in more than 40 institutions across the nation.

The following activities were undertaken as part of the PMMMNTT evaluation - Review of Documents; Review of Progress Reports, Analysis of Field Visit Reports by the PMMMNTT Team of Consultants; Group Discussion Meeting with the PMMMNTT Team of Consultants, MHRD PMU; Group Discussion with the Members from MHRD and EdCIL; Meeting with the Nodal Officers participating in the Workshop in Delhi; Field Visits by the Evaluation Team; and Administration of Questionnaire by the Evaluation Team. These formal sources of information are in addition to several informal and telephonic conversations we had with several functionaries associated with the implementation of the scheme.

The scheme, in its implementation, has succeeded in mobilising a large number of high quality academics and top ranking institutions of India to lead academic changes in higher education. The study is complete, and the evaluation report with recommendations was submitted to the Ministry of Human Resource Development (MHRD) in January 2017.

Project Coordinators/Principal Investigators: Professor N.V. Varghese, Dr. Anupam Pachauri and Dr. Sayantan Mandal

7.1.4 Concentration and Oversupply in Higher and Technical Institutions

India experienced a high rate of growth of the higher education sector from the turn of this century. The fast expansion of the sector is also accompanied by widening regional inequalities in the provision and access to higher education. The inequalities in the provision of higher education facilities, no doubt, have led to uneven development of the sector. It seems there are possible issues of concentration and oversupply of higher education institutions which have not yet received adequate attention in the policy and planning of higher education. The present study attempts to address issues related to oversupply and concentration of higher education institutions among different states and regions in India. The study is

based on available secondary data such as: (a) All India Survey of Higher Education (MHRD); (b) Latest Data from Census 2011; and (c) National Sample Survey Office (NSSO) data.

An extensive literature review was undertaken to develop a concentration index in order to identify the ratio and degree of concentration of Higher Education Institutions (HEIs) in different states and their respective districts. The average size of the Higher Education Institutions, Gross Enrolment Ratios, and concentration ratios were calculated at the state and district levels to find out the degree of concentration of general and technical institutions. The collection of the secondary data and their analysis has been completed. The report was submitted to the Ministry of Human Resource Development (MHRD), Government of India (GoI), in June 2017.

Project Coordinators/Principal Investigators: Professor N.V. Varghese and Dr. Jinusha Panigrahi

7.1.5 Evaluation of National Research Professorship Scheme

The National Research Professorship (NRP) scheme was introduced by the Government of India in 1949 to honour persons of eminence who have made outstanding contributions to their respective fields and to the country's development. The NRP scheme has been in operation for nearly seven decades. The MHRD is responsible for the implementation of the scheme. Study was conducted and the report was submitted to MHRD in August 2017.

Project Coordinators/Principal Investigators: Professor N.V. Varghese and Dr. Garima Malik

7.2 Ongoing Research Projects

7.2.1 Governance and Management of Higher Education in India

The rapid expansion of Indian higher education and diversification in terms of courses, providers and modes of delivery necessitates the understanding of the emerging governance and management structures which are more complex than before. 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 the institutional performance. The objectives of the research project are firstly to map out the evolution of the governance structure and processes at the



Third Research Methodology Workshop for the Project on Governance and Management of Higher Education in India

national, state and institutional levels and examine the role and functioning of governing bodies at universities and colleges. The study is being implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra. The field-based data collection and data analysis is completed and draft reports have been finalised. The third research methodology workshop was organised on September 11-12 2017 in which draft state reports were discussed along with the national synthesis report. A detailed peer-review exercise was conducted by which each state commented on another state's report. After this exercise, a detailed report of comments was sent to all the state teams. Thereafter, the draft reports were revised based on the comments received and have now been submitted as final reports. The synthesis report is in final stages of revision.

Project Coordinator/Principal Investigator: Dr. Garima Malik

7.2.2 Teaching and Learning in Indian Higher Education

The project looks into the issues of teaching and learning in Indian universities and colleges. The aim is to analyse the process of teaching from the points of views of the teachers, learners and institutions to suggest necessary policy changes to up-grade teaching-learning for a robust and sustainable development of Indian higher education. The objectives of the project are to understand the process of teaching-learning in the higher education institutions (universities and colleges) in India and identify possible diversities and different practices. It also aims to understand the dynamics of teaching across a range of disciplines at bachelors' and masters' level programmes; to analyse the effectiveness of teaching and teaching environment (institutional) in the learning of the students in higher education and finally, to provide an empirically grounded and analytically robust understanding of policy priorities and policy responses in terms of teaching-learning, faculty and learner development in India's higher education institutions.

The field-based data collection and data analysis is completed and draft reports have been finalised. The third research methodology workshop was organised on August 29-30 in which draft state reports were discussed along with the national synthesis report. A detailed peer-review exercise was conducted by which each state commented on another state's report. After this exercise, a detailed report of



Third Research Methodology Workshop for the Project on Teaching and Learning in Indian Higher Education

comments was sent to all the state teams. Thereafter, the draft reports were revised based on the comments received and have now been submitted as final reports. The synthesis report is in final stages of revision.

Project Coordinator/Principal Investigator: Dr. Sayantan Mandal

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

This study attempted to map the diversified sources of funding of higher education institutions (HEI), to analyse adequacy or inadequacy of the resources, to understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions, to identify the activities that could not be carried out due to paucity of funds and to analyse the expenditure and utilisation pattern of the resources by the higher education institutions. The empirical study was implemented in five states such as; Bihar, Odisha, Punjab, Uttarakhand and Telangana. The project draft reports have been submitted. The project activities carried out in the year 2017-18 are the following:

The third and final research methodology workshop was organised on 25-26 September, 2017. The workshop was organised for peer-review of draft research reports prepared by each of the research teams. The draft synthesis report was presented in the workshop for discussion and suggestions. The research team members participated in the workshop. The final draft of the state level reports is being prepared by the selected institutions and the same is in the process of submission. The final draft synthesis report is being finalised. The CPRHE closely monitored the progress implementation of the project and helped state teams to



Third Research Methodology Workshop for the project on Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation

draft the final research reports. The Centre plans to bring out policy briefs for disseminating among educational administrators and policy-makers through policy dialogues.

Project Coordinator/Principal Investigator: Dr. Jinusha Panigrahi

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

There is very little empirical evidence to show whether or not there has been any

change in quality of the institutions that have been accredited by the National Assessment and Accreditation Council (NAAC), and the internal quality assurance cells (IQACs) have been in operation. The broad objectives of this research study are to understand how external quality assurance (EQA) and IQA enhance quality at the institutional level; how the EQA agencies impact the higher education institutions and programmes and to analyse the structure and function of IQA at the institutional level. Five universities in the second or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

In the year 2017-18, the CPRHE closely monitored the progress implementation of the project and helped state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing the first draft of the state report. The first draft of the state level reports was prepared by the five institutional teams from the institutions selected for the study. During the process of report writing, the detailed feedback on drafts of each chapter was provided to each team. This was followed by editing and review of each report sent to the teams for revision before final submission of the report. Research methodology workshop material was developed for the research teams from ten 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. The material included detailed review booklets containing comments on the draft reports submitted by each of the five institutional teams. The booklet also contained suggestions for respective teams to improve the research report so as to highlight and analyse the changes in the institutions due to external quality assurance and internal quality assurance.

The third and final research methodology workshop of the research project 'Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level' was organised on September 6-7, 2017 where all the five institutional teams across ten institutions from five states presented their research reports. Fourteen research project team members from five universities and an affiliated college, each with the university selected for the research project namely, Mysore University, Mysore, Karnataka; Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh; North Eastern Hill University, Shillong, Meghalaya; Mohanlal Sukhadia University, Udaipur, Rajasthan; and Osmania University, Hyderabad, Telangana attended the workshop. Each presentation was followed by review comments by one of the peer team leaders assigned the task to review the research report. This was followed by remarks and comments from all other team members. Finally, the detailed review comments were made by the Project Coordinator and the Principal Investigator of the research project Dr. Anupam Pachauri. The review

comment booklet was further revised in view of the comments and discussions at the research methodology workshop and was shared with all the teams so as to facilitate finalisation of the state team reports. The preliminary draft of synthesis report was prepared and presented at the research methodology workshop for the project to receive feedback from the institutional teams.



Third Research Methodology Workshop for the Project on Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level

Besides the research report writing, two of the institutional teams i.e., from Mohanlal Sukhadia University, Rajasthan and Osmania University, Telangana were mentored to develop seminar papers based on the research reports for presentation at the International Seminar on Quality and Excellence organised by CPRHE-NIEPA and the British Council on 22-23 February, 2018. A dedicated session with panel on the national study findings and findings from two of the institutions was organised. The panel generated discussion on the effects of quality assurance and workings of institutional structures for quality at the institutional level. The panel also received encouraging remarks from the national and international experts participating in the seminar. Currently, the state team reports are being edited at CPRHE by the Project Coordinator, and the synthesis report is in the process of finalisation.

Project Coordinator/Principal Investigator: Dr. Anupam Pachauri

7.2.5 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. The study aims to answer the following research questions: a) What are the employers' perceptions regarding employability skills of HE graduates? b) What are the experiences of new employees regarding their employability readiness during university education vis-à-vis their work place requirements? c) What are the students' expectations from HEIs on developing skills for employability? d) What is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) Is a graduate employability skill policy need of the hour? Perspectives of the major stakeholders such as the employers and the new employees, students and teachers are explored to answer the

research questions. It is a multi-level, multi-state study covering multiple cities in the country. The six cities identified are four Tier I cities of Mumbai, Delhi, Bangalore, Hyderabad; Lucknow as 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. Subsequent to the research methodology workshop attended by research team members, a collective understanding on the research instruments was developed on the basis of which the data were collected in the states.

The Analysis Framework Workshop was organised on 18-19 January, 2018. The research team members participated in the workshop. The quantitative data collected by the research teams were prepared for SPSS analysis. The qualitative data collected from teachers, institutional administrators and focus group discussions with the students of the respective higher education institutions were transcribed and analysed. The framework of analysis of the data (both quantitative and qualitative) collected for the study were discussed and finalised in the workshop. The chapterisation scheme for the draft reports to be written by the state teams was also discussed. The research team members participated in the workshop. The first draft of the state level reports is being prepared by the selected institutions. The synthesis report is in the process of preparation.

Project Coordinator/Principal Investigator: Professor Mona Khare

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

UGC requested CPRHE/NIEPA to undertake a study to assess the efficacy of coaching schemes sponsored by the UGC. The UGC introduced coaching schemes for disadvantaged groups in higher education in the 11th plan period. This has been in existence for the last one decade. Major objectives of the scheme are to provide additional learning input in the form of special coaching classes for disadvantaged groups to facilitate the successful completion of the academic courses and career mobility. The following are those coaching schemes: 1. Remedial coaching for SC/ST/OBC and Minorities; 2. Coaching for NET/SET for SC/ST/OBC and Minorities; and 3. Coaching for entry into the service for SC/ST/OBC and Minorities. Based on the recommendations of the research advisory committee, 12 institutions for case studies which include colleges, state universities and central universities were finalised. Research instruments were developed by the CPRHE team in consultation with the coordinators of UGC coaching schemes and faculty members involved with academic empowerment of disadvantaged groups in Delhi colleges and universities prior to the first research methodology workshop.

The first research methodology workshop with research coordinators of the case study institutions was organised on 2-3 May, 2017 to develop a shared understanding on the research instrument and the research implementation process. Research proposal and overall theoretical and methodological approach towards the study was presented before the participants. Each of the research instruments was discussed in detail. Practical sessions were conducted to provide hands-on expertise on data collection. Project implementation plan was discussed



CPRHE Team and research team members of case study institutions during the first Research Methodology Workshop for the Project on Higher Education Success and Social Mobility

and developed mutually agreed upon time-frame for the study. Based on the inputs from the discussion, research instruments were revised and finalised and the same have been shared with all participants along with report of the workshop. Field visits by the CPRHE research coordinators have been completed in most of the states namely Pune University, Maharashtra; Government College, Tripura; North Eastern Hill University, Meghalaya; SBMPG College, Fazilnagar, Kushinagar, Uttar Pradesh; Maharaja Sayajirao University, Baroda, Gujarat; Gaya College, Gaya, Bihar; Doaba College, Jalandhar, Punjab; and Chaudhary Devi Lal University, Sirsa, Haryana. The research coordinators monitored the data collection and took part in data collection along with Principal Investigators and project staff. Field work reports were prepared, and now data analysis is in progress.

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

7.2.7 Modules on Student Diversity, Discrimination and Civic Learning

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



Field work in progress at Chaudhary Devi Lal University, Sirsa, Haryana for the Project on Higher Education Success and Social Mobility

A detailed proposal with framework on the modules was prepared. An Expert Group has been constituted with academics and representative from ICSSR, MHRD and NITI Aayog. After preparing draft outline of modules, first meeting of the Expert Group was organised on 17 January, 2017. Each module was presented before the committee.

Based on the suggestions and recommendations, overall approach and structure of the modules were finalised. Following are the seven modules:

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

Module 2: Classification of Student Diversity in Higher Education;

Module 3: Approaches to Achieving Academic Integration in Campuses;

Module 4: Forms of Discrimination in Higher Education;

Module 5: Social Inclusion in the Campus;

Module 6: Institutional Mechanism for Managing Student Diversity; and

Module 7: Student Diversity, Civic Learning and Democratic Engagement.

The first meeting of authors of the modules was held on 16 March, 2017. The meeting helped to develop a collective understanding of overall approach and content of each module. The writing of the modules is in progress.

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

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

The expansion of private deemed to be universities is enormous compared to public deemed to be universities. The fee charged by such universities is exorbitant which needs to be regulated to safeguard rights of students and parents. For fee regulations, UGC passed a regulation as Institutions Deemed to be Universities Regulations, 2016 with the objective of controlling the exorbitant fees charged by such institutions, in particular such private institutions. In the light of above regulation relating to fees, it is important to understand the fee structure and the compliance in accordance with the fee regulation.

On the request of MHRD, CPRHE is conducting a study on 'Fixation of Fees in Private Deemed to be Universities in India'. The major objectives of the study are: to understand the fee structure in private deemed to be universities, the existing regulations by central and different state governments for fees charged by such institutions and the rationale in fixation of fees in such private deemed to be universities. The project activities carried out in the year 2017-18 are the following:

- a) The research proposal of the project is submitted and approved by MHRD.
- b) Both qualitative and quantitative research instruments are in the process of development.
- c) A pilot study will be launched soon before implementing the study across selected institutions in selected states of India.

Project Coordinator: Dr. Jinusha Panigrahi



RESEARCH WORKSHOPS ORGANISED BY CPRHE

- Research Methodology Workshop on Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges.

First research methodology workshop of the project was organised on 2-3 May, 2017 by Dr. Malish C. M. and Dr. Nidhi S. Sabharwal. Faculty members from 11 higher education institutions attended the workshop. Major purpose of the workshop was to discuss overall theoretical and methodological approach towards the study. Proposal and research instruments were presented before the participants. Important points raised by participants were noted down and the instruments were revised and finalised accordingly. Each participant made a brief presentation on institutional profile and organisation of UGC coaching schemes in their own institutions. In order to develop hands-on expertise on data collection and data storage, separate sessions were conducted on qualitative and quantitative methods. Practical session was also carried out to familiarise with data entry of student survey and conducting and documenting qualitative data collection procedures such as interviews and focus groups discussions. Workshop ended with a common understanding and mutually agreed upon time-frame for the implementation of the study.

- Research Methodology Workshop on Teaching and Learning in Indian Higher Education

The third research methodology workshop for the research project on 'Teaching and Learning in Indian Higher Education' was held on 29-30 August, 2017 at the CPRHE/ NIEPA, New Delhi. The members of the research team from four states, viz, Chhattisgarh, Gujarat, Tamil Nadu and West Bengal were present in the two-day workshop along with CPRHE faculty members. The draft of the synthesis report was discussed in the meeting followed by a detailed discussion on the draft of the four state team reports. There were suggestions provided by the research team regarding the improvement of the synthesis and state team reports. The project is in its final stage of completion. Dr. Sayantan Mandal is the coordinator of the project.

- Research Methodology Workshop on Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level

The third and final research methodology/peer-review workshop of the research project 'Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level' was organised on 6-7 September, 2018 where all the five institutional teams across ten institutions from five states presented their research reports. Fourteen research project team members from the five universities and an affiliated college, each with the university selected for the research project namely, Mysore University, Mysore, Karnataka; Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh; North Eastern Hill University, Shillong, Meghalaya; Mohanlal Sukhadia University, Udaipur, Rajasthan; and Osmania University, Hyderabad, Telangana attended the workshop. Each presentation was followed by review comments by one of the peer team leaders assigned the task to review the research report. This was followed by remarks and comments from all other team members. Finally, detailed review comments were made by the Project Coordinator and the Principal Investigator of the research project Dr. Anupam Pachauri.

- Research Methodology Workshop on Governance and Management of Higher Education in India

The third research methodology workshop for the project on 'Governance and Management of Higher Education' was organised on 11-12 September, 2017 by Dr. Garima Malik. Faculty members from one central university and three state universities and their affiliated colleges from Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra attended the workshop. There were 10 faculty members who attended the meeting. The third research methodology workshop for the research project was organised with the objective to discuss and review the draft state research reports and discuss the synthesis report. A detailed peer-review exercise was conducted in which each state commented on another state's report. After this exercise, a detailed report of comments was sent to all the state teams. The third workshop was organised in a way that the research teams got sufficient time to make full presentation followed by a discussion and feedback from team members of the research project.

- Research Methodology Workshop on Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation

The third and final research methodology workshop was organised on 25-26 September, 2017. The workshop was organised for peer-review of draft research reports prepared by each of the research teams. The research team members from case study states participated in the workshop. The draft synthesis report was presented in the workshop for discussion and suggestions. The workshop was organised by Dr. Jinusha Panigrahi.

9

OTHER ACTIVITIES

9.1. Policy Support

- Discussion with Prof. Kasturirangan, Chairman of Committee on New Education Policy, and its members
- Brought out three policy briefs on Student Diversity and Inclusion
- Organising policy dialogues based on policy briefs
- Participation in the PAB meeting of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching Scheme
- Prepared a study for MHRD on concentration of higher education institutions, and identified locations to open new higher education institutions

9.2 Meeting of State Councils of Higher Education

- This two-day consultative meeting was organised on 15-16 February, 2018. The objective of the meeting was to have discussions around new initiatives in Higher Education, including discussions on Rashtriya Uchchatar Shiksha Abhiyaan (RUSA). State level planning is core to the coordinated development of higher education in the states. State Councils of Higher Education have a central role in the implementation of RUSA and indeed in the broader development of higher education at the state level. The meeting was attended by Chairpersons, Vice-Chairpersons, Member-Secretary of State Councils in the states. A total of 16 SHEC representatives from 9 states attended this meeting. Meeting was coordinated by Dr. Garima Malik

9.3 Meeting with Delegation from University of Massachusetts, Amherst and Savitribai Phule Pune University

CPRHE/NIEPA organised a meeting with representatives from University of Massachusetts (UMASS), Amherst and Savitribai Phule Pune University (SPPU), Pune on issues related to student diversity and inclusion in higher education. In the



Meeting of State Councils of Higher Education

meeting, there was an in-depth discussion on the research findings from the completed multi-institutional CPRHE study on student diversity and discrimination in higher education institutions and findings from the UMASS research on civic learning, programmes and practices to address student diversity and promote inclusion on campuses. The meeting was held on 13 February, 2018, in NIEPA. The meeting was coordinated by Dr. Nidhi S. Sabharwal.



Discussion with delegation from University of Massachusetts

9.4 CPRHE/NIEPA Website

The CPRHE Website represents the latest work of the Centre, its mission, road map and its contributions to the world of knowledge in different forms. The website highlights the ongoing national research projects, upcoming events, workshops,

national and international seminars. CPRHE publications, such as the CPRHE Research Paper Series, Policy Briefs, Annual Reports, Seminar and Conference Reports are also provided on the website, which are freely available to all for download. The CPRHE website is a platform, through which the Centre is continuously trying to connect with the scholars, academics, educational managers and policy-makers around the world and share the knowledge generated. The Centre is therefore, constantly improving and updating the website to make it more informative and interactive with user-friendly tools to find resources and communicate with the CPRHE team. The website also works as a dynamic platform for discussion and dissemination of ideas related to policy research in higher education. The development of the CPRHE website has taken place in consultation with the technical team. The CPRHE website is coordinated by Dr. Sayantan Mandal.



Dr. Brigid Freeman, Australia India Institute, University of Melbourne, Victoria, Australia, visits CPRHE



CPRHE Panel at the International Seminar on Quality and Excellence in Higher Education



CPRHE meeting with the delegation from New York University

10 FACULTY AND STAFF AT CPRHE



Faculty and staff members of CPRHE (from left): Dr. Malish C.M., Dr. Nivedita Sarkar, Ms. Anjali Arora, Dr. Nidhi S. Sabharwal, Professor N.V. Varghese (Director CPRHE/NIEPA), Dr. Anupam Pachauri, Dr. Sayantan Mandal, Dr. Jinusha Panigrahi, Ms. Anubha Rohatgi and Ms. Monica Joshi. Professor Mona Khare, Dr. Garima Malik and Mr. Mayank Rajput were not present at the time of photograph being taken.



Professor N.V. Varghese is the Vice-Chancellor of NIEPA and 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 the 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. She is associated with and is an invited speaker in various international education forums like Commonwealth, UNESCO, SAARC, British Council, etc; 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 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 book, and has been on the editorial board of national and international journals, Fellow, International Congress of Environmental Research, Vice President of Madhya Pradesh Economic Association, and Associate Editor of the Indian Economic Journal. With more than 20 years of teaching training and research experience, she has travelled widely both nationally and internationally, including Harvard University, Oxford 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 Associate Professor in CPRHE, is 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; Mid-Day Meal and Anganwadi programmes; social protection policies; diversity and discrimination within higher educational institutions, academic corruption and academic freedom. She has recently completed a multi-state study on 'Student Diversity and Discrimination in Higher Education Institutions in India'. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and discrimination and presented papers at various international conferences. Her recent publications include an edited book titled 'India Higher Education Report 2016: Equity' (with N.V. Varghese and Malish C.M.) Sage, 2018; an authored book 'Caste, Discrimination and Exclusion in Modern India', Sage, 2015 (with Vani K. Borooah et al) and edited book titled 'Bridging the Social Gap: Perspectives on Dalit Empowerment', Sage, 2014 (with Sukhadeo Thorat). Her current research focuses on issues of college readiness, access, student diversity, equity and social inclusion in higher education.



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

Associate at the Centre for International Education, University of Sussex. Dr. Pachauri has facilitated courses on 'Teacher Education and Policy' and conducted research methodology workshops on qualitative research with several institutions. She has published articles in international journals and presented several research papers at international conferences. At CPRHE, she is the coordinator and principal investigator of a major research project on 'Quality of Higher Education in India: A Study of Internal and External Quality Assurance at the Institutional Level'. She was also the member of the evaluation team of the PMMNMTT Scheme. Her current research is focused on quality in higher education.



Dr. Garima Malik Ph.D. in Economics from Ohio State University in the US. Before joining NIEPA, she was an Assistant Professor of Economics at the University of Delhi. She was a Fellow at the Indian Council for Research on International Economic Relations, and worked as an Economist with Tata Services Limited and PricewaterhouseCoopers. At CPRHE, she is coordinating a major research project on 'Governance and Management of Higher Education in India'.

She has published articles in several journals and presented papers at national and international conferences. Her recent publications include an edited book 'India Higher Education Report 2015', Routledge, 2016 (with N.V. Varghese). Her current research focuses on governance and management in higher education.



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

She also taught Economics in various colleges of the University of Delhi. Prior to joining CPRHE, she was an Assistant Professor at the Institute for Studies in Industrial Development, New Delhi. She has published articles in different journals, and edited books and presented papers in various national and international seminars and conferences. At CPRHE, she is coordinating a major research project on 'Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation'. She is also coordinating a MHRD project on 'Concentration and Oversupply in Higher and Technical Institutions in India'. She is currently the Co-Chairperson (Elect), Economics and Finance of Education Special Interests Group (EFE-SIG), Comparative and International Education Society (CIES), USA.



Dr. Malish C. M. Ph.D. in Sociology from the Indian Institute of Technology Delhi, New Delhi. He has extensively worked on area of equity in higher education. He recently completed a multi-state study on 'Student Diversity and Discrimination in Higher Education in India'. His current research focuses on access, equity, student diversity, discrimination, student success, institutional culture and language of education in higher education. He has published articles in reputed

international journals and presented papers at national and international conferences on these themes. He currently serves as editor of CPRHE research paper series.



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 NIEPA, 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 educational development. He has articles published in several journals and presented papers at national and international conferences. At CPRHE, Dr. Mandal is coordinating a national level research project on 'Teaching and Learning in Indian Higher Education'. He has also participated in evaluating the PMMMNMTT Scheme by the MHRD and co-organised the international seminar on 'Teaching-Learning and New Technologies in Higher Education' with British Council, India. His current research focus is on teaching and learning in higher education.

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Ms. Anuneeta Mitra

Mr. Suwendu Barik

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

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

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



CPRHE Staff at the International Seminar

ANNEXURE – I

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ANNEXURE V

International Seminar on Quality and
Excellence in Higher Education
(22-23 February, 2018)
India Habitat Centre, New Delhi
Detailed Programme

Day 1: Thursday, 22 February (Venue: Jacaranda Hall)	
9:00	Registration
9:30 - 10:45	Inaugural Session Welcome Address: Professor N.V. Varghese, Vice Chancellor, NIEPA Opening Remarks: Ms. Manjula Rao, Director, Higher Education and Society for British Council, India Keynote Address: Professor Judith Eaton, President, Council of Higher Education Accreditation (CHEA) Vote of thanks: Dr. Anupam Pachauri, Assistant Professor, Centre for Policy Research in Higher Education, NIEPA Chairperson: Professor N.V. Varghese, Vice Chancellor, NIEPA Rapporteur: Dr. Pradeep Kumar Choudhury, Jawaharlal Nehru University, India
10:45 - 11:15	Coffee and Networking (Venue: Pre-function Area)
11:15 - 13:00	Plenary Session: Ranking, World Class Universities and Excellence in Higher Education Chairperson: M. Anandakrishnan, IIT Kanpur, India
11:15 - 12:30	Paper Presentations/Panel Discussion 1. Furqan Qamar, Association of Indian Universities, India 2. Marguerite Clarke, World Bank, India 3. Pankaj Mittal, University Grants Commission, India 4. Kirill Ivanov, Moscow International University Ranking, Russia 5. G.D. Sharma, SEED, India 6. Lingaraja Gandhi, Bengaluru Central University, India 7. Emon Nandi, Jawaharlal Nehru University, India
12:00 - 13:00	Discussant: Saumen Chattopadhyay, Jawaharlal Nehru University, India Open for Discussion Rapporteur: Anuneeta Mitra, CPRHE/NIEPA, India
13:00 - 14:00	Lunch (Venue: Pre-function Area)
14:00 - 15:45	Plenary Session: External Quality Assurance Chairperson: J. Veeraraghavan, Former Secretary, MHRD, India

14:00 - 14:15	Keynote: Stephen Jackson, The Quality Assurance Agency at Higher Education, United Kingdom	
14:15 - 15:15	Paper Presentations/Panel Discussion 1. Michael Martin, International Institute for Educational Planning, France 2. Nitesh Sughnani, Knowledge & Human Development Authority, United Arab Emirates 3. Hridaya Ratna Bajracharya, University Grants Commission, Nepal 4. K. Rama, National Assessment and Accreditation Council, India 5. Solomon Arulraj David, British University in Dubai, United Arab Emirates Discussant: Jagannath Patil, National Assessment and Accreditation Council, India	
15:15 - 15:45	Open for Discussion Rapporteur: Jinusha Panigrahi, CPRHE/NIEPA, India	
15:45 - 16:00	Coffee and Networking (Venue: Pre-function Area)	
16:00 - 17:15	Parallel Session: Internal Quality Assurance, Indicators and Reforms	
16:00 - 16:45	Parallel Session 1 Chairperson: Mohammad Miyan, Former Vice Chancellor, Maulana Azad National Urdu University, India Paper Presentations/ Panel Discussion 1. Anupam Pachauri, Centre for Policy Research in Higher Education, NIEPA, India 2. Sanjay Lodha & Neha Paliwal Mohanlal Sukhadia University, Rajasthan, India 3. Mrunalini Talla, Osmania University, Telangana, India	Parallel Session 2 Chairperson: Namita Ranganathan, University of Delhi, India Paper Presentations/ Panel Discussion 1. Manasi Thapliyal Navani, Ambedkar University, Delhi, India 2. P. J. Sabu, St Thomas College, Kerala, India 3. Pijus Kanti Bhuiin, Bhatler College, West Bengal, India 4. Asha Gupta, Formerly with University of Delhi, India

16:45 - 17:15	<p>Discussant: Mohd. Muzammil, University of Lucknow, India</p> <p>Open for Discussion</p> <p>Rapporteur: Nivedita Sarkar, CPRHE/NIEPA, India</p>	<p>Discussant: Sudhanshu Bhushan, NIEPA, India</p> <p>Open for Discussion</p> <p>Rapporteur: Neeru Snehi, NIEPA, India</p>
17:15	<p>Heading for Reception Dinner at British Council India, 17 Kasturba Gandhi Marg, New Delhi</p>	
<p>Day 2: Friday, 23 February (Venue: Jacaranda Hall)</p>		
9:30 - 11:00	<p>Plenary Session: Research and Quality in Higher Education</p> <p>Chairperson: Niraja Gopal Jayal, Jawaharlal Nehru University, India</p>	
9:30 - 9:45	<p>Keynote: N. Jayaram, National Law School of India University, India</p>	
9:45 - 10:30	<p>Paper Presentations/Panel Discussion</p> <ol style="list-style-type: none"> 1. Morshidi Sirat, Universiti Sains Malaysia, Malaysia 2. Anitha Kurup, National Institute of Advanced Studies, Bengaluru, India 3. Udaya S. Mishra, Centre for Development Studies, Kerala, India 4. Paul Roberts, Centre for Higher Education and Equity Research, University of Sussex, United Kingdom 5. A. Mathew, NIEPA, India <p>Discussant: Mark O' Brien, Educational Development in the Centre for Lifelong Learning, University of Liverpool, United Kingdom</p>	
10:30 - 11:00	<p>Open for Discussion</p> <p>Rapporteur: Sayantan Mandal, CPRHE/NIEPA, India</p>	
11:00 - 11:15	<p>Coffee and Networking (Venue: Pre-function Area)</p>	
11:15 - 13:00	<p>Plenary Session: Student Diversity, Teaching and Learning</p> <p>Chairperson: Karuna Chanana, Formerly with Jawaharlal Nehru University, India</p>	
11:15 - 11:30	<p>Keynote: R. Govinda, Distinguished Professor, Council for Social Development, India</p>	
11:30 - 12:30	<p>Paper Presentations/Panel Discussion</p> <p>Speakers:</p> <ol style="list-style-type: none"> 1. Paul Blackmore, King's College, United Kingdom 2. Pradeep Kumar Choudhury, Jawaharlal Nehru University, India 3. J. Jhonsi Priya, Meston College of Education, Tamil Nadu, India 	

12:30 - 13:00	<p>4. Veera Gupta, NIEPA, India 5. V.P.S. Raju, NIEPA, India Discussant: B. Venkatesh Kumar, Tata Institute of Social Sciences, India Open for Discussion Rapporteur: Malish C.M., CPRHE/NIEPA, India</p>
13:00 - 14:00	Lunch
14:00 - 15:30	Plenary Session: Quality Assessment and Regional Quality Networks
14:00 - 14:50	<p>Chairperson: Deepthi Bandara, Quality Assurance & Accreditation Council, UGC, Sri Lanka Paper Presentations /Panel Discussion Speakers:</p> <ol style="list-style-type: none"> 1. Goolam Mohamedbhai, Former Secretary-General, Association of African Universities, Mauritius 2. Stamenka Uvalic Trumbic, Higher Education Expert, France 3. Libing Wang, Asia-Pacific Regional Bureau for Education, Thailand 4. Jagannath Patil, National Assessment and Accreditation Council, Karnataka, India <p>Discussant: Stephen Jackson, Quality Assurance Agency, United Kingdom Open for Discussion</p>
14:50 - 15:15	Rapporteur: Anubha Rohatgi, CPRHE/NIEPA, India
15:15 - 15:30	Coffee and Networking (Venue: Pre-function Area)
15:30 - 17:30	<p>Open Panel: Student Diversity and Quality Chairperson: Manjula Rao, British Council, India Panelists:</p> <ol style="list-style-type: none"> 1. Judith Eaton, President, Council of Higher Education Accreditation (CHEA), USA 2. Goolam Mohamedbhai, Former Secretary-General, Association of African Universities, Mauritius 3. K. Ramachandran, NIEPA, India 4. N. V. Varghese, NIEPA, India <p>Concluding Remarks: N. V. Varghese, NIEPA, India Vote of Thanks: Anupam Pachauri, CPRHE/NIEPA, India</p>
Departure	Rapporteur: Nidhi Sabharwal, CPRHE/NIEPA, India

ANNEXURE VII

FACULTY AND ADMINISTRATIVE STAFF (As on 31.03.2018)

Vice-Chancellor

Professor N. V. Varghese

Department of Educational Planning

Prof. S.M.I.A. Zaidi, Professor and Head

Dr. P. Geeta Rani, Associate Professor

Dr. N. K. Mohanty, Assistant Professor

Dr. Suman Negi, Assistant Professor

Department of Educational Administration

Prof. Kumar Suresh, Professor and Head

Dr. Vineeta Sirohi, Associate Professor

Dr. Manju Narula, Assistant Professor

Dr. V. Sucharita, Assistant Professor

Department of Educational Finance

Prof. Mona Khare, Professor and Head

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

Department of Educational Policy

Prof. Avinash K. Singh, Professor and Head

Dr. Manisha Priyam, Associate Professor

Dr. S. K. Mallik, Assistant Professor

Dr. Naresh Kumar, Assistant Professor

Department of School & Non-Formal Education

Prof. Pranati Panda, Professor & Head

Prof. Rashmi Diwan

Dr. Sunita Chugh, Associate Professor

Dr. Kashyapi Awasthi, Assistant Professor

Dr. Madhumita Bandyopadhyay,
Associate Professor

Department of Higher & Professional Education

Prof. Sudhanshu Bhushan,
Professor and Head

Dr. Aarti Srivastava, Associate Professor

Dr. Neeru Snehi, Assistant Professor

Dr. Sangeeta Angom, Assistant Professor

Department of Educational Management Information System

Prof. Arun C. Mehta, Professor and Head

Prof. K. Biswal

Mr. A. N. Reddy, Assistant Professor

Department of Training and Capacity Building in Education

Prof. Najma Akhtar, Professor and Head

Prof. B. K. Panda

Dr. Savita Kaushal, Assistant Professor

Dr. Mona Sedwal, Assistant Professor

National Centre for School Leadership

Prof. Rashmi Diwan, Professor and Head

Dr. Sunita Chugh, Associate Professor

Dr. Subhitha G. V., Assistant Professor

Dr. N. Mythili, Assistant Professor

Dr. Kashyapi Awasthi, Assistant Professor

Centre for Policy Research in Higher Education

Professor N. V. Varghese, Director

Prof. Mona Khare

Dr. Nidhi Sadana 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, Professor and Head

Dr. Veera Gupta, Associate Professor

Dr. Rasmita Das Swain, Associate Professor

Project Management Unit

Professor K. Srinivas

Advisor (IAIEPA Project)

Professor K. Ramachandran, Professor

Registrar

Professor S. M. I. A. Zaidi, (I/C)

General and Personnel Administration

Shri G. Veerabahu, Administration
Officer

Shri Kamal Gupta, Section Officer

Ms. Sonam Anand Sagar, Section Officer

Computer Centre

Professor K. Srinivas, Professor ICT and
Head

Training Cell

Shri J.P. Singh, Section Officer

Academic Administration

Shri P.P. Saxena, Section Officer

Publication Unit

Shri Pramod Rawat, Deputy Publication
Officer

Shri Amit Singhal, Publication Assistant

Hindi Cell

Dr. Subhash Sharma, Hindi Editor and
Assistant Warden, Hostel

Finance & Accounts

Shri Chander Prakash, Section Officer

Library and Documentation Centre

Mrs. Puja Singh, Librarian

Dr. D. S. Thakur, Documentation Officer

Mrs. Sulbha Sharma, Professional Assistant

Mrs. Niti Verma, Professional Assistant



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