

CPRHE - NIEPA Research Project

CPRHE Research at a Glance



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I. International Seminar Reports

Title of Publication: International Seminar on Teaching-Learning and New Technologies in Higher Education

Authors/Editors: N.V. Varghese and Sayantan Mandal

Type of Publication: International Seminar Reports

Year of Publication: 2016

Publisher: National University of Educational Planning and Administration, New Delhi

Keywords: Teaching-Learning Process, Learning Outcomes, Accountability Measures, Teacher Development, Teaching-Learning Technology

The Centre for Policy Research in Higher Education (CPRHE) of NIEPA, New Delhi and the British Council of India, as part of Global Education Dialogue series in South Asia, jointly organized the International Seminar on Teaching-Learning and New Technologies in Higher Education from 25 to 26 February 2016 at the India Habitat Centre, New Delhi. The seminar brought together educationists and policy-makers from Afghanistan, International Seminar on Teaching-Learning and New Technologies in Higher Education Bangladesh, Canada, Denmark, Malaysia, Nepal, Republic of Korea, Singapore, Thailand, United Kingdom, United States of America and India. Over 160 participants including 35 international participants attended the International Seminar.

This seminar was an effort to bring together academics and policy-makers engaged in activities related to improving teaching- learning and effective use of technologies in higher education to learn from different experiences and practices. The objectives of the seminar were to(i) provide a platform for experts, researchers and practitioners to share their experiences; (ii)to discuss innovative practices in the area of teaching-learning and the use of technology in improving higher education. (iii) To explore possibilities of promoting research studies in the domain of teaching-learning and technology in higher education. The themes of seminar were Globalization and Changes in Teaching-Learning Processes, Impact of Technology on Teaching and Learning, Academic Impact of MOOCs, Perspectives on Teaching and Learning in Higher Education, Learning Outcomes and Accountability Measures, and Changing Teacher Profile and Teacher Development.

[Click to read the Publication](#)

Title of Publication: Report on the National Seminar on Student Diversity and Discrimination in Higher Education in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: National Seminar Report

Year of Publication: 2017

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Student Diversity, Social Inclusion, Inequality and Discrimination, Civic Learning, Disadvantaged Groups, Institutional Policies

The two-day National Seminar on Student Diversity and Discrimination in Higher Education in India was organised by the Centre for Policy Research in Higher Education (CPRHE) of NIEPA, New Delhi, during 27–28 February 2017. The seminar brought together academics, educationists and policymakers across India with the aim of delving deeper into the issues of student diversity, equity, and inclusion in higher education in India. The papers presented at the seminar theoretically and empirically examined how different stakeholders in academics are responding to the changing nature of social diversity of the student population, which is prompting the transformation of higher education institutions as a secular and democratic space. Keeping this context in mind, participants at the national seminar attempted to initiate a national dialogue on student diversity, equity, and discrimination in universities and colleges in India. The seminar was an effort to bring together academics and policy-makers concerned with the institutional response to the changing nature of social diversity of the student population and the transformation of higher education institutions in India as a secular and democratic space.

The major objectives of the National Seminar were to: (i) Discuss the theoretical aspects of equity, diversity, and discrimination in higher education institutions in India in the context of massification; (ii) Discuss various aspects of student diversity and forms of discrimination experienced by the socially disadvantaged social groups as revealed by studies undertaken by CPRHE and other studies; (iii) Examine the institutional strategies and practices in valuing student diversity, and achieving equity and nondiscriminatory access/discrimination-free campuses in India; and (iv) Explore pathways for channelising student diversity for advancing civic learning in higher education.

The major themes of the seminar were Perspective on Equity and Student Diversity, Student Diversity and Discrimination in Higher Education, Institutional Response to Managing Student Diversity, and Student Diversity and Civic Learning

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Title of Publication: International Seminar on ‘Innovations in Financing of Higher Education’

Authors/Editors: N.V. Varghese and Jinusha Panigrahi

Type of Publication: International Seminar Reports

Year of Publication: 2017

Publisher: National University of Educational Planning and Administration, New Delhi

Keywords: Financing of Higher Education, Sources of Funding, Privatization, Cost Sharing measures, Student Support Systems, Fee Reimbursement Schemes (FRS)

The Centre for Policy Research in Higher Education (CPRHE) at the National University of Educational Planning and Administration (NUEPA), New Delhi, initiated an empirical study on the financing of public higher education institutions in India. The study analyses the sources and nature of the flow of funds to universities and colleges in India from both the government and other sources, along with institutional mechanisms for prioritising resource availability and strategies for mobilising additional resources. The empirical evidence of the study was generated from higher education institutions located in five states in the country including Bihar, Odisha, Punjab, Telangana, and Uttarakhand. The findings from this study and other similar studies provided valuable inputs for deliberations during the seminar. The CPRHE and the British Council of India jointly organised an International Seminar on Innovations in Financing of Higher Education during 16–17 February 2017 at the India Habitat Centre, New Delhi. The seminar brought together educationists, key experts, policymakers and policy analysts from eight countries including Australia, France, the Russian Federation, Sri Lanka, Tanzania, the United Kingdom, the United States of America, and India. Around 100 delegates from different countries participated in the seminar. The objectives of the seminar were (i) to discuss the changing role of the State and the market in financing higher education in different countries; (ii) discuss the experiences of different countries in adopting innovative measures for the mobilization of additional resources to finance higher education; and (iii) To learn from the best practices of various countries for exploring the possibilities of mobilising non-State resources for higher education.

The following themes delineate the primary issues that constituted the discussion and discourse at the seminar: State, Market and Financing of Higher Education, Financing of Public Higher Education Institutions in India, Privatisation of Public Institutions and Cost-sharing Measures, Entrepreneurial Universities, Private Higher Education Institutions, Student Support Systems, External Funding of Higher Education, and World Class Universities: Lessons for India.

[Click to read the Publication](#)

Title of Publication: International Seminar on Quality and Excellence in Higher Education

Authors/Editors: N.V. Varghese and Anupam Pachauri

Type of Publication: International Seminar Report

Year of Publication: 2019

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: International Quality Assurance, Excellence in Higher Education, Regional Quality Networks, Ranking, NAAC, IQAC

Enhancing quality of this expanding and diverse system has become the major challenge faced by most countries across the globe. In India, the introduction of national eligibility tests (NET) in 1989 as a prerequisite for teaching in higher education institutions, establishment of National Assessment and Accreditation Council (NAAC) to accredit institutions, Internal Quality Assurance Cells (IQAC) at the institutional level, and National Board of Accreditation (NBA) for accrediting technical education programmes, are examples of some of the efforts towards assuring quality. There has been a lot of churning at the national level to relook at the workings of the NAAC and NBA in terms of evaluating their role and scope of work in refining the indicators for institutional assessments. In the backdrop of the discussion above on excellence in quality of higher education and its measurement, 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 of India, jointly organised an International Seminar on ‘Quality and Excellence in Higher Education’ on 22nd and 23rd February, 2018 at the India Habitat Centre, New Delhi. The seminar brought together educationists and policy-makers from different countries.

The major objectives of the International Seminar were (i) to provide a platform for experts, researchers, and practitioners to share their experiences; (ii) to discuss the experiences and practices for improving quality and excellence in higher education; and (iii) to explore the possibilities of promoting research studies in the domain of quality and excellence in higher education. In addition to the above, the seminar was planned to form an international network of partners, researchers, experts, and policy-makers for sustainable knowledge building and sharing.

The framework of the international seminar consisted of the following themes: Research and Excellence in Higher Education, Student Diversity, Learning and Teaching, External Quality Assurance and Internal Quality Assurance, Resources and Funding for Quality, World Class Universities, Global Rankings and Excellence in Higher Education, International Quality Assurance Regimes and Regional Quality Networks, and Quality Indicators for Institutional Assessments across Systems.

[Click to read the Publication](#)

Title of Publication: International Seminar on Employment and Employability of Higher Education Graduates

Authors/Editors: N. V. Varghese and Mona Khare

Type of Publication: International Seminar Report

Year of Publication: 2019

Publisher: National Institute of Educational Planning and Administration

Keywords: Employment, Employability, Skill Development, National Qualification Frameworks (NQFs), Labor Market, Skill Certification, Higher Education

The Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA) initiated a large-scale empirical study involving multi-state research teams on “Employment and Employability of Higher Education Graduates in India”. The purpose was to understand the issue in a holistic fashion from its major stakeholders – employers, employees, students, and faculty as well as administrators of higher education institutions. The study was launched in six states of the country, viz. Uttar Pradesh, Rajasthan, Maharashtra, Telangana, Karnataka and Delhi-NCR, in order to understand the regional dimensions of employability skill gaps of the young graduates, the demands from the industry sector, the challenges faced by the university and higher education sector in preparing industry ready graduates as is the expectation by the employers. The study also focused on finding an answer to the question based on the experiences of different stakeholders, as to what extent can institutions of Higher education act as training grounds. The findings from this study and other similar studies form the basis and context for organising this seminar.

The seminar was held by the CPRHE, NIEPA in collaboration with the British Council, India and the objectives were (i) to discuss the global trends and Indian evidence on job-skill mismatch and graduate employment/unemployment, (ii) to share experiences on the practices of employability skill development programmes in higher education institutions, and (iii) to discuss strategies for aligning higher education with improved work readiness of graduates.

Themes of the seminar were Knowledge Economy and Changing Skill Requirements, Education and Employment of Higher Education Graduates, Employment, Employability and Skill Mismatch in the Labour Market, Curriculum, Pedagogy and Skill Development Programmes in Higher Education, Entrepreneurship Programmes and University-Industry Relationships, National Qualification Frameworks (NQFs), Training Systems and Skill Certification, and Should Skill Formation and Employment be the major Orientation of Higher Education?

The seminar brought together educationists, key experts, policymakers and policy analysts from twelve countries, viz the United Kingdom, the United States of America, Bangladesh, Afghanistan, Philippines, Nepal, Ethiopia, Thailand, Indonesia, Sri Lanka, Malaysia and India.

Around 125 plus delegates from these countries, along with representatives from industry sector, industrial associations, NGOs and global organisations like the ILO, Asian Development Bank, World Bank and UNESCO, participated in the seminar.

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Title of Publication: International Seminar on Governance and Autonomy in Higher Education

Authors/Editors: N. V. Varghese and Garima Malik

Type of Publication: International Seminar Report

Year of Publication: 2020

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Governance of Higher Education, Regulatory Structures, Leadership, Institutional Autonomy, Management of Higher Education, Quality Management

The Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA) initiated a large-scale empirical study involving multi-state research teams on “Governance and Management of Higher Education in India”. The purpose was to understand the issue in a holistic fashion from the viewpoint of its major stakeholders- administrators, faculty and students of higher education institutions. The study was launched in four states of the country, viz. Uttar Pradesh, Rajasthan, Maharashtra and Tamil Nadu in order to understand the governance of higher education at three levels: state-university, within-university and university-college relations. The structure of governance in state and central universities was found to vary substantially. Further state universities have two layers of control, both by central government and state level agencies. Paucity of funds impacts recruitment and promotions of teachers and student admissions. As compared to central universities where research gets a major push, affiliated colleges focus largely on teaching. The findings from this study and other similar studies form the basis and context for organising this seminar.

The international seminar had the following objectives: 1. To discuss international trends in governance of higher education 2. To share country experiences in institutional autonomy 3. To provide a platform to share strategies for improving institutional performance.

The primary issues that constituted the discussion and discourse at the seminar were State, Market and Governance of Higher Education, Global Trends in University Governance, Institutional Autonomy and Governance in Higher Education, Regulatory Structures in Higher Education, Leadership and Management of Higher Education Institutions, Managing Quality at the Institutional Level, and Effect of Financing on Institutional Governance.

The seminar brought together educationists, key experts, policymakers and policy analysts from seven countries, viz the United Kingdom, the United States of America, France, Afghanistan, Ethiopia, South Africa, Uganda and India. Around 100 plus delegates from these countries, along with representatives from NGOs and global organisations like the World Bank, UNESCO and Brookings, participated in the seminar.

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II. National Seminar Report

Title of Publication: National Seminar on Student Diversity and Discrimination in Higher Education in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: National Seminar Report

Year of Publication: 2017

Publisher: National Institute of Educational Planning And Administration (NIEPA)

Keywords: Civic Learning, Student Diversity, Equity, Equitable Quality Education

The two-day National Seminar on Student Diversity and Discrimination in Higher Education in India was organised by the Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi, during 27–28 February 2017. The seminar brought together academics, educationists and policymakers across India with the aim of delving deeper into the issues of student diversity, equity, and inclusion in higher education in India. The papers presented at the seminar theoretically and empirically examined how different stakeholders in academics are responding to the changing nature of social diversity of the student population, which is prompting the transformation of higher education institutions as a secular and democratic space. Keeping this context in mind, participants at the national seminar attempted to initiate a national dialogue on student diversity, equity, and discrimination in universities and colleges in India. The seminar was an effort to bring together academics and policy-makers concerned with the institutional response to the changing nature of social diversity of the student population and the transformation of higher education institutions in India as a secular and democratic space.

The major objectives of the National Seminar were to: • Discuss the theoretical aspects of equity, diversity, and discrimination in higher education institutions in India in the context of massification; • Discuss various aspects of student diversity and forms of discrimination experienced by the socially disadvantaged social groups as revealed by studies undertaken by CPRHE and other studies; Examine the institutional strategies and practices in valuing student diversity, and achieving equity and nondiscriminatory access/discrimination-free campuses in India; and • Explore pathways for channelizing student diversity for advancing civic learning in higher education.

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III. Research Papers

Title of Publication: Challenges of Massification of Higher Education in India

Authors/Editors: N. V. Varghese

Type of Publication: CPRHE research paper

Year of Publication: 2015

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Massification, Mobilizing Funding, Disparities in Higher Education, Framework for Regulation

Although India is in the initial phase of massification of higher education, with around 30 million students, 0.70 million teachers and 36 thousand institution (in 2012-13), the country has the second largest higher education sector in the world. Unlike the matured market economies, where public institutions facilitated universalization of higher education, massification of higher education in India is a market mediated process facilitated mostly through private institutions and financed by the households. This paper analyzes the trends in and the challenges posed by massification. These challenges of massification include concerns for ensuring equity, improving quality, mobilizing funding, managing and regulating the system. It seems the role of the state will be changing from financing and managing institutions to developing a framework for regulating the system to ensure equity in access and quality in outcomes.

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Title of Publication: Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education

Authors/Editors: A. Mathew

Type of Publication: CPRHE research paper

Year of Publication: 2016

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Quality and Teaching, Privatisation, Curriculum and Standards of Teaching, Teaching Learning Approach, Assessment and Evaluation

The discourses on higher education system in India after Independence could be distinguished by four major trends. First trend is the reluctance to expansion and restriction to admission without improving current facilities available in higher education institutions (HEI) and diverse views on continuity and change in the ways in which research is organized in higher education. The second trend concerns academic improvement related to curriculum, content, assessment and evaluation. Different commissions and committees on education are united in marking the irrelevant content and curriculum, admissions far in excess of capacity of facilities and faculty, deficient teaching methods and an outdated examination system, which tests rote learning rather than real learning and subject knowledge, as the reasons. The third trend is concerned with the discourses on reorganization of governance of HEIs for purposes of greater accountability. Autonomy and reorganization of universities were approached differently by different committees. The fourth strand relates to the privatization and private participation in higher education. The paper argues that private engagement in HE is now gaining wider policy legitimacy.

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Title of Publication: Student Diversity and Civic Learning in Higher Education in India

Authors/Editors: Nidhi S. Sabharwal and C. M. Malish

Type of Publication: CPRHE Research Paper

Year of Publication: 2016

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Sustainable Development Goals (SDGs), Social Mobility, Civic Learning, Expansion of Higher Education.

Education for civic learning prepares students to acquire the knowledge, values and skills needed to participate in citizen action which, in turn, allows them to follow the ideals laid down in the Constitution. It equips students with the ability to respect different perspectives, resolve conflicts and deal with differences of opinion in a nonviolent manner. Research indicates that student diversity in higher education campuses can be channelled for civic learning and for promoting democratic norms of behaviour. Education for civic learning is particularly relevant in the sphere of higher education in India given the high degree of student diversity in terms of social, ethnic, racial, religious and regional affiliations and characteristics. Empirical evidence points to the formation of peer groups based on social identities, divisions in student–faculty academic relations, prejudices and stereotypes stemming from the class, caste, ethnic, regional, and religious backgrounds of the students. Exclusionary behaviours also lead to discrimination, harassment, segregation and physical violence against women and students from the disadvantaged groups like the Scheduled Castes (SCs) and Scheduled Tribes (STs). This paper argues that higher education institutions in India need to respond and adapt to the changing nature of the social diversity of student population.

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Title of Publication: Re-imagining Indian Higher Education: A Social Ecology of Higher Education Institutions

Authors/Editors: William G. Tierney and Nidhi S. Sabharwal

Type of Publication: CPRHE Research Paper

Year of Publication: 2016

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: knowledge economy, Private Institutions, Taxonomy, Social Ecology

Developing countries desire to have institutions ranked as ‘world class,’ and also want to increase post-secondary participation. The availability of limited public monies necessitates decisions that usually augment the welfare of one objective at the expense of another. An additional conundrum concerns the need for quality assurances. Research needs to be rigorous; students need to be well-trained. The authors suggest that both private and public higher education have a crucial role to play in India. The challenge is to decide whether to accommodate rapid expansion, to identify ways of improving the overall quality of the system, and to invest in a research infrastructure. The authors first offer a definition of what has been traditionally meant by public good and then analyse India’s higher education system. They rethink the various forms of institutions in India’s higher education system and suggest that the ‘alphabet soup’ of institutional forms that currently exists does not serve the country well; the taxonomy tends to obscure, rather than to clarify roles and responsibilities. They argue for a new social ecology of higher education that streamlines relationships, clarifies roles and regulations, improves data analysis, and focuses on quality rather than quantity. They suggest that rather than propose greater expansion of a system that lacks quality control, the emphasis should be on increasing the overall performance of the system and on promoting equal access to quality education.

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Title of Publication: Governance and Management of Higher Education Institutions in India

Authors/Editors: Garima Malik

Type of Publication: CPRHE Research Paper

Year of Publication: 2017

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Governance of Higher Education, Management of Higher Education, Governance Structure, Autonomy, Accountability, Governance Model

The governance and management of higher education institutions in India is becoming increasingly complex against the backdrop of the unparalleled expansion and diversification taking place. The paper highlights the changing relationship between the State, market and higher education institutions. The role of the State in this new and changed scenario globally has changed from direct control to 'steering from a distance', with the focus being on performance and outcome-based measures instead of being determined by inputs. This new form of 'managerialism' has implications for autonomy and accountability. A review of the prevalent trends shows that collegiality is giving way to greater centralisation within higher education institutions in India and reduced power of the professoriate. These trends have major implications for the governance of higher education institutions and the organisation of research and teaching in India.

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Title of Publication: Resource Allocation and Innovative Methods of Financing Higher Education in India

Authors/Editors: Jinusha Panigrahi

Type of Publication: CPRHE Research Paper

Year of Publication: 2017

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Public Financing, Massification of Higher Education, Financing of Higher Education, Mobilisation of Resources

Since 1980s there is a move towards market process in higher education. This is reflected in terms of privatisation of public institutions and encouragement of private sector. Allocation of funds from the government to the higher education institutions (HEIs) was based on a set of criteria. The availability of resources at the institution level was found to be inadequate to meet the growing demand for student enrolment. Consequently, many higher education institutions introduced cost recovery or cost sharing measures and resorted to various resource mobilisation strategies. It seems there has been widening of inequalities between HEIs in access to funds and in terms of requirements and efforts to generate additional resources from other sources. The present paper analyses the methods of fund allocation to HEIs in different countries and adoption of various innovative methods of financing of higher education. The focus of the paper is allocation of resources to public HEIs and various innovative methods to finance higher education in India.

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Title of Publication: English as a Medium of Instruction in Indian Education Inequality of Access to Educational Opportunities

Authors/Editors: Vani K. Borooah and Nidhi S. Sabharwal

Type of Publication: CPRHE Research Paper

Year of Publication: 2017

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Medium of Instruction, Inequality in Access, Multinomial Logit Model

The issue of language suffuses Indian education. This takes two forms. First, there is the question of how many languages students should learn at school and college. The second is the question of the language in which education should be imparted. Against this background, this paper uses data from the National Sample Survey from 2014 and 2008 to examine the use of English as the medium of instruction in Indian education: the advantages it confers in terms of broadening subject, and hence career, choice and inequality between India's social groups in access to education in English. In terms of social group, there was a clear hierarchy with the probability of studying in English being highest for students from the non-Muslim upper classes and lowest for students from the Scheduled Castes. The majority of pupils studying in English attended private unaided institutions. Compared to educational institutions in their entirety, private unaided institutions catered disproportionately to students studying in English than they did to students studying in Hindi or other languages.

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Title of Publication: Teacher Recruitment in Higher Education in India an Analysis of National Eligibility Test (NET) Results

Authors/Editors: -N.V. Varghese, Garima Malik and Dharma Rakshit Gautam

Type of Publication: CPRHE research paper

Year of Publication: 2017

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Enhancing Quality, teaching learning is technology, Teacher Recruitment Patterns, Teaching and Learning in Higher Education

The massification of the sector poses enormous challenges for providing quality education in higher education institutions in India. The quality of education provided in an institution is influenced by many factors, teaching and teacher quality are some of them. An added challenge is the student diversity resulting from the massification of the sector. The current paper examines the role of teachers in enhancing quality and also looks at recruitment patterns globally. The National Eligibility Test (NET) has been used as an eligibility criterion for teacher recruitment in India and it is important to understand the structure of the test and examine the empirical evidence on those who applied, appeared and qualified the UGC-NET/JRF examination. This paper goes into details of the profile of the qualified candidates and also examines the correlations between performance in the NET and at Masters Level. Finally, the performance of various higher education institutions is also seen to assess which are the universities best performing in the test over the years in different sessions. This analysis shows some institutions are consistently occupying top positions. Also, further findings show that while surveys indicate that NET should continue many believe that there is a scope for improvement in the design and evaluation of the NET exams. The analysis in the paper shows that changes introduced in June 2012 in the pattern of exam and selection criterion have benefited OBC candidates while there is a decline in the share of female, SC and ST candidates among those who qualified the test.

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Title of Publication: Teaching-Learning in Higher Education Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis

Authors/Editors: Sayantan Mandal

Type of Publication: CPRHE Research Paper

Year of Publication: 2018

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Discourse of Learning, Teaching-Learning in Higher Education, Teaching as Behaviour, Teaching as Artistry, Teaching Styles, Teaching Models

Teaching-learning is emerging as an important area of reform in the global higher education arena due to the changing nature of students, improvement of modern information communication tools, and newer demands from higher education focusing on employability and entrepreneurship. The theories of teaching-learning can be divided into different segments - some discussing teaching- learning in a more general way, and some are more focused towards higher education analysing its complexities. The paper reviews some of the select theoretical concepts in the understanding of teaching and learning in higher education. It discusses different levels of teaching, their focuses and possible consequences on learning. It is observed that teaching and learning in higher education is influenced by various other factors spread across institutional, national and international levels. And to analyse them in a context specific manner, it is important to go beyond the discussion of teacher, students, pedagogy and include other factors into the discourse. This paper argues that there is a need of an analytical tool to better understand teaching-learning process in higher education in a context specific manner. As an effort in this direction, this paper proposes an analytical tool, which is not a theoretical model, but aims to facilitate analysing and understanding teaching-learning from different dimensions.

[Click to read the Publication](#)

Title of Publication: Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: CPRHE research paper

Year of Publication: 2018

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Economic Mobility, Inter-Generational Equity, Academic Success, Social Group Identity

Policies of affirmative action have played an influencing role in the massification of the higher education system in India and the creation of a diverse student body in campuses. Diversity in student composition is reflected in terms of their caste, ethnic, class, linguistic, regional, and religious backgrounds. In this backdrop, CPRHE carried out a large-scale study to understand the dynamics of student diversity in higher education campuses in India. The study was undertaken in higher education institutions located in six states including Bihar, Delhi, Karnataka, Kerala, Maharashtra, and Uttar Pradesh. The study adopted a combination of quantitative and qualitative methods. Based on empirical evidence, an attempt has been made to theories the emerging phenomenon of student diversity. Study classifies student diversity into the following three distinct but inter-related stages: Stage I (social diversity), Stage II (academic diversity), and Stage III (social inclusion). The sources and unique nature of each stage are explained and the factors impacting each stage are identified. It provides a framework for assessing the nature of student diversity, campus experiences and various types of challenges faced by diverse student bodies and institutions. The findings suggest that the higher education system has made a commendable improvement in achieving social diversity though new forms of inequalities have emerged in the form of institutional and disciplinary segregations. Further, social disparities in academic integration in classrooms and the teaching–learning process continue to persist. Social exclusion, stereotypes and identity-based peer group formation also remain as unresolved concerns, and pose challenges for students from the socially excluded groups. It is essential to fully weave diversity and inclusion in the institutional fabric to make campuses more inclusive, to strengthen the existing institutional mechanisms that address the academic and social concerns of diverse students and to ensure greater sensitivity from managers and professionals of higher education institutions towards the students from the socially excluded groups facing numerous challenges.

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Title of Publication: Concentration of Higher Education Institutions in India: A Regional Analysis

Authors/Editors: N.V. Varghese, Jinusha Panigrahi and Anubha Rohatgi

Type of Publication: CPRHE Research Paper

Year of Publication: 2018

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Expansion of Higher Education, Private Higher Education Development, Inequalities in Higher Education, Regional Inequalities

Countries experience inequalities in the process of development. The inequalities can be economic, social or regional. Although the development planners always aimed at maximising the spread effects to promote a balanced regional development, regional inequalities continued to be a part of the process of development in all countries across the globe. The story is the same in the case of higher education development. The regional inequalities in higher education are not only large in India but also continue to increase over a period of time. This is primarily because of the urban-centric nature of the locations of new Higher Education Institutions (HEIs) in India. Students in the urban areas benefit from the urban bias in higher education development, while those in the rural areas are not beneficiaries of distance discount associated with location of HEIs. In this context, this study attempts to answer one question: how concentrated are the locations of higher education institutions in India? The study developed a measure of concentration, namely the concentration ratio, to analyse the regional distribution of higher education facilities in India. Based on the only source of district-wise data on the location of HEIs, Census data, a detailed analysis of spread of locations of higher education institutions (both technical and general) among States and districts is carried out in this study. The empirical analysis, relying on the measure of concentration ratio, helps in identifying districts which are enjoying high concentration of HEIs and those which are deprived of the same. The conclusions drawn from the empirical analysis will be helpful in identifying districts which need to be accorded priority for opening new higher education institutions in India.

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Title of Publication: Equity and Inclusion in Higher Education in India

Authors/Editors: N. V. Varghese, Nidhi S. Sabharwal and C. M. Malish

Type of Publication: CPRHE Research Paper

Year of Publication: 2019

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Income Inequalities, Social Group Inequalities, Equity and Inclusion in Higher Education, Equity in Attainment, Determinants of Access to Higher Education.

The higher education sector in India has experienced an unprecedented expansion in the recent decades. It is thus necessary to address the following question: How have the benefits accruing from the massive expansion in higher education been shared among different social groups? Based on empirical evidence, this paper argues that while access to higher education has improved across all segments of the population thanks to progressive state policies of affirmative actions, the rate of progression has varied, resulting in widening of regional inequalities and persisting socio-economic inequalities. Furthermore, access to elite institutions and study programmes such as in the fields of science and engineering is restricted to those from the most privileged backgrounds. The prevalence of inter-group inequalities in access to opportunities for pursuing higher education, in turn, determines employment outcomes, earnings, and social inequalities among the subsequent generations. Achievements in ensuring equity in access are further over-shadowed by the unfavourable conditions associated with the academic progress and success experienced by students from the disadvantaged groups inside the higher education institutions and campuses. The prevalence of a non-inclusive campus culture and the relative ineffectiveness of institutional mechanisms to address diversity result in inconsistent performances, and poor academic achievement and labour market outcomes for students from the disadvantaged groups. It is argued that favourable public policies and institutional strategies can help equalise opportunities for pursuing higher education and promote equity in student learning and labour market outcomes. What is emphasised at the institutional level is the need for devising strategies to address diversity and consequently develop socially inclusive higher education campuses in India.

[Click to read the Publication](#)

Title of Publication: Fees in Private Higher Education Institutions a Study of Deemed to be Universities in India

Authors/Editors: Jinusha Panigrahi

Type of Publication: CPRHE Research Paper

Year of Publication: 2020

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Expansion of Private Higher Education Institutions, Fee Structure

Globally, there has been an expansion in the higher education sector and in a majority of the developing and underdeveloped countries in the recent decade. India too has experienced enormous growth in higher education enrolments and institutions in the last two decades. This expansion has been driven by the growth of higher education institutions in the private sector with a few exceptions. The growth of private deemed-to-be universities has been significantly higher than that of public deemed-to-be universities. However, one of the major concerns for the regulators of higher education is the high and rising fees of private deemed-to-be universities in India. This research paper, based on an empirical study conducted by the Centre for Policy Research in Higher Education (CPRHE) at NIEPA explores the fees in private deemed-to-be universities in India. It has been observed that there are course-wise variations in the fees across deemed-to-be universities, which is based on certain criteria, and the fees has been rising at a higher rate every year in most of these institutions. There are several implications and challenges pertaining to this rise in fees despite the existing regulations imposed by the Centre and various state governments. The equity and quality implications of the rising fees would be tremendous, thereby highlighting the need for regulating the fee structure in higher educational institutions

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Title of Publication: Graduate Employment and Sustainable Employability Skills in India

Authors/Editors: Mona Khare

Type of Publication: CPRHE Research Paper

Year of Publication: 2020

Publisher: National Institute of Educational Planning and Administration, New Delhi

Keywords: Employability, Sustainable Employability, Growth and Employment, Employability Gaps, Labour Market Connect.

Today, both knowledge and skills have become important ingredients to succeed in the labour market as well as to thrive in the society at large. The new terminology that has gained popularity in the world comprises a set of both cognitive and non-cognitive attributes and skills in a knowledge framework, known as the “Employability Skills”. In the current dynamic economy and rapidly changing work environment, employability skills do not remain restricted to just the ones required to gain initial employment but also encompass those needed to constantly improve and upgrade oneself so as to be able to compete and thrive in the labour market. As such, skilling, up skilling, deskilling, and reskilling can be seen as the components of the concept of ‘sustainable employability’, which in itself has a long life-cycle and multiple stakeholders. The relationship between higher education and the labour market is getting transformed in the light of the emerging challenges of a skill deficit among graduates. This paper explores the issue with regard to higher education graduates (HEGs) in India. It identifies a twofold problem in India: rising unemployment rates among HEGs due to poor and limited employment opportunities as fallout of ‘jobless growth’; and poor work readiness among HEGs emerging from three kinds of gaps between the higher education sector and the labour market. These include awareness gaps, perception gaps, and skills gaps. The paper proposes a sustainable employability framework entailing mutually flexible and coordinated efforts among all stakeholders to bridge these gaps through skilling, deskilling, and reskilling for imparting sustainable employability skills to HEGs.

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IV. India Higher Education Report (IHER)

Title of Publication: India Higher Education Report 2020, Employment and Employability of Higher Education Graduates in India

Authors/Editors: N.V. Varghese and Mona Khare

Type of Publication: India Higher Education Report

Year of Publication: 2021

Publisher: Routledge India

Keywords: Vocationalization, Employability, Pedagogy, Entrepreneurship Education

India Higher Education Report 2020 critically analyzes the role played by the state, industries, and higher education institutions in the employment and employability of educated youth in India. The book discusses a wide range of topics such as employability skill gaps of higher education graduates; curriculum and skills training systems; formal and informal modes of skill formation; crisis of jobless growth in India; migration, education and employment; dimensions of gender, caste and education; general, technical and professional education; vocationalization; qualifications framework and skills certifications; curriculum and pedagogy in higher education for skill development; industry–academia linkages; entrepreneurship education and executive education; and sustainable employment.

The book focuses on theoretical insights, empirical evidences and recent data on key issues and challenges of higher education graduate employment in a knowledge economy driven by the unprecedented expansion of higher education and increasing digitization. It offers successful cases of institutional responses, examples of policy and practices as also perspectives of different stakeholders such as employers, employees, teachers and students to present trends in the changing landscape of higher education and future demands of the job market for the youth workforce across sectors, subject disciplines and gender.

This volume will be an important resource for scholars, teachers and researchers of higher education, public policy, political economy, political science, labour studies, economics, education, sociology in general as well as for policymakers, professional organizations and associations, civil society organizations, and government bodies.

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Title of Publication: Governance and Management of Higher Education in India

Authors/Editors: N. V. Varghese and Garima Malik

Type of Publication: India Higher Education Report

Year of Publication: 2020

Publisher: SAGE Publications Pvt Ltd

Keywords: Educational Administration & Leadership (General), Public Administration (General), Education Policy

Governance in education is well recognized as critical to institutional performance and effectiveness. & Governance and Management of Higher Education in India is the fifth book in the series India Higher Education Report initiated by the Centre for Policy Research in Higher Education, National Institute of Educational Planning and Administration. The book examines macro issues of governance, focusing on the role of the state and market, regulation at national and state levels, and accountability measures. It also looks at institutional issues of autonomy, affiliation, teacher recruitment, and managing quality and excellence. The discussions in the book centre on theoretical perspectives and empirical evidences. The volume will be an important resource for academics, policy makers as well as scholars and researchers of public policy, political science and economics.

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Title of Publication: India Higher Education Report 2018 - Financing of Higher Education

Authors/Editors: N. V. Varghese and Jinusha Panigrahi

Type of Publication: India Higher Education Report

Year of Publication: 2019

Publisher: SAGE Publications Pvt Ltd

Keywords: Choice-Based Credit System, Gender Budgeting, State-Market Dynamics

In the last few decades, India has experienced several shifts in the policies pertaining to the financing of higher education. These shifts include a move from public financing to keep pace with the expansion requirements of the sector; the strengthening of market forces in higher education both through privatisation of public institutions and operation of private institutions; and a move from the financing of institutions to the financing of students. The Centre for Policy Research in Higher Education (CPRHE) has initiated major research activities to understand how the recent changes have affected the financing of higher education in India and how the higher education institutions cope with and respond to these changes. India Higher Education Report 2018, the fourth volume in the series, presents this study to provide a comprehensive analysis of financing of higher education in India. This book investigates the changing dynamics and related key issues including state–market dynamics, university–industry linkages, foreign aid, institutional strategies to overcome shortages in funding, issues with self-financing courses, educational loans and fee reimbursement schemes, expansion and financing of private higher education.

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Title of Publication: India Higher Education Report 2017: Teaching Learning and Quality

Authors/Editors: N. V. Varghese, Anupam Pachauri and Sayantan Mandal

Type of Publication: India Higher Education Report

Year of Publication: 2018

Publisher: SAGE Publications Pvt Ltd

Keywords: Democratic Egalitarianism, Equality, Social Diversity, Civic Learning

Understanding teaching, learning and quality in higher education requires in-depth engagement with theoretical discourse and empirical evidences. With this objective, the Centre for Policy Research in Higher Education (CPRHE) has initiated multiple research activities to develop deeper insights into quality concerns in higher education. India Higher Education Report 2017 evaluates the Indian higher education system in terms of teaching, learning and quality and presents a comprehensive analysis of reforms that took place in these domains. Organized into three major parts—ranking, research and quality; teachers and teaching–learning; and quality management—this book discusses changes and issues that have affected the country’s higher education system in recent times.

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Title of Publication: India Higher Education Report 2016: Equity

Authors/Editors: N. V. Varghese, Nidhi S. Sabharwal and C.M. Malish

Type of Publication: India Higher Education Report

Year of Publication: 2017

Publisher: SAGE Publications Pvt Ltd

Keywords: Equity, Egalitarianism, Disability Rights, Massification

Equity in education is well recognized as central to achieving inclusive growth and development. The second in the series initiated by the Centre for Policy Research in Higher Education of the National University of Educational Planning and Administration, India Higher Education Report 2016 focuses on the theme of equity in higher education. The report examines issues related to the expansion of higher education; economic, social, regional and gender inequalities and their implications on education; student diversity and discrimination; and the changing roles of the state, market and private sector in a period of massification of the education sector. The book also addresses topics on learning outcomes, and employment and employability of higher education graduates. The discussions in the book centre on the theoretical perspectives and empirical evidences. This book will be an important resource for academics, policy makers, civil society organizations, media and those concerned with higher education and development. It will also be useful to scholars and researchers of education, public policy, sociology and economics.

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Title of Publication: India Higher Education Report 2015

Authors/Editors: N. V. Varghese and Garima Malik

Type of Publication: India Higher Education Report

Year of Publication: 2015

Publisher: Routledge India

Keywords: Equity, Financing, Employment, Institutional Autonomy, Leadership

The unprecedented expansion of higher education in India and the proliferation of providers in turn have posed enormous challenges to equity, quality and financing of the sector. The India Higher Education Report 2015 traces the evolution of higher education and discusses the key role of committees and commissions whose reports and recommendations form the backdrop of contemporary developments. Authoritative and comprehensive, the volume examines a range of themes including equity, financing, employment, quality, and governance. It also engages with new and recent data as well as current issues and debates.

The volume will be an important resource for academics, policy makers, civil society organisations, media and those concerned with higher education. It will also be useful to scholars and researchers of public policy, sociology and economics.

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V. Policy Briefs

Title of Publication: Equalising Access to Higher Education in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: Policy Briefs Report

Year of Publication: 2017

Publisher: National institute of educational planning and administration (NIEPA)

Keywords: Equality of Opportunity, Social Disparities, Regional Disparities, Institutional Diversification

This policy brief is based on a large-scale CPRHE research study employing a questionnaire-based survey of 3,200 students, interviews with 200 faculty members, 70 focus group discussions with students & 50 diaries of students in higher education institutions across six states, namely, Bihar, Delhi, Maharashtra, Kerala, Karnataka and Uttar Pradesh.

This policy brief highlights the disparities that persists in many forms such as economic, regional, locational, and social group disparity, even though the overall GER has improved in the last two decades. Disparities in access to high value educational opportunities such as to STEM subjects and to elite institutes also persist for socio-economically disadvantaged learners. It is evident from the study that family income, medium of instruction in schools, parental education and urban/ rural location are important determinants of higher education access. Expansion of the sector mostly through private institutions also exacerbates inequalities in access to higher education opportunities. This policy brief calls for interventions at policy level (union and state governments) and institution level to address the persisting inequalities in access to higher education while expanding the system. Targeting of public investments towards higher education of the deprived groups and affirmative action in private sector will be essential. Such initiatives will help to defend social transformative role of higher education by ensuring inter-generational equity in development.

[Click to read the Publication](#)

Title of Publication: Achieving Academic Integration in Higher Education Campuses in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: Policy Briefs Report

Year of Publication: 2017

Publisher: National institute of educational planning and administration (NIEPA)

Keywords: Academic Challenges, Academic Integration, Academic Exclusion, First-Generation Learners.

This policy brief is based on a large-scale CPRHE research study employing a questionnaire-based survey of 3,200 students, interviews with 200 faculty members, 70 focus group discussions with students; 50 diaries of students in higher education institutions across six states, namely, Bihar, Delhi, Maharashtra, Kerala, Karnataka and Uttar Pradesh.

This policy brief discusses manifestations of academic challenges faced by disadvantaged student groups who enter higher education institutions with differentiated academic grounding, and concerted institutional efforts required to achieve academic integration in campuses.

The policy brief showed that the perception that diversity is a liability obscures and nullifies larger goals of equity and national development. Therefore, it calls for the need of institutions to recognise and adapt to academic demands of diverse student body that exists in a massified system. First-generation learners, students from lower socio-economic backgrounds and rural areas, and students', who have studied in government schools with regional language as the medium of instruction, are at times academically under prepared for higher education. It was concluded in the policy brief that thoughtful and a systematic academic support is crucial to academic success of students at risk.

[Click to read the Publication](#)

Title of Publication: Developing Socially Inclusive Higher Education Campuses in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: Policy Briefs Report

Year of Publication: 2017

Publisher: National Institute of Educational Planning and Administration (NIEPA)

Keywords: Student Diversity, Teacher-Student Interactions, Discriminatory Behaviour, Socially-Excluded Students.

This policy brief is based on a large-scale CPRHE research study employing a questionnaire-based survey of 3,200 students, interviews with 200 faculty members, 70 focus group discussions with students & 50 diaries of students in higher education institutions across six states, namely, Bihar, Delhi, Maharashtra, Kerala, Karnataka and Uttar Pradesh.

This policy brief highlights the various forms of discrimination prevalent in the campuses and the concomitant strategies that need to be adopted to promote greater inclusion in campuses across India. The policy brief concludes that prevailing practices of discrimination is a manifestation of non-inclusive nature of higher education campuses, hence there is a need for institution leaders to be aware of forms of discrimination and to develop strategies in order to cultivate inclusive campus culture in higher education institutions in India.

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VI. Synthesis Research Report and States Reports

Title of Publication: Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India

Authors/Editors: Nidhi S. Sabharwal and C.M. Malish

Type of Publication: Synthesis Research Report

Year of Publication: 2018

Publisher: National institute of educational planning and administration (NIEPA)

Keywords: Inter-Generational Equity, Economic Mobility, Student Diversity, Civic Learning, Academic Success

Policies of affirmative action have played an influencing role in the massification of the higher education system in India and the creation of a diverse student body in campuses. Diversity in student composition is reflected in terms of their caste, ethnic, class, linguistic, regional, and religious backgrounds. In this backdrop, CPRHE carried out a large-scale study to understand the dynamics of student diversity in higher education campuses in India. The study was undertaken in higher education institutions located in six states including Bihar, Delhi, Karnataka, Kerala, Maharashtra, and Uttar Pradesh. The study adopted a combination of quantitative and qualitative methods. Based on empirical evidence, an attempt has been made to theorise the emerging phenomenon of student diversity. Study classifies student diversity into the following three distinct but inter-related stages: Stage I (social diversity), Stage II (academic diversity), and Stage III (social inclusion). The sources and unique nature of each stage are explained and the factors impacting each stage are identified. It provides a framework for assessing the nature of student diversity, campus experiences and various types of challenges faced by diverse student bodies and institutions. The findings suggest that the higher education system has made a commendable improvement in achieving social diversity though new forms of inequalities have emerged in the form of institutional and disciplinary segregations. Further, social disparities in academic integration in classrooms and the teaching–learning process continue to persist. Social exclusion, stereotypes and identity-based peer group formation also remain as unresolved concerns, and pose challenges for students from the socially excluded groups. It is essential to fully weave diversity and inclusion in the institutional fabric to make campuses more inclusive, to strengthen the existing institutional mechanisms that address the academic and social concerns of diverse students and to ensure greater sensitivity from managers and professionals of higher education institutions towards the students from the socially excluded groups facing numerous challenges.

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VII. State Higher Education Council (SHEC) Reports

Title of Publication: Consultative Meeting on State Higher Education Council (SHEC), 15-16 February, 2018

Authors/Editors: Garima Malik

Type of Publication:

Year of Publication:

Publisher:

Keywords: Digital learning, Higher Education Financing, MOOCs, SYAWAM

The expansion of the sector coupled with the emergence of multiple providers necessitate reforms in the way higher education is governed in the country. One of the important developments in the reform process has been strengthening of the state initiatives through the establishment of State Higher Education Councils (SHEC). Following the recommendations of the National Policy on Education, the University Grants Commission (UGC) issued guidelines to set up SHECs in 1988. According to the UGC guidelines, SHECs are entrusted with planning and coordination, academic, advisory and administrative functions. The Twelfth Five-year plan, National Mission on Higher education 2013 has placed greater premium on the need for state level planning for higher education, wherein state councils for higher education are expected to play a key role. The centrally sponsored programme of RUSA relies on SHECs for the planning and implementation in each of the states. Although, all the SHECs were established under the same regulations and norms, they vary in terms of functions undertaken. Given these concerns, a consultative meeting was organized by Center for Policy Research in Higher Education (CPRHE), NIEPA on 15 and 16 February 2018 in NIEPA, New Delhi. The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state level planning for higher education and to bring different state councils to share their experiences and work out a future agenda.

The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state level planning for higher education. The participants of the second consultative meeting were representatives from the SHECs of nine states including Andhra Pradesh, Telangana, Rajasthan, Tamil Nadu, Kerala, West Bengal, Uttar Pradesh, Chandigarh UT and Meghalaya. A total of 16 SHEC representatives participated in the meeting.

The Consultative meeting had sessions on Reforms and the process of policy making in Higher education and on several new initiatives in higher education like Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), Digital learning and RUSA.

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Title of Publication: Consultative Meeting on State Higher Education Council (SHEC), 25-26 February, 2019

Authors/Editors: Garima Malik

Type of Publication:

Year of Publication:

Publisher:

Keywords: Equity and Quality, Expansion, Equity and Excellence, ODL

The expansion of the sector coupled with the emergence of multiple providers necessitate reforms in the way higher education is governed in the country. One of the important developments in the reform process has been strengthening of the state initiatives through the establishment of State Higher Education Councils (SHEC). Following the recommendations of the National Policy on Education, the University Grants Commission (UGC) issued guidelines to set up SHECs in 1988. According to the UGC guidelines, SHECs are entrusted with planning and coordination, academic, advisory and administrative functions. The Twelfth Five-year plan, National Mission on Higher education 2013 has placed greater premium on the need for state level planning for higher education, wherein state councils for higher education are expected to play a key role. The centrally sponsored programme of RUSA relies on SHECs for the planning and implementation in each of the states. Although, all the SHECs were established under the same regulations and norms, they vary in terms of functions undertaken. Given these concerns, a consultative meeting was organized by Center for Policy Research in Higher Education (CPRHE), NIEPA on 15 and 16 February 2018 in NIEPA, New Delhi. The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state level planning for higher education and to bring different state councils to share their experiences and work out a future agenda.

The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state level planning for higher education. The participants of the third consultative meeting held on 25 and 26 February 2019 were representatives from the SHECs of eight states including Andhra Pradesh, Telangana, Tamil Nadu, Kerala, West Bengal, Uttar Pradesh, Chandigarh UT and Meghalaya. A total of 12 SHEC representatives participated in the meeting.

The Consultative meeting had sessions on Global trends and national priorities in Indian Higher education, new initiatives by UGC in higher education, Equity and Quality in higher education in India, Strategic planning in higher education and on comparative picture on the structure and functioning of SHECs.

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Title of Publication: Consultative Meeting on State Higher Education Council (SHEC), 18-19 March, 2021

Authors/Editors: Garima Malik

Type of Publication:

Year of Publication:

Publisher:

Keywords: Governance of Higher Education, National Education Policy 2020, Governance Structure, Governance Processes, Academic Bank of Credit, Quality and Accreditation

The expansion of the sector coupled with the emergence of multiple providers necessitate reforms in the way higher education is governed in the country. One of the important developments in the reform process has been strengthening of the state initiatives through the establishment of State Higher Education Councils (SHEC). Following the recommendations of the National Policy on Education, the University Grants Commission (UGC) issued guidelines to set up SHECs in 1988. According to the UGC guidelines, SHECs are entrusted with planning and coordination, academic, advisory and administrative functions. The Twelfth Five-year plan, National Mission on Higher education 2013 has placed greater premium on the need for state level planning for higher education, wherein state councils for higher education are expected to play a key role. The centrally sponsored programme of RUSA relies on SHECs for the planning and implementation in each of the states. Although, all the SHECs were established under the same regulations and norms, they vary in terms of functions undertaken. Given these concerns, a consultative meeting was organized by Center for Policy Research in Higher Education (CPRHE), NIEPA on 15 and 16 February 2018 in NIEPA, New Delhi. The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state level planning for higher education and to bring different state councils to share their experiences and work out a future agenda.

The major purpose of the consultative meeting was to engage with the States on issues concerning the role of state higher education councils in state level planning for higher education. The fourth consultative meeting held on 18 and 19 March 2021 had representatives from eleven states including Andhra Pradesh, Bihar, Goa, Telangana, Tamil Nadu, Karnataka, Kerala, West Bengal, Chandigarh UT, Meghalaya and Mizoram. A total of 20 SHEC representatives participated in the meeting.

The Consultative meeting had sessions on Governance of Higher Education and National Education Policy 2020, Governance Structure and Processes in Higher Education Institutions: Findings from an Empirical Study, Implementation of National Education Policy 2020, Academic Bank of Credit in Higher Education, Quality and Accreditation and National Education Policy

(NEP) 2020, How Did Accreditation Help Improving Quality in Higher Education: Findings from an Empirical Study and State Higher Education Councils (SHECs) and Implementation of National Education Policy (NEP) 2020. These sessions evoked a lot of interest and rich deliberations followed.

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