CPRHE Activities for the Year 2016-17
And
CPRHE Activities Proposed for the Year 2017-18

(Prepared for the EC Meeting of 28 March 2017)

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

I. CPRHE Activity for the Year 2016-17

1. **Introduction to the Centre for Policy Research in Higher Education (CPRHE)**

The Centre for Policy Research in Higher Education (CPRHE) was established in the National University of Educational Planning and Administration (NUEPA) in 2014. The Centre is funded by the UGC. The Centre's activites are guided by an Executive Committee consisting of academia and senior-level policy makers with representation from UGC, MHRD and NITI Ayog. The Centre enjoys functional autonomy to develop and implement its own research agenda and programmes subject to the approval of the EC. The Vice-Chancellor, NUEPA as chairperson and the Director of the Centre as Vice-Chairperson of the EC.

The overarching mission of the CPRHE is to act as a think tank in policy and planning of higher education in India. The Centre is expected to contribute to the generation of research evidence for policy, help preparing plans and designing programmes for development of higher education in India. The Centre focuses its research and activities on the current national priorities.

CPRHE Activities 2016-17

2. **Knowledge Generation through Policy-Oriented Research and Analysis**

   2.1 Diversity and Discrimination in Higher Education Institutions*:* Given the diversification of higher education system and consequent diversity in student population, this research project aimed at exploring diversity and discrimination in higher education campuses in India. The project attempted to understand nature and forms of diversity in campuses and structure and mechanism that exist to deal with diversity and discrimination. The project also examined how opportunity provided by growing diversity could be better leveraged for inculcating civic and democratic learning and to transform institutions which were assumed to have crucial role to play in contemporary society. The study administered a detailed questionnaire based survey among 3200 students, conducted close to 200 interviews with faculty and administrators and close to 70 focus group discussions with students. The study was implemented in institutions located across six states, namely, Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh.

   The research report is completed and was submitted to the Research Advisory Committee in October 2016. The Centre organized a seminar on the theme and plans to bring out policy briefs and modules to sensitize educational administrators.

2.2 Governance and Management of Higher Education in India*: The rapid expansion of Indian higher education and diversification in terms of courses, providers and mode of delivery necessitates the understanding of the emerging governance and management structures which are more complex than before. The diversified structure has made it imperative to study the governance and management structures to understand the changing role of the state, examine the issues of autonomy and accountability with measures to improve efficiency in operation, improve performance of institutions and staff and resource allocations based on institutional performance. The objectives of the research project are firstly to map out the evolution of the governance structure and processes at the national, state and institutional levels and examine the role and functioning of governing bodies at universities and colleges. The study is being implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra. The field based data collection is completed. The data analysis and preparation of draft report are in progress. The project activities carried out in the year 2016-17 are the following:

a. A Second Expert Committee meeting was held in April 2016 to discuss the progress made in the implementation of the research project and the analysis framework.

b. The Analysis Framework Workshop was organized on 11-12 April 2016. The framework of analysis of the data (both quantitative and qualitative) collected for the study were discussed and finalized in the workshop. The tables to be included in the state reports were discussed and a list of select tables to be included from the variables in the teacher and student questionnaire was prepared and finalized and sent to the research teams after the workshop. The chapterization scheme for the draft reports to be written by the state teams was also discussed. The research team members participated in the workshop.

c. The quantitative data collected by the four research teams were prepared for SPSS analysis. The qualitative data collected from institutional administrators like Vice Chancellor, Registrar, Finance/accounts Officer, Principal, Deans, Heads of Departments of selective departments of respective institutions interviews with the State Higher Education Councils, the State Higher Education Departments, focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analyzed.

d. The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report.

e. The synthesis report is in final stages of preparation.

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 of draft state report and providing regular feedback and comments on chapters submitted so far.

2.3 Teaching and Learning in Indian Higher Education: While research on improving teaching-learning process in primary and secondary education sectors are common, it is relatively absent in higher education. It is an important area to focus considering the continuously changing landscape of higher education, increased international competition, diversity of the student body and types of educational service providers, increasing demand of value for money and efficiency, and hence, call for new teaching methods among other reform prerequisites. The objectives of the research project include an analysis of the process and status of teaching-learning process in higher education in India. The research project is being implemented in the states of Chhattisgarh, West Bengal, Gujarat and Tamil Nadu. The data collection and data analyses are complete. Preparation of draft reports is in progress.

The project activities carried out in the year 2016-17 are the following:

a. The quantitative data collected by the four research teams were prepared for SPSS analysis.

b. The qualitative data collected from institutional administrators, faculty members and focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analyzed.

c. The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report.

d. The synthesis report is in final stages of preparation.

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 of draft state report and providing regular feedback and comments on chapters submitted so far.

2.4 Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation: This study attempts 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 is implemented in the five states of Bihar, Odisha, Punjab, Uttarakhand and Telangana. The data collection is complete and data analysis and preparation of draft report are in progress. The project activities carried out in the year 2016-17 are the following:

a. A Second Expert Committee meeting was held in April 2016 to discuss the progress made in the implementation of the research project and the analysis framework.

b. The Analysis Framework Workshop was organized on 18-19 April 2016. The framework of analysis of the data (both quantitative and qualitative) collected for the study were discussed and finalized in the workshop. The tables to be included in the

state reports were discussed and a list of select tables to be included from the variables in the teacher and student questionnaire was prepared and finalized and sent to the research teams after the workshop. The chapterization scheme for the draft reports to be written by the state teams was also discussed. The research team members participated in the workshop.

c. The quantitative data collected by the five research teams were prepared for SPSS analysis. The data based on annual budgets and audit reports collected through questionnaires as well as reports were also cleaned and analysed. The qualitative data collected from institutional administrators like Vice Chancellor, Registrar, Finance/accounts Officer, Principal, Deans, Heads of Departments of selective departments of respective institutions interviews with the State Higher Education Councils, the State Higher Education Departments, focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analyzed.

d. The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report.

e. The synthesis report is in final stages of preparation.

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 of draft state report and providing regular feedback and comments on chapters submitted so far.

2.5 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 accredited by the National Assessment and Accreditation Council (NAAC)and internal quality assurance (IQAs) 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 2nd or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana. The field based data collection is complete. The process of analyzing the data and preparing the draft version of the report are in progress.

The project activities carried out in the year 2016-17 are the following:

a. The quantitative data collected by the five research teams were prepared for SPSS analysis.

b. The qualitative data collected from institutional administrators, faculty members and focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analyzed.

c. The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report.

d. The synthesis report is in final stages of preparation.

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 of draft state report and providing regular feedback and comments on chapters submitted so far.

2.6 Employability of Higher Education Graduates in India: The employability of the educated graduates is a major concern in India. The present study attempts to analyse the demand and supply factors influencing graduate employability by taking into account the perceptions of employers, employees and students. It is a multi-level, multi –state study covering multiple cities in the country. The six cities identified are 4 tier I cities of Mumbai, Delhi, Hyderabad and Bangalore; Lucknow a lead employment provider among Tier II cities; and Udaipur as one among the first three employment providers in the Tier III category of cities. The study is in the initial stages of implementation. An Expert Committee meeting was organised. The development and finalization instruments and pilot testing of the instruments have been completed. The first methodology workshop with the research teams was held in January 2017. Data collection is in progress.

2.7 Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges. The CPRHE at the request of the University Grants Commission (UGC) is implementing an evaluation study of the coaching schemes funded by the UGC. The UGC introduced the following coaching schemes for disadvantaged groups in higher education since 11th plan period: a) Remedial coaching for SC/ST/OBC and Minorities; b) Coaching for NET/SET for SC/ST/OBC and Minorities; and, c) Coaching class for entry into service for SC/ST/OBC and Minorities. The centre constituted a research advisory committee with academics and representatives from UGC and MHRD. The Centre organised first meeting of the research advisory committee on 4 October 2016 to discuss the proposal, methodology and institutions selected for case studies. Based on the recommendation of the committee, 16 institutions have been finalized for case studies which include 7 colleges, 6 state universities and 3 central universities. The CPRHE is in the process of carrying out the next stage of implementation.

The project activities carried out in the year 2016-17 are the following:

a. A detailed research proposal was prepared.

b. A Research Advisory Committee (RAC) was constituted for the project and the first meeting of the research advisory committee was organized on 4 October 2016 in

NUEPA. The objective of the meeting was to seek advice and suggestions on theoretical and methodological approach of the study and selection of case study institutions.

c. The list of case study institutions selected for the study was finalized by the RAC. It includes central universities, state universities and colleges such as aided college, Government College, constituent college, and autonomous college. Furthermore, UGC office in Delhi and Regional Offices located in different regions were consulted to seek their suggestions. Based on the following considerations selection of case study institutions was carried out. The considerations are: regional representation; representation of types of institutions; institutions implementing all three schemes; comparatively higher budget allocation; institutions from SC-ST dominated area; institutions serving minorities; and institutions serving women. Based on the suggestions and recommendations of the committee, 16 institutions have been selected for undertaking research.

d. The next step in the implementation was to develop research instruments for the study. Eleven research instruments were developed to collect quantitative and qualitative data from case study institutions.

e. A research instrument development workshop was organised on 22 Dec 2016 to discuss and finalise research instruments. Meeting was attended by coordinators of UGC coaching schemes and faculty members involved with academic empowerment of disadvantaged groups in Delhi colleges and Universities. Based on the recommendation from the committee, research instruments have been revised and finalised.

f. As a next step of implementation, we contacted head of the institutions of the selected case study institutions to carry out the study. In consultation with head of the institutions, coordinators of the case study were identified.

g. Coordinators were finally contacted by phone and later contacted by letter to formalize the research collaboration.

The CPRHE has completed formalization of research team in the case study institutions. The first research methodology workshop for the coordinators of case studies is scheduled for the month of April 2017.

2.8 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 regions and states 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.

The project activities carried out in the year 2016-17 are the following:

a. An extensive reviewed the literature 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.

b. The average size of the higher education institutions, Gross Enrolment Ratios, and concentration ratios were calculated at the district level and state level to find out the degree of concentration of general and technical institutions.

The collection of the secondary data and their analysis are completed. The writing of the report is in progress. It will be submitted to the MHRD in a month time.

2.9 Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNMTT) Scheme. The CPRHE/NUEPA has initiated a study to evaluate the implementation of the PMMMNMTT scheme. The PMMMNMTT scheme focuses on seven components related to teachers and teaching. These components 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 NUEPA to undertake a study to evaluate the implementation of the PMMMNMTT scheme. The evaluation study was initiated during the second half of December 2016.

The following activities were undertaken as part of the PMMNMTT evaluation- Review of Documents; Review of Progress Reports, Analysis of Field Visit Reports by the PMMMNMTT team of consultants; Group Discussion Meeting with the PMMMNMTT 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; 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.

- **Development of a National Higher Education Qualification Framework (NHEQF).** The UGC requested CPRHE to lead the process of developing a NHEQF. As an initial step the CPRHE prepared a Concept Note which was presented to the UGC. The activities relating to the development of the NHEQF will be continued during the year 2017-18.

3. **Capacity Development**

   3.1 **Workshop/Meetings:** The Centre organised more than 15meetings and workshops in the year 2016-17. These included Research Advisory and Expert Committee Meetings, Research Methodology Workshops and IHER Peer Review Meetings. The complete list of the meetings is available in Annexure 3.

   3.2 **Research Capacity Development**: The Centre's empirical research studies are implemented through academic faculty members from the selected Universities and Colleges. The Centre has succeeded in mobilizing nearly 90 researchers to work in different research projects launched by the centre. As a part of the implementation of the research projects, the Centre organised several research methodology workshops with the objective of re-enforcing research capacities among the academic community and orienting them to undertake research in higher education.

   3.3 **Visiting Fellows Programme:** The Centre has provision for inviting Visiting Fellows to stay with the Centre for fixed terms. The intention is to attract and host renowned professors from India and abroad. Their active participation in the Centre's activities will enhance and improve credibility of the work of the Centre and help academic development of the CPRHE and NUEPA faculty. The first visiting professor of the Centre was Professor William G. Tierney who is a globally renowned professor of higher education. Professor Tierney is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Centre for Higher Education, Rossier School of Education, University of Southern California, USA. He held several positions of responsibility such as Professor & Senior Scientist, Centre for the Study of Higher Education, Pennsylvania State University; Senior Associate, National Centre for Higher Education Management Systems (NCHEMS), Academic Dean, Fort Berthold Community College, North Dakota; and Teacher, Peace Corps, Morocco.

4. **Analysis of Trends in Higher Education Development**

   CPRHE/NUEPA initiated a publication on Indian higher education entitled 'India Higher Education Report' (IHER). The IHER focuses on the current issues and challenges facing the higher education sector in India. It is envisaged that IHER would serve as a good reference document for researchers and policy-makers in India.

   4.1 **India Higher Education Report (IHER) 2016:** The IHER 2015 was published by Routledge (Taylor and Francis Group) and was released in the inaugural session of the International Seminar on Teaching Learning and New Technologies in Higher Education held on February 25, 2016 in New Delhi. The second 'India Higher Education Report 2016' (IHER 2016) focuses on equity in higher education. The IHER 2016 is under publication by the SAGE, New Delhi.

   4.2 **India Higher Education Report (IHER) 2017:** IHER 2017 focuses on quality and teaching learning. The Centre organised two Peer Review meetings. The final versions of the manuscripts are received from the authors. The Centre is in the process of finalising the manuscript for publication.

5. Sharing and Dissemination of Knowledge

5.1 International Seminars

In a meeting organised in the context of the British Council's Going Global Conference in Miami in May 2014, the Indian delegation led by Secretary Higher Education, MHRD agreed to host international seminars and requested the CPRHE to organize the seminar on *Massification of higher educaiton in large systems* in Delhi. The Delhi Seminar was organised jointly by the CPRHE and the British Council in November, 2014.

A second international seminar on *International Seminar on Teaching Learning and New Technologies in Higher Education* The International Seminar on Teaching-Learning and New Technologies was organised in February 2016.

*International Seminar on Innovations in Financing of Higher Education***:** The higher education sector has traditionally been predominantly a public funded sector. The growing demand for higher education and the limited fiscal capacity of the state to meet the social demand compelled many countries to explore alternative sources of financing higher education. The governments in many countries adopted measures to better targeting and effective utilization of public resources, privatization measures and cost sharing and cost recovery measures and promotion of private sector in higher education. The Centre initiated an empirical study on financing of public higher education institutions in India. The Seminar jointly organised with British Council is expected to bring together around 100 researchers and policymakers from different countries engaged in evolving alternative modes of financing of higher education to share and learn from their varied experiences. The seminar was held on 16 to 17 February 2017.

The International Seminar brought together key experts, policy-makers and policy analysts from across the world. Around 120 delegates from different countries and from India participated in the seminar. The participants were a mix of academics, researchers, administrators and policy-makers of higher education institutions. A report of the seminar based on the sessions and respective themes is in the drafting process. An edited volume based on the papers in different themes of the seminar would also be brought out this year.

5.2 National Seminars

A national seminar based on the CPRHE research project 'Student Diversity and Discrimination' was organised on 27 and 28 February, 2017. The objective of the national seminar was to initiate a national dialogue on diversity, equity and discrimination in universities and colleges in India. The seminar is an effort to bring together academics, educationist and policy makers concerned with institutional response to the changing nature of social diversity of student population and transformation of higher education institutions in India as a secular and democratic space. In addition to CPRHE study, invited scholars presented various dimensions of student diversity and equity in higher education. The Centre is planning to bring out

an edited volume out of presentations. Authors are being contacted for submitting their revised version of the full papers.

5.3 CPRHE Research Paper Series: The CPRHE initiated a regular publication series entitled 'CPRHE Research Papers'. The purpose of this series is to disseminate the research carried out in the Centre as a basis for continued dialogue with researchers and policymakers before the research reports are published. These papers are expected to be written by the CPRHE faculty members or research teams or prepared by others on request by the CPRHE. First four papers of the series have been published and fifth and sixth are in the process of publication and will be out soon. The research papers prepared are on the following themes: a) Massification of Higher Education in India; b) A Review of Recommendations of Commissions and Committees on Higher Education; c) Student Diversity and Civic Learning in Higher Education; d) A Social Ecology of Higher Education Institutions; e) Governance and Management of Higher Education Institutions; f) Innovative Methods of Financing of Higher Education.

A list of research papers is given in Annexure 2.

5.4 Research Reports: The Centre brings out reports of the research undertaken and completed by the CPRHE. The following research reports are available at the Centre:

- Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme: An Evaluation by N.V Varghese, Anupam Pachauri and Sayantan Mandal, New Delhi, CPRHE/NUEPA, 2017

1. Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET) by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam, New Delhi, CPRHE/NUEPA, 2015.

2. Diversity and Discrimination in Higher Education: A Study of Institutions In Selected States of India by Nidhi S. Sabharwal and C. M. Malish, New Delhi, CPRHE/NUEPA, 2016.

3. 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/NUEPA, 2016.

4. Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh by Professor Nidhi Bala, Dr. Shravan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE/NUEPA, 2016.

5. 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/NUEPA, 2016.

6. 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/NUEPA, 2016.

7. 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/NUEPA, 2016.

In addition to the above, several research papers and articles by individual faculty members have been published in academic journals and books.

5.5 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 sensitize faculty and administrators in higher education on issues related to student diversity and the role of higher education in civic learning and democratic engagement.

Following activities were completed in the year 2016-17.

a. A detailed proposal with framework on the modules was was prepared.

b. An Expert Group has been constituted with academics and representative from ICSSR, MHRD and Niti Ayog. After preparing draft outline of modules, first meeting of the Expert Group was organised on 17th Jan 2017. Each module was presented before the committee.

c. 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;

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

d. The first meeting of authors' of the modules was held on 16th 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.

6. **Technical Support**

The Centre has been extending technical support to policy makers and various policy actors in its organisational and academic capacity.

- Participated in the discussions of the drafting committee and prepared a document on inputs for National Policy on Education

- Helped developing a Ranking Framework for Higher Education in India, with MHRD

- Provided inputs for the formulation of the 'Vision and Strategy for Higher Education 2030', by the MHRD and NITI Ayog, 2016.

7. Visiting Professor at CPRHE

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

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

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

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

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

In addition to these research activities, he was invited by several universities and research institutions to deliver lectures and to present papers in the seminars. He has been a great academic asset to the Centre, its faculty and to the academic community of NUEPA. He continues his academic interactions with CPRHE/NUEPA faculty even after his return to the United States of America.

8. Annexures

Annexure 1: Members of Executive Committee of CPRHE

1. Mr. Pawan Agarwal
    Joint Secretary
    Department of Skill Development & Entrepreneurship
    Government of India
    Block A, Clarion Collection
    Shaheed Jeet Singh Marg
    New Delhi

2. Professor M. Anandakrishnan
    Chairman
    IIT Kanpur
    8/15, 5th Main Road, Madan Apartments
    Kasturibai Nagar, Adyar
    Chennai

3. Professor Sudhanshu Bhushan
    Professor & Head
    Department of Higher & Professional Education
    National University of Educational Planning & Administration
    New Delhi

4. Professor Suranjan Das
    Vice Chancellor
    Jadavpur University
    188, Raja S. C. Malik Road
    Kolkata
    West Bengal

5. Professor Armaity S. Desai
    Rele Chamber
    Raghavji Road
    August Kranti Marg
    Mumbai

6. Professor Jayati Ghosh
    52, Dakshnipuram
    Department of Economics
    Jawaharlal Nehru University
    New Mehrauli Road
    New Delhi

7. Professor N. Jayaram
    Professor
    Swasthi, # 87 10th Cross
    5th Main R.B.I. Layout
    J.P. Nagar 7th Phase
    Bangalore

8. Professor E. Mary John
   Centre for Women's Studies
   25, Bhai Veer Singh Marg
   New Delhi

9. Professor Shyam B. Menon
   Vice Chancellor
   Dr. B. R. Ambedkar University
   Kashmere Gate Campus
   Lothian Road, Kashmere Gate
   Delhi

10. Professor Mrinal Miri
    A-39, South Extension-I
    New Delhi

11. Shri Kewal Kumar Sharma
    Secretary
    Department of Higher Education
    Ministry of Human Resource Development
    Shastri Bhawan
    New Delhi

12. Professor Ved Prakash (or nominee)
    Chairperson
    University Grants Commission
    New Delhi

13. Professor Furqan Qamar
    AIU House
    16 Comrade Indrajit Gupta Marg (Kotla Marg)
    Landmark: Opposite National Bal Bhawan
    Near I.T.O.
    New Delhi

14. Professor Jandhyala B.G. Tilak (Chairperson)
    Vice Chancellor (I/c)
    National University of Educational
    Planning & Administration
    New Delhi

15. Ms. Alka Tiwari (or nominee)
    Adviser
    (LEM/VAC/Minority Education)
    Niti Aayog
    Parliament Street
    New Delhi

16. Professor N.V. Varghese (Vice Chairperson & Convenor)
    Director
    Centre for Policy Research in
    Higher Education (CPRHE)
    NUEPA
    New Delhi

Annexure 2: List of CPRHE Publications[*]

India Higher Education Report

1. *India Higher Education Report 2015,* Edited by N.V. Varghese and Garima Malik, Routledge, CPRHE/NUEPA, 2015.

2. *India Higher Education Report 2016: Equity*, Edited by N.V. Varghese, Nidhi S Sabharwal and C. M. Malish, SAGE, New Delhi (*forthcoming*).

3. *India Higher Education Report (IHER) 2017: Quality and Teaching Learning*, Edited by N.V. Varghese, Anupam Pachauri and Sayantan Mandal, (*Manuscript is being finalized).*

CPRHE Research Papers Series

The list of research papers are as follows:

1. *Challenges of Massification of Higher Education in India* by N.V. Varghese, CPRHE Research Papers 1, New Delhi, CPRHE/NUEPA, 2015.

2. *Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education* by A. Mathew, CPRHE Research Paper 2, New Delhi, CPRHE/NUEPA, 2016.

3. *Student Diversity and Civic Learning in Higher Education in India* by Nidhi S. Sabharwal and C. M. Malish, CPRHE Research Papers 3, New Delhi, CPRHE/NUEPA, 2016.

4. *Re-imagining Indian Higher Education: A Social Ecology of Higher Education Institutions* by William G. Tierney and Nidhi S. Sabharwal, CPRHE Research Papers 4, New Delhi, CPRHE/NUEPA.

5. *Governance and Management of Higher Education Institutions in India* by Garima Malik, CPRHE Research Papers 5, New Delhi, CPRHE/NUEPA**.**

6. *Financing of Higher Education: Allocation of Resources to Public Higher Education Institutions in India and Other Innovative Methods of Financing* by Jinusha Panigrahi, CPRHE Research Papers 6, New Delhi, CPRHE/NUEPA**.**

7. *English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities* by Vani K. Borooah and Nidhi S. Sabharwal, CPRHE Research Papers 7, New Delhi, CPRHE/NUEPA. *(Forthcoming).*

8. *A Multidimensional Analysis of Teaching and Learning in Higher Education in India and Beyond* by Sayantan Mandal CPRHE Research Papers 8, New Delhi, CPRHE/NUEPA. *(Forthcoming).*

International Seminar Report Series

1. *Massification of Higher Education in Large Academic Systems* by N. V. Varghese and Jinusha Panigrahi, New Delhi, CPRHE/NUEPA and British Council, 2015.

2. *International Seminar on Teaching-Learning and New Technologies in Higher Education* by N. V. Varghese and Sayantan Mandal, New Delhi, CPRHE/NUEPA and British Council, 2016.

3. *International Seminar on "Innovations in Financing of Higher Education"*, by N. V. Varghese and Jinusha Panigrahi, New Delhi, CPRHE/NUEPA and British Council, 16-17 February, 2017.

CPRHE Research Reports

1. Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET) by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam, New Delhi, CPRHE/NUEPA, 2015.

2. Diversity and Discrimination in Higher Education: A Study Of Institutions in Selected States of India By Nidhi S. Sabharwal and C. M. Malish, New Delhi, CPRHE/NUEPA, 2016.

3. 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/NUEPA, 2016.

4. Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh by Professor Nidhi Bala, Dr. Shravan Kumar and Dr. Roma smart Joseph, New Delhi, CPRHE/NUEPA, 2016.

5. 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/NUEPA, 2016.

6. 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/NUEPA, 2016.

7. 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/NUEPA, 2016.

8. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNMTT) Scheme by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, New Delhi, CPRHE/NUEPA, 2017.

* This list does not include numerous publications by individual faculty members in academic journals and books.

Annexure 3: List of Meetings and Workshops 2016-17

1. The Expert Committee Meeting for the research project on "Governance and Management of Higher Education", 08 April 2016.

2. The Research Methodology/Analysis Framework Workshop on "Governance and Management of Higher Education", 11-12 April 2016.

3. The Research Methodology/Analysis Framework Workshop on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation", 18-19 April 2016.

4. Research Instruments Development Workshop of the research project on "Employability of Higher Education Graduates in India", 12 May 2016.

5. Research Methodology Workshop to discuss draft reports of state teams for research project on "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India", 7-8 June 2016.

6. The Peer Review Meeting to discuss the framework and individual chapters of the India Higher Education Report 2017 on Quality and Teaching Learning in Higher Education in India, 23 June 2016.

7. The Peer Review Meeting to discuss the draft chapters of the India Higher Education Report 2017, 27 September 2016.

8. The Research Advisory Committee meeting of the project on "Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges", 4 October 2016.

9. The Research Advisory Committee meeting to discuss the synthesis report of the research project on "Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions", 18 October 2016.

10. The Expert Committee Meeting of the research project on "Employability of Higher Education Graduates in India", 26 October 2016.

11. The Research Instrument Development Workshop for the research project, "Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges", 22 December 2016.

12. Expert Group Meeting on Modules for Managing Student Diversity in Higher Education, 17 January 2017.

13. First Methodology Workshop for the CPRHE Research Study on " Employability of Higher Education Graduates" , 18-19 January 2017

14. International Seminar on "Innovations in Financing of Higher Education", 16-17 February, 2017

15. National Seminar on "Student Diversity and Discrimination in Higher Education in India", 27-28 February 2017

16. Author's Meeting of Modules on Managing Student Diversity, 16 March 2017.

Annexure 4: External Experts Consulted for CPRHE Research Projects

1. Mr. Pawan Agarwal
   Joint Secretary
   Department of Skill Development & Entrepreneurship
   Government of India 2nd Floor, SAI Building
   Gate No. 10, Jawaharlal Nehru Stadium
   Lodhi Road
   New Delhi

2. Shri Umakant Agarwal
   Deputy Registrar (Academic)
   Jawaharlal Nehru University
   New Delhi

3. Professor M.M. Ansari
   Member
   University Grants Commission
   New Delhi

4. Dr. Vinod Arya
   Centre for the Study of Social Systems
   School of Social Sciences
   Jawaharlal Nehru University
   New Delhi

5. Professor Poonam Batra
   Department of Education
   University of Delhi
   Delhi

6. Professor Pankaj Chandra
   Indian Institute of Management
   Bangalore

7. Professor Saumen Chattopadhyay
   Zakir Hussain Centre for Educational Studies
   Jawaharlal Nehru University
   New Delhi

8. Professor P. K. Chaubey
   Indian Institute of Public Administration
   I.P. Estate, Ring Road
   New Delhi

9. Professor Supriya Chaudhuri
   Department of English
   Jadavpur University
   Kolkata

10. Shri Dilip Chenoy
    Managing Director & CEO
    National Skills Development Corporation
    New Delhi

11. Professor R. S. Deshpande
    ICSSR, National Fellow &
    Former Director, ISEC
    Dr. V.K.R.V. Rao Road
    Nagarabhavi
    Bangalore

12. Professor Jayati Ghosh
    Centre for Economic Studies and Planning
    Jawaharlal Nehru University
    New Delhi

13. Dr. P. Vigneswara Ilavarasan
    Department of Management Studies
    Indian Institute of Technology
    New Delhi

14. Professor N. Jayaram
    Swasthi, 87 10th Cross
    5th Main R.B.I. Layout
    J.P. Nagar 7th Phase
    Bangalore

15. Dr. Fauzia Khan
    Department of Teacher Training & Non-formal Education
    Faculty of Education
    Jamia Millia Islamia
    New Delhi

16. Professor Vivek Kumar
    Centre for the Study of Social Systems
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

17. Professor Kuldeep Kaur
    Honorary Director
    Population Research Centre (PRC)
    Centre for Research in Rural and Industrial Development (CRRID)
    Sector 19 A, Nadhya Marg
    Chandigarh

18. Professor Kuldeep Mathur
    Former Director
    NIEPA

19. Professor Sanjay Mishra
    Director
    Commonwealth Educational Media Centre for Asia
    New Delhi

20. Dr. Abhiroop Mukhopadhyay
    Associate Professor
    Planning Unit (Department of Economics)
    Indian Statistical Institute
    New Delhi

21. Professor P. R Panchamukhi
    Chairman
    Centre for Multi-Disciplinary Development Research
    Dharwad
    Karnataka

22. Professor Minati Panda
    Zakir Husain Centre for Educational Studies
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

23. Professor Santosh Panda
    Chairperson
    National Council for Teacher Education
    New Delhi

24. Professor Saroj Pandey
    School of Education
    Indira Gandhi National Open University (IGNOU)
    New Delhi

25. Professor Manoj Pant
    Centre for International Trade and Development
    School of International Studies,
    Jawaharlal Nehru University
    New Delhi

26. Professor T. S. Papola
    ICSSR National Fellow and Honorary Professor
    institute for Studies in Industrial Development (ISID)
    4,Institutional Area
    Vasant Kunj
    New Delhi

27. Dr. Jaganath Patil
    Adviser I/C
    National Assessment and Accreditation Council
    Bangalore
    Karnataka

28. Professor Latha Pillai
    Director
    Rajiv Gandhi National Institute of Youth Development
    Sriperumbudur
    Chennai

29. Dr. Neetha Pillai
    Senior Fellow and Professor
    Centre for Women's Development Studies
    New Delhi

30. Professor Furqan Qamar
    Secretary General & Member Secretary
    Association of Indian Universities
    New Delhi

31. Professor K. Sudha Rao
    Executive Director
    Knowledge Commission
    Bangalore
    Karnataka

32. Professor Tridip Ray
    Department of Economics
    (Planning Unit)
    Indian Statistical Institute
    New Delhi
33. Professor B. Shiva Reddy
    Former Professor & I/c Head
    Osmania University
    Hyderabad

34. Dr. Shalini Saksena
    Associate Professor
    Department of Economics
    Delhi College of Arts & Commerce
    New Delhi

35. Professor Ghanshyam Shah
    National Fellow
    ICSSR (Affiliated to Centre for Social Studies, Surat)
    204, Santoor Apartment, Ahmedabad
    Gujarat

36. Professor A.K. Sharma
    Former Director
    NCERT
    New Delhi

37. Professor G.D. Sharma
    Chairman
    SEED
    Former Secretary, UGC & Head Higher Education, NUEPA
    New Delhi

38. Professor Archana Shukla
    Dean
    Indian Institute of Management Lucknow
    Noida Campus: B-1, Sector 62
    Uttar Pradesh

39. Dr. Savithri Singh
    Principal
    Acharya Narendra Dev College
    New Delhi

40. Professor Sachidanand Sinha
    Centre for the Study of Regional Development
    School of Social Sciences
    Jawaharlal Nehru University
    New Delhi

41. Professor A. B. L. Srivastava
    Formerly with NCERT
    New Delhi

42. Professor S. Padmini Swaminathan
    Chairperson
    School of Livelihoods and Development
    Tata Institute of Social Sciences, Hyderabad
    SR Sankaran Block
    AMR-AP Academy of Rural Development
    Rajendranagar
    Telangana

43. Professor Meenakshi Thapan
    Department of Sociology
    Delhi School of Economics
    University of Delhi
    Delhi

44. Professor Micheal Tharakan
    Former Vice Chancellor
    Kannur University
    Parayilvalliyara Kakkathuruth, Eramelloor
    P O Alappuzha
    Kerala

45. Professor SukhadeoThorat
    Chairman
    Indian Council of Social Science Research
    New Delhi

46. Professor J. Veeraraghavan
    Former Secretary
    MHRD
    Government of India

Annexure 5: Visitors at CPRHE 2016-17

1. Professor Odile Henry
   Professor of sociology
   Centre for Social Sciences and Humanities (CSH)
   Paris 8 University
   France

2. Professor Kenneth M. Holland
   Executive Director
   Center for International Development
   Ball State University Muncie
   USA

3. Professor Toby Linden
   Lead Education Specialist
   World Bank
   70 Lodi Estate
   New Delhi

4. Professor Simon Marginson
   Professor
   International Higher Education at the Institute of Education
   University College London
   United Kingdom

5. Professor Francisco Marmolejo
   Lead Tertiary Education Specialist
   World Bank
   70 Lodi Estates
   New Delhi

6. Dr. Gunjan Sondhi
   Research Associate
   Open University
   United Kingdom

7. Professor Michelle Stack
   Professor
   Department of Educational Studies
   University of British Columbia
   Canada

8. Mr. Wesley Teter
   Senior Consultant
   APEID, UNESCO
   Asia-Pacific Regional Bureau for Education
   Bangkok
   Thailand

9. Professor Hai-Sui Yu
   Pro-Vice-Chancellor
   University of Leeds (UOL)
   United Kingdom

Annexure 6: CPRHE Faculty Contributions

1. Name of the Faculty: Professor N. V. Varghese, Professor

   I. Publications

   Books

   1. *India Higher Education Report 2016: Equity* (with Nidhi Sabarwal and Malish, C.M.), Sage: New Delhi. *(Forthcoming)*

   2. *Governance reforms in higher education in Africa,* Paris, IIEP/UNESCO, (2016)

   Research Papers/Articles

   3. Indicators of higher education development in Ellen Hazelkorn, Hamish Coates and Alexander C. McCormick ed. *Research Handbook on Quality, Performance and Accountability in Higher Education,* Edward Elgar. *(Forthcoming)*

   4. Education research and emergence of higher education as a field of study in India in Jisun Jung, Hugo Horta, and Akiyoshi Yonezawa (eds.) *Higher Education Research as a Field of Study in Asia* Springer. *(Forthcoming)*

   5. Ranking of Higher Education Institutions: The Indian Experience, Paper presented at the *IREG Forum 2017*: *Excellence as the University Driving Force* organized by IREG Observatory on Academic Ranking and Excellence and Qatar University 12-14 March 2017, Doha, Qatar.

   6. 'What Changed after "Peril and Promise"?: An Analysis of Higher Education in Developing Countries', *International Journal of African Higher Education,* volume 3, No.1, 2016, pp. 97-112.

   7. 'The SDGs for India and for Indian aid to tertiary education and training overseas", *NORRAG NEWS*, no.54, December 2016, pp.82-83.

   8. Privatization, private sector and institutional leadership in higher education in Asia, *IAU HORIZONS,* vol.21, no.4 October 2016, pp. 29-29.

   9. Managing Markets and Massification in India, *International Higher Education*, No.86, 2016, pp. 13-15.

   10. *Governance reforms in higher education: A study of selected countries in Africa*, IIEP Research Papers, IIEP/UNESCO, Paris, 2016.

   11. 'Institutional autonomy and leadership in a stage of massification of higher education in India', *College Post,* vol.16, no.2, 2016, pp.3-12.

   12. *Knowledge, skills and sustainable development: Role of higher education in a stage of Massification, Paper presented at the National* Seminar on Indian perspectives on social sector issues and sustainable development goals (SDGs): Policies, prospects and future directions, organized by Council for Social Development at India International Centre New Delhi on 15 and 16 July 2016.

   13. The changing landscape of higher education: An analysis of changes in developing and developed countries, Paper prepared for the International seminar on *Higher Education in a Developing Economy: Problems, Policies and Perspectives,* Inter-University Centre for Alternative Economics (IUCAE),

Department of Economics, University of Kerala, 24-26 October 2016, Thiruvananthapuram (India).

II. Research Reports

14. Varghese, N.V., Pachauri, A. & Mandal, S. (2016). Report of the Evaluation of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme for MHRD, Delhi.

2. Name of the Faculty: Professor Mona Khare, Professor

I. Publications

1. "Taking the Skills March Forward in India - Transitioning to the World of Work, (2016) in Matthias Pilz Ed India: Preparation for the World of Work, Springer VS.

2. Education Aid and international Cooperation in India: Shifting Dynamics, Increasing Collaboration. (2015) chapter in I-Hsuan Cheng, Sheng- Ju Chan ed "International Educational Aid in Developing Asia - Policies and Practices" Springer Science + Business Media Singapore Pte Ltd.

3. "Sanchaar Kaushal - Ek kala, Ek Vidhaa", Vyaktitva Vikaas Ke vibhinna Aayaam - Drishti Badalney se Srishti Badlegi" Madhya Pradesh Hindi Granth Academy, Bhopal. (2015).

4. Graduate emplyability: India's Challenge Post 2015 Development Agenda, in Indian Economic Journal, Dec 2015, pp. 97-111.

5. India's Emergence as Regional Education Hub, (2015) Number 83: Special Issue, The Boston College Centre for International Higher Education (CIHE).

6. Graduate Employability: India's Challenge Post 2015 Development Agenda, in Indian Economic Journal, Dec 2015, pp. 97-111.

II. Other Academic Activities

1. Book Launch and Discussion Seminar on India: Preparation for the world of work – Education System and school to work transition"2016 Springer publications, as contributing author on 12thFebruary 2016 at IIM, Bangalore organized University of Cologne, Germany in cooperation with the Indian Institute of Management Bangalore.

2. Chaired a session on Presentation of Innovations (Haryana & Sikkim) in National Conference on "Innovations in Educational Administration" on 9th December at Nehru Memorial Museum and Library (Auditorium), New Delhi.

3. "National Workshop on Gender Budgeting in Rural Development" during 19th – 21st August, 2015 at NIRD&PR, Hyderabad.

4. Round table on Measuring Outcomes and improving Quality in National workshop on improving the Quality of Education in Schools organised by Ministry of HRD, New Delhi on 19.01.2016 at India Habitat Centre, Lodhi Road, New Delhi.

5. Participated in Round Table on Education for All in India: Progress, Challenges and Priorities for the Post-2015 Education Agenda, New Delhi, April 09, 2015.

6. Participated in International launch of the EFA Global Monitoring Report 2015 organised by MHRD, GOI and UNESCO in New Delhi, April 09, 2015.

7. Expert Concurrent Session /Jury / Chair at All India Management Association's 9th National Research Conference (NRC) "Future of Management Education in India" 31st March – 1st April 2015 at IIC, New Delhi-3

8. Speaker/Session Chair Session Chair /Invited Speaker At National conference on Challenges in Human Resource Development at Kashi Vidyapeeth, Varanasi "Reinventing higher education For Human Resource Development --Knowledge or know how" March 28, 2015

9. Organized a one-day National Consultation Meeting to discuss the recently developed Education outcome framework on January 07, 2016 at National Institute of Public Finance and Policy (NIPFP), New Delhi jointly with Expenditure Management Commission (EMC), Government of India.

10. Organised Expert Committee Meeting on the Project "Employment and Employability of Higher Education Graduates in India "at CPRHE on Oct 26, 2015.

11. Organised National level Training Programme on Quantitative Research Methods in Education: Understanding Educational Development and Disparities (NUEPA, New Delhi, August 3-21, 2015)

12. There were 28 participants representing 18 Universities from 16 states participated. These included 10 young faculty members and 18 Research Scholars. The Report and related material has been uploaded on the Web portal

13. Involved in Teaching in following courses:

    1. M. Phil PhD --- CC3, CC5 and OC 11.

    2. International Diploma in Educational Planning & Administration (IDEPA)

    3. National Diploma in Educational Planning & Administration (DEPA)

14. Supervision of M. Phil/Ph. D Work[1]

    1. Ph. D Work (On-Going)

        1.1 Showik Mukherjee (Research Scholar) - Shadow Education at Secondary Level Schooling in Burdwan District of West Bengal: A Multilevel Analysis

        1.2 Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India.

    2. M. Phil Study (Submitted)

        1.1 Suhail Ahmad Mir (Research Scholar) - Inequality of Opportunity in education in India

15. Reading Material Development:

    Professor Mona Khare- Alternative Approaches to Identifying Educationally Backward Districts (Research Monograph)

    First draft of the monograph has been prepared. Final revision and editing under progress.

16. Consultancy and Academic Support to Public Bodies during Period under Report

    1. Prepared The methodological note titled "Education Performance Index: Alternative Methodologies" on request of Expenditure Management Commission (EMC), Government of India education Performance in India in order to improve operational efficiency of India to measure expenditures through focus on utilization, targets and outcomes.

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[1] Besides, also supervised DEPA dissertation work every year.

2. Prepared Paper on the theme "Education Financing includes exploring Public-Private Partnership, Corporate Social Responsibility" as desired by Ministry of Human Resource Development for National Workshop of Quality of School Education in New Delhi in mid-January, 2016.

17. Ongoing Research Project: Research Coordinator/Principal Investigator: "Employment and Employability of Higher Education Graduates in India"

The study aims to generate and assess the demand and supply side aspects of employability of Higher Education graduates.

Activities Completed

1. The research proposal for the study titled "'Employment and Employability of Higher Education Graduates in India" was developed.

2. The proposal was sent to the experts and presented in the expert committee meeting;

3. Quantitative and qualitative research instruments were developed

4. Organised a discussion meeting on the research instruments with a group of external experts.

18. Coordinator, Maintenance and Management of the NUEPA Web Portal

19. Member, Committee for Allotment of Supervisors

20. Member, M. Phil and Ph. D Admission Committee

21. Member, Committee for Setting questions for M. Phil/Ph.D Entrance Examination

22. DAC, Department of Higher Education

23. DAC, Department of educational Finance

24. DAC, Department of Educational Planning

25. Member – M. Phil Curriculum Revision and restructuring Committee.

26. Membership of eminent bodies outside NUEPA :

1. Adviser, Union Public Service Commission (UPSC), Dholpur House, New Delhi for conduct of interviews.

2. Member : Member, Sub-Committee on Index of Service Production in Education Sector Ministry of Statistics & PI, CSO

3. Member: Standing Sub Committee of Research Advisory Committee (RAC), National Institute of Open Schooling (NOIDA).

4. Member, Departmental Advisory Board (DAB) Planning & Monitoring Division, NCERT, New Delhi

5. Expert for Evaluation of SLM for DE programme of Jaipur National University, Jaipur at UGC - Distance Education Bureau

6. Reviewer of Book proposal: For Springers, Singapore.

7. Editorial advisory Board: Himgiri Education Review" ISSN 2321-6336

8. External Examiner (Ph. D. Evaluation) for Various Indian Universities

3. Name of the Faculty: Dr. Nidhi S. Sabharwal, Associate Professor

I. Publications

1. Sabharwal N.S. (2017). Role of Social Exclusion in Human Development of Excluded Groups. In Bhattacharya, Debapriya and Llanos, A.O. (eds.) *Southern Perspectives on the Post- 2015 International Development Agenda* (pp. 111-126). New York: Routledge.

2. Tierney W.G. and Sabharwal N. S. (2016). Debating Academic Freedom in India, *AAUP Journal of Academic Freedom*, Volume 7

3. Tierney W.G. and Sabharwal N. S. (2016). Analyzing Corruption in Indian Higher Education. *International Higher Education*, No. 87, pp. 6-7.

4. Tierney W.G. and Sabharwal N. S. (2016). Academic Freedom in the World's Largest Democracy. *International Higher Education*, No. 86, pp. 15-16.

5. Sabharwal N.S. and Malish C. M. (2016). Student Diversity and Civic Learning in Higher Education in India, *CPRHE Research Paper 3, 2016.*

6. Varghese N. V., Sabharwal, N. S. and C. M. Malish (eds). 2016. *India Higher Education Report 2016 – Equity*. Sage. *(Forthcoming)*

7. Tierney W.G. and Sabharwal N. S. *(Forthcoming)*. Academic Corruption: Culture and Trust in Indian Higher Education. *International Journal of Educational Development.*

8. Tierney W.G. and Sabharwal N. S. *(Forthcoming)*. Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions. *Teacher's College Record.*

9. Tierney, W. G., Sabharwal, N. S. and C. M. Malish. *(Forthcoming)*. Inequitable Structures: Class and Caste in Indian Higher Education. *International Journal of Qualitative Studies in Education.*

10. Sabharwal, N. S. and C. M. Malish. *(Forthcoming)*. Student Diversity and Challenges of Inclusion in a Massified Higher Education System in India, *International Higher Education.*

11. Borooah V. K. and Sabharwal N.S. *(Forthcoming)*. English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities, *CPRHE Research Paper Series.*

Chapter in Books

12. Varghese, N.V. and Sabharwal, N. S. and Malish, C M. *(Forthcoming)*. "Higher Education and Equity: Introduction to IHER 2016". In Varghese, N V., Sabharwal, N S and Malish, C M (eds). *India Higher Education Report 2016: Equity*. New Delhi: Sage.

13. Madhusoodanan J., Sabharwal, N. S. and C.M. Malish. *(Forthcoming)*. "Equity and Excellence: A Study of Navodaya Vidyalaya". In Varghese, N V., Sabharwal, N. S. and Malish, C.M. (eds). *India Higher Education Report 2016: Equity*. New Delhi: Sage.

14. Sabharwal, N.S. and Malish, C.M. *(Forthcoming)*. "Diversity and Discrimination: Role of Higher Education for Civic Learning". In Varghese, N. V., Sabharwal,

N.S. and Malish, C.M. (eds). *India Higher Education Report 2016: Equity*. New Delhi: Sage.

15. Malish, C.M. and Sabharwal, N.S. *(Forthcoming)*. "Student Diversity and Institutional Discrimination in Higher Education in India". In Abdul Salim (ed). *Higher Education in a Developing Economy.*

Popular Press

16. Nidhi S Sabharwal and Malish C M (2016). Dalit Scholar Suicide: Time to Reflect on Institutional Response to Student Diversity in Higher Education. *Daily News Analysis. http://www.dnaindia.com/analysis/column-dalit-scholar-suicid-time-to-reflect-on-institutional-response-to-student-diversity-in-higher-education-2173929.*

II. Papers Presented in the Seminar

1. Paper presentation titled *Higher Education Institutions as an Inclusive Public Sphere: How Does Student Identity Matters in a Massified Higher Education System?* A Paper presented in National Seminar on "Public Sphere and Education: Possibilities and Challenges for Educational Policy" organised by Department of Education Policy, NUEPA, 16-17 March 2017, New Delhi. (Jointly with C.M. Malish).

2. Paper presentation titled *Student Diversity, Equity and Inclusion in Higher Education in India.* A paper presented in National Seminar on "Student Diversity and Discrimination in Higher Education in India". Organised by CPRHE-NUEPA, 27-28 February 2017, New Delhi. (Jointly with C.M. Malish).

3. Paper presentation titled *Challenges of Massification of Higher Education in India Diversit*y, Disparity and Discrimination in National Conference on "Education in Contemporary India" organised by Department of Education, Central Institute of Education University of Delhi, February 22-24, 2017.

4. Paper presentation titled *Diversity and Discrimination in Higher Education Institutions in India: Case Study of Selected States*, A paper presented at International Seminar on Higher Education in a Developing Economy: Problems, Policies and Perspectives, Inter University Centre for Alternative Economics (IUCAE), Kerala University, Trivandrum, Kerala, 24-26 October 2016. (Jointly with C.M. Malish).

5. Presentation on '*Student Diversity and Civic Learning in Higher Education,*' Policy Dialogue on 'Strengthening Community Engagement in Higher Education Institutions: Lessons from around the world", Association of Indian Universities, New Delhi. April 25, 2016.

III. Research Reports

1. Sabharwal N. S. and C. M. Malish (2016): Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India: Final Report. CPRHE/NUEPA, New Delhi.

IV. Other Academic Activities

Teaching

1. Two - Weeks Specialized Course (SC) in Higher Education – Equity, Privatisation and Internationalisation. resource person Dec 12-23, 2016, Department of Higher and Professional Education, NUEPA

2. Taught a session on 'Social Diversity and University Campuses' in the Workshop On Research Methods In Education Organized By Department Of Educational Policy, National University Of Educational Planning And Administration, 20 October, 2016

3. Taught a session on Writing and Publishing Research Paper in Writing Skills Workshop organised by NUEPA, 1 September 2016.

4. Taught a session on "Inter Group Inequalities in Education and Employment: Variables to consider in Labour Market Analysis" at the course on "Research Methods in Labour Studies" organised by V.V. Giri National Labour Institute, April 25-May 06, 2016.

Doctoral Advisor

Phd Advisor on doctoral work - Dalit Women Education, Department of Education, University of Delhi.

Evaluated MPHIL Thesis as External Examiner

1. Uchch Shiksha Mein Dalit Mahilaon Ki Sthiti Ka Ek Adhyan: Rajdahni Delhi Ke Vishesh Sandarbh Mein, Department of Education, University of Delhi

2. Vocational Training and Employment Pattern among the Socio-Economic Groups: A District Level Study of Rajasthan, Centre for Study of Regional Development, JNU.

3. Unequal Higher Educational Attainment across Social Backgrounds in West Bengal: A Sociological Analysis, Centre for the Study of Social Systems, JNU.

4. School Education, Neighbourhood Schools and Commutation in Bengaluru: A Study of Parental School Choice in Neoliberal Framework, Centre for Study of Regional Development, JNU.

5. A critical Analysis of Gender issues as hidden Curriculum in Primary Urdu Language Textbooks in Jammu and Kashmir, Department of Education, University of Delhi.

Research Project Mentor/Superviser

Research guidance/mentoring the project work of one candidate of the Post Graduate Diploma in School Leadership and Management Programme (2015-16) of the National Centre for School Leadership (NCSL) working on the theme of 'Professional Learning Community in a secondary school', NUEPA.

Modules developed and transacted

1. Prepared modules on Equity and Social Justice in Higher Education for the Department of Higher Education and Professional Development, NUEPA

Organisation of Methodology workshop and Research Advisory Committee Meetings (Jointly with C.M. Malish)

1. The third research methodology workshop for research team members from six states for the research project titled "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" was organised on 7-8 June 2016.

2. The third Research Advisory Committee (RAC) for the research project titled "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" was organised on 18 October 2017.

3. The first meeting of the research advisory committee for the project titled "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges" was organised on 4 October 2016.

4. A Discussion meeting cum Instrument workshop was organised on 22 December 2016 for for the project titled "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges"

4. Name of the Faculty: Dr. Anupam Pachauri, Assistant Professor

I. Publications

1. Pachauri, A. 2016. (Review of the book *Higher Education in Globalized Era: An India Experience,* by Khan, Tamanna). *Journal of Educational Planning and Administration, 30(4)*, p.356-359.

2. पचौरी, अनुपम 2016. शिक्षा की पहुँच एक शोचनीय विषय. [पुस्तक समीक्षा - *राईट टू एजुकेशन द नेक्स्ट फेज़: पेपर्स एंड प्रोसीडिंग्स ऑफ़ अ कंसल्टेशन,* (सं.) वी. एस. व्यास और अंजु चड्ढा मिश्रा] शिक्षा विमर्श, 18(5), पृ. 45-47.

3. Pachauri, A. *(Forthcoming).* "Shift from 'publicisation' to privatization: Implications for quality of higher education in India" In K.B. Saxena (ed.) *Private sector participation in public services*, Delhi: CSD.

4. Pachauri, A. *(Forthcoming).* 'Multi-stakeholder partnerships in education: Lessons from Rajasthan' In K.B.Saxena (Ed.) *Private sector participation in public services*, Delhi: CSD.

5. Pachauri, A. *(Submitted).* 'Quality and Internal Quality Assurance Cells' In Varghese, N.V., Pachauri, A. & Mandal, S. (Ed.) *India Higher Education Report 2017: Quality and Teaching learning in Higher Education in India*, Delhi: Sage.

6. Varghese, N.V., Pachauri, A. & Mandal, S. (ed.) (2017). *Quality and Teaching learning in Higher Education in India*, Delhi: Sage. (Finalizing the manuscript).

II. Papers Presented in the Seminar

1. 'Teachers and Quality: Issues for achieving goals of RTE'. Paper scheduled to be presented at the '*National Stocktaking Convention on RTE Implementation', organised by the Right to Education (RTE) Forum on March 30, 2017* at Constitutional Club, New Delhi: RTE Forum.

III. Research Reports

1. Varghese, N.V.; Pachauri, A. & Mandal, S. 2016. Report of the Evaluation of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme for MHRD, Delhi.

IV. Other Academic Activities

1. Coordinator/Co-Editor: India Higher Education Report 2017 on the Theme: Quality and Teaching Learning in Higher Education with Professor N.V. Varghese and Dr. Sayantan Mandal. A concept note was developed in collaboration with the co-conveners of the IHER2017. The draft chapters were reviewed and elaborate feedback given on the chapters. The final chapters submitted by the authors are being processed for finalising the manuscript.

2. Training Materials and Courses Developed

'Quality of Higher Education in India: A study of internal and external quality assurance at the institutional level.' Research methodology workshop material has been 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 includes format for developing institutional profile, survey questionnaires for faculty and

students, interview schedules for the institutional leaders and focus group discussion thematic formats for the faculty and the students to understand the changes in the institutions due external quality assurance and internal quality assurance. New Delhi: CPRHE-NUEPA.

3. Research Project Mentor/Superviser

   Research guidance/mentoring the project work of one candidate of the Post Graduate Diploma in School Leadership and Management Programme (2015-16) of the National Centre for School Leadership (NCSL), NUEPA, titled *'Developing a Professional Learning Community in an aided secondary school to bring about change in students' performance'*. June 2016.

4. Research Thesis/Dissertation Examiner

   1. Drop out and absenteeism among children in government schools of rural Jharkhand. *Examination of the M.Phil dissertation 2016*. Delhi: Dr. B. R. Ambedkar University. October 2016.

5. Teaching

   1. Teaching on 'Negotiating Access: Issues of consent and construction of researcher's identity ' on 25 October 2016 in the 'Workshop on Research Methods In Education' Organized by Dr. Naresh Kumar, Department Of Educational Policy, National University Of Educational Planning And Administration. 2016.

   2. Teaching/Conducted Workshop sessions on 'Literature Review' on 30 August, 2016 as part of the 'Academic Writing Workshop' coordinated by Professor Kumar Suresh at NUEPA. 2016.

6. Workshops/Conference/Training Programmes Organised

   1. *IHER 2017: Quality and Teaching Learning in Higher Education, First Peer review Meeting* with N.V. Varghese and Sayantan Mandal. 23 June 2016.

   2. *IHER 2017: Quality and Teaching Learning in Higher Education, Second Peer Review Meeting* with N.V. Varghese and Sayantan Mandal. 29 September 2016.

7. Contribution to other Institutional Activities:

   1. Screening of application of the M.Phil/Ph.D. candidates at NUEPA 2016.

   2. Invigilator at the NUEPA M.Phil/Ph.D. programme entrance examination 2016.

   3. Task Force Meeting on organizing 'Research Methodology Workshop scheduled from17-28 October, 2016', convened by Dr. Naresh Kumar, Department of Educational Policy on 17 August 2016.

   4. Task Force Meeting for the MHRD study –'Involvement of Teachers in Non Teaching Activities and its effect on Education' in September 2016, convened by Dr. Vineeta Sirohi, Department of Educational Administration, NUEPA.

   5. Research Instrument development meeting for the MHRD study –' Involvement of Teachers in Non Teaching Activities and its effect on Education' on 13 October 2016, convened by Dr. Vineeta Sirohi, Department of Educational Administration, NUEPA.

5. Name of the Faculty: Dr. Garima Malik, Assistant Professor

I. Publications

1. "Governance and Management of Higher Education Institutions in India", CPRHE/NUEPA Research Paper Series 5, New Delhi.

2. Book Review prepared for Journal of Educational Planning and Administration for book on Global Regionalisms and Higher Education – Projects, Processes, Politics (2016): edited by Susan L. Robertson, Kris Olds, Roger Dale and Que Anh Dang. *(Forthcoming)*

II. Papers Presented in the Seminar

1. Paper accepted for presentation at Conference organized by the Department of Economics & Politics, Visva Bharati University on "Role of Social Sectors in Economic Development", March 24-25. *(Forthcoming)*

III. Other Academic Activities

1. M. Phil lecture on "Evolution of Higher Education in India" on August 30, 2016 delivered to first year M. Phil students in NUEPA.

6. Name of the Faculty: Dr. Jinusha Panigrahi, Assistant Professor

I. Publications

1. The Research Paper on *"Resource Allocation and Innovative Methods of Financing Higher Education in India"* published as the CPRHE Research Paper 6, (eds. Varghese N.V. & C.M. Malish) February 2017, by NUEPA New Delhi.

2. Changing Landscape of International Higher Education: An Indian Perspective (2015), K. B. Powar, Dr. D.Y. Patil Vidyapeeth Pune. ISBN- 978-81-926619-2-6, Pages: 245 Reviewed for the Journal of Educational Planning & Administration (JEPA), NUEPA, New Delhi published in JEPA Vol. XXX, No. 2, April 2016.

II. Papers Presented in the Seminar

1. Paper entitled *"Diaspora Investment: Prospects & Consequences"* presented in the International conference on 'Migration and Diasporas: Emerging Diversities and Development Challenges' organized by IGNOU New Delhi, 22-23 March 2017.

2. Paper entitled *"The Dynamics of Educational Financing in India and Policy Implications"* presented in the 61st Annual International conference on 'Problematizing (In) Equality: The Promise of Comparative and International Educaton' organized by Comparative and International Education Society in collaboration with *Loyola University, Chicago*, at Sheraton Atlanta Downtown, Atlanta, Georgia, 05-09 March 2017.

3. Paper entitled "Financing of Public Higher Education Institutions in India" presented in the International seminar on 'Innovations in Financing of Higher Education' organized by the *Centre for Policy Research in Higher Education (CPRHE)/National University of Educational Planning and Administration (NUEPA)* in collaboration with *British Council, India*, at India Habitat Centre, New Delhi, India, 16-17 February 2017.

4. Paper entitled *"Privatization of Public Higher Education Institutions in India"* presented in the 17th Indian Association of Social Science Institutions (IASSI) Annual International Seminar on 'Education and Development: Issues, Challenges and Opportunities', 9-10 December 2016, organized by CRRID, Chandigarh, India.

5. Paper entitled *"Innovative financing of Higher Education Institutions"* presented in A National Convening on *"Developing a Credit Market for Higher Education"* organized by the YES INSTITUTE, in association with the YES Bank, 4 August, 2016, India International Centre, New Delhi, India.

III. Other Academic Activities

Teaching assignments/invigilation/evaluation

1. Taught Quantitative Research Methodology Course (CC-3) of NUEPA M.Phil/PhD Programme, 2016-17

2. Invigilated first semester examination of the M. Phil students of the year 2016-17

3. Answer script evaluation of Direct PhD, Part time PhD and M. Phil programme 2016-17, National University of Educational Planning and Administration, New Delhi

Organization of Seminar/workshops

1. Organized an International seminar on "Innovations in Financing of Higher Education" with the *Centre for Policy Research in Higher Education (CPRHE)/National University of Educational Planning and Administration (NUEPA)* in collaboration with *British Council, India*, at India Habitat Centre, New Delhi, India, 16-17 February 2017.

2. Organised Analysis Framework Workshop on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation", 18-19 April 2016, National University of Educational Planning and Administration, New Delhi.

Attending Summer University Program

1. Attended the Summer University program of the Central European University (CEU) for the course titled "Innovative Financing for Education: Arguments, Options and Implications" organized by the CEU in association with Open Society Foundation New York, USA from July 25, 2016 to July 29, 2016 in Budapest Hungary.

Chairing of sessions in Seminar/workshop

1. Chaired a session of Special Interest Groups on Financing in the 61st Annual International conference on 'Problematizing (In) Equality: The Promise of Comparative and International Educaton' organized by Comparative and International Education Society in collaboration with *Loyola University, Chicago*, at Sheraton Atlanta Downtown, Atlanta, Georgia, 05-09 March 2017.

2. Chaired a session in the Workshop on 'Improving Participation of Children in Elementary Schools in India' organized by the Department of School & Non-formal Education, NUEPA, New Delhi, 14-16 December 2016.

7. Name of the Faculty: Dr. Malish C M, Assistant Professor

I. Publications

Journal/Research Papers

1. 2016. Higher Education, Reservation and Scheduled Castes: Exploring Institutional Habitus of Professional Engineering Colleges in Kerala, *Higher Education, 72, 603-617.* (Jointly with Dr. PV Ilavarsan)

2. 2016. Student Diversity and Civic Learning in Higher Education in India. CPRHE Research Paper Series- 3. CPRHE/NUEPA: New Delhi (Jointly with Nidhi S. Sabharwal)

Popular Press

3. 2016. Dalit Scholar Suicide: Time to Reflect on Institutional Response to Student Diversity in Higher Education. *Daily News Analysis. http://www.dnaindia.com/analysis/column-dalit-scholar-suicid-time-to-reflect-on-institutional-response-to-student-diversity-in-higher-education-2173929* (Jointly with Nidhi S Sabharwal)

Edited Book

4. India Higher Education Report 2016: Equity. New Delhi: Sage. (Co-edited with Varghese, N V. and Sabharwal, N. S.).

Chapter in Book

5. "Higher Education and Equity: Introduction to IHER 2016" (Jointly with N. V. Varghese and Nidhi S Sabharwal). In Varghese, N V., Sabharwal, N S and Malish, C M (Eds). *India Higher Education Report 2016: Equity*. New Delhi: Sage. *(Forthcoming)*

6. "Equity and Excellence: A Study of Navodaya Vidyalaya" (Jointly with Madhusoodanan J., and Nidhi S Sabharwal). In Varghese, N V., Sabharwal, N S and Malish, C M (Eds). *India Higher Education Report 2016: Equity*. New Delhi: Sage. *(Forthcoming)*

7. "Diversity and Discrimination: Role of Higher Education for Civic Learning" (Jointly with Nidhi S Sabharwal). In Varghese, N V., Sabharwal, N S and Malish, C M (Eds). *India Higher Education Report 2016: Equity*. New Delhi: Sage. *(Forthcoming)*

8. "Student Diversity and Institutional Discrimination in Higher Education in India" (Jointly with Nidhi S Sabharwal). In Abdul Salim (ed). *Higher Education in a Developing Economy. (Forthcoming)*

Journals

9. Inequitable Structures: Class and Caste in Indian Higher Education (Jointly with Tierney, W. G. and Sabharwal, N. S.). *International Journal of Qualitative Studies in Education. (Forthcoming)*

10. Student Diversity and Challenges of Inclusion in a Massified Higher Education System in India (Jointly with Nidhi S. Sabharwal), *International Higher. (Forthcoming)*

Editing CPRHE Research Paper series

Being editor of CPRHE Research Paper Series, four manuscripts have been edited and published in this academic year (Jointly with N.V. Varghese). Two are under processing. Published papers in the series in academic year 2016-2017 are as follows:

1. Research Paper 3: Nidhi S. Sabharwal and C M Malish (2016). Student Diversity and Civic Learning in Higher Education in India.

2. Research Paper 4: William G. Tiernery and Nidhi S Sabharwal (2016). Re-imagining Indian Higher Education: A Social Ecology of Higher Education Institutions.

3. Research Paper 5: Garima Malik (2017). Governance and Management of Higher Education Institutions in India

4. Research Paper 6: Jinusha Panigrahi (2017). Resource Allocation and Innovative Methods of Financing Higher Education in India

II. Papers Presented in the Seminar

1. 2016. Diversity and Discrimination in Higher Education Institutions in India: A Case Study of selected States. A paper presented in the International Seminar titled 'Higher Education in Developing Economy: Problems, Policies and Perspectives' organized by Inter-University Centre for Alternative Economics, Department of Economics, University of Kerala, Thiruvananthapuram, 24-26 October, 2016. (Jointly with Nidhi S Sabharwal).

2. 2017. Student Diversity, Equity and Inclusion in Higher Education in India. A paper presented in National Seminar on "Student Diversity and Discrimination in Higher Education in India". Organised by CPRHE-NUEPA, 27-28 February 2017, New Delhi (Jointly with Nidhi S. Sabharwal).

3. 2017. Higher Education Institutions as an Inclusive Public Sphere: How Does Student Identity Matters in a Massified Higher Education System?. A Paper presented in National Seminar on "Public Sphere and Education: Possibilities and Challenges for Educational Policy" organised by Department of Education Policy, NUEPA, 16-17 March 2017, New Delhi (Jointly with Nidhi S. Sabharwal).

4. 2016. *Diversity and Discrimination in Higher Education Institutions in India: Case Study of Selected States*, A paper presented at International Seminar on Higher Education in a Developing Economy: Problems, Policies and Perspectives, Inter University Centre for Alternative Economics (IUCAE), Kerala University, Trivandrum, Kerala, 24-26 October 2016. (Jointly with Nidhi S. Sabharwal)

III. Research Reports

1. Final report on the project "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" was submitted to ICSSR in October 2016 (Jointly with Nidhi S. Sabharwal)

IV. Other Academic Activities

1. Organisation of Methodology workshop and Research Advisory Committee Meetings (Jointly with Nidhi S. Sabhalrwal)

2. The third research methodology workshop for research team members from six states for the research project titled "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" was organised on 7-8 June 2016.

3. The third Research Advisory Committee (RAC) for the research project titled "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" was organised on 18 October 2017.

4. The first meeting of the research advisory committee for the project titled "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges" was organised on 4 October 2016.

5. A Discussion meeting cum Instrument workshop was organised on 22 December 2016 for for the project titled "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges"

Teaching

1. Delivered a Session on Qualitative Data Analysis. 12 Day Workshop on Research Methods in Education for M.Phil and PhD Scholars. Organised by Department of Education Policies, NUEPA, New Delhi, 17-28 October 2016.

8. Name of the Faculty: Dr. Sayantan Mandal, Assistant Professor

I. Publications

1. Mandal, S. (2016). Developing Best Teacher in Indian Higher Education: What can we learn from others? *Indian Journal of Educational Research,* Vol. 5, March.

2. Mandal, S. (2016). Development of Education and skills of Rural Youth in India. *Kurukshetra (Ministry of Rural Development, Govt. of India),* August.

3. Mandal, S. (2016). National Skill Drive and the Universities of Yesteryears: Can lifelong learning be the answer? *Indian Journal of Adult Education.*

4. Mandal, S. (2016, July). Teaching- Learning Process. *Economic and Political Weekly, 79 – 81.*

5. Mandal, S. (2016). (Review Article) CLEYN, Sven H. De and Gunter FESTEL (eds.) 2016: Academic Spin-offs and Technology Transfer in Europe, Edward Elgar Publishing, Cheltenham. *Journal of Educational Planning and Administration* .

6. Mandal, S. (2016). Understanding Teaching-Learning in Indian Higher Education. In A. Mandal, *Pivotal Issues in Indian Higher Education* (p. 76). New Delhi: Kalpaz Publications .

7. Mandal, S. (2017). *A Multidimensional Analysis of Teaching and Learning in India and Beyond.* New Delhi: CPRHE/ NUEPA . *(Forthcoming)*

8. Mandal, S. (2018). *Teaching and Learning in Contemporary Indian Higher Education.* In N. V. Varghese, A. Pachauri, & S. Mandal, *India Higher Education Report 2017.* New Delhi: Sage. *(Submitted)*

9. Varghese, N. V., & Mandal, S (eds). (2018). *Teaching-Learning and New Technologies in Higher Education.* New Delhi. *(Forthcoming)*

10. Varghese, N. V., Pachauri, A., & Mandal, S. (Eds) (. (2018). *India Higher Eduaction Report 2017.* New Delhi: Sage . (Finalising the manuscrpit)

11. Co-editor of the Bengali journal - *Janasiksha Bhabna* (on education and lifelong learning), Quarterly, Kolkata, India.

II. Papers Presented in the Seminar

1. Seminar presentation on Teaching-Learning in Indian Higher Education and what it means to all of us as, at the University of Deusto, Bilbao, Spain on 11 October 2016.

2. Round table discussion- ASEM forum on Lifelong Learning 2016: 21st Century Skills on 3-5 October 2016 at Danish School of Education, Copenhagen, Denmark

3. Seminar presentation on 'Study in Europe" at Anna University,18 August 2016

III. Research Reports

1. Mandal, S. (2016). *Report on the International Seminar on Teaching-Learning and New Technologoes in Higher education.* New Delhi : NUEPA.

2. Varghese, N. V., Pachauri, A., & Mandal, S. (2016). *Evaluation report of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme of the Govt. of India* . New Delhi: CPRHE/ NUEPA

IV. Other Academic Activities

Project coordinator/investigation

Project Coordinator/Principal Investigator: Teaching and Learning in Indian Higher Education (a national level research project going on in four states of India, funded by the University Grants Commission, India) with CPRHE/NUEPA as a nodal organization for planning and implementation

Joint evaluator (along with Prof. N.V. Varghese and Dr. Anupam Pachauri) of the project titled Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) by the Ministry of Human Resource Development, Govt. of India.

Invited Lecture (outside NUEPA)

Session on *A move towards National Qualification Frameworks: The potential and the pitfalls*, for the module Credits for Lifelong Learning at the University of Deusto, Spain – 11 October, 2 hrs.

Visiting Scholar

Visiting scholar/ faculty at the University of Duesto, Spain from 10-14 October 2016 to teach and support the international master's students.

Discussion on the structuring of new educational unit

Participated in the meetings on structuring of the new research unit for education policy at the Department of Education Science, Aarhus University, Copenhagen from 6-13 October 2016.

Membership of Eminent Bodies

1. ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), Network 5- Core Competences

2. Indian Adult Education Association (IAEA), New Delhi

3. Satyen Maitra Janasiksha Samiti (SMJS), Kolkata, India

4. Indian Paulo Freire Institute (IPFI), Kolkata, India

CPRHE Activities Proposed for 2017-2018

Centre for Policy Research in Higher Education
National University of Educational Planning and Administration
17B Sri Aurobindo Marg
New Delhi: 110016

March 2017

II. CPRHE Activities Proposed for the Year 2017-18

II.1 Introduction: CPRHE Activities Proposed for the Period 2017-18

The CPRHE activities proposed for the period 2017-18 will consist of continuing activities under each research project and preparing research proposals in new domains. The continuing activities under each research project include organisation of research methodology workshops, organisation of expert group meetings, preparation of state reports and preparation of synthesis reports. Activities such as IHER, Research Paper Series and International Seminars will continue in the year 2017-18 as these are regular activities of the Centre. The Centre will continue with its advocacy effort to support evidence-based policy formulation in higher education and programmatic interventions at the state and institutional levels through preparation of policy briefs and organization of policy consultation meetings.

With respect to research in new domains, the CPRHE will initiate research on equity and inclusion, language of instruction in higher education as source of inter-generational inequalities, professionalization of academics in higher education, impact of ICT on teaching and learning in higher education, financing of professional and technical higher education, governance and management of alternative modes of providing higher education and employability of higher education graduates in India. Furthermore, the CPRHE has been assigned by the UGC, the task to develop a National Higher Education Qualification Framework (NHEQF). The Centre will initiate this significant policy support research work on qualification framework in 2017-18.

II.2 Continuing Activities under Each Research Project

A key task of CPRHE is to undertake policy research and analysis for generating and expanding the knowledge base for planning higher education development in India. Activities planned under each research project for the year 2017-2018 are the following:

a) **Research Study on Diversity and Discrimination in Higher Education Institutions:** Given the diversification of higher education system and consequent diversity in student population, this research project aimed at exploring diversity and discrimination in higher education campuses in India. The project attempted to understand nature and forms of diversity in campuses and structure and mechanism that exist to deal with diversity and discrimination. The study administered a detailed questionnaire based survey among 3200 students, conducted close to 200 interviews with faculty and administrators and close to 70 focus group discussions with students. The study was implemented in institutions located across six states, namely, Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. The research report is completed and was submitted to the Research Advisory Committee in October 2016.

Six Research Reports – a synthesis report and five state reports - are completed. As a follow-up activity, the Centre organized a National Seminar on the theme in February 2017. The objective of the national seminar was to initiate a national dialogue on diversity, equity and discrimination in universities and colleges in India. In addition to CPRHE study, invited scholars presented various dimensions of student diversity and

equity in higher education. The Centre is planning to bring out policy briefs, organise policy consultations for policy makers and prepare modules on student diversity to sensitize educational administrators.

b) **Research Study on Governance and Management of Higher Education In India:** The rapid expansion of Indian higher education and diversification in terms of courses, providers and mode of delivery necessitates the understanding of the emerging governance and management structures which are more complex than before. The objectives of the research project are firstly to map out the evolution of the governance structure and processes at the national, state and institutional levels and examine the role and functioning of governing bodies at universities and colleges. The study is being implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra. The field based data collection and data analysis is completed. In the year 2017-18, four state reports and synthesis reports will be completed and a research methodology workshop in June, 2017 will be organised to discuss and review the draft research reports.

Specific Activities planned for this research project for the year 2017-2018 are the following:

Writing of State Reports and Synthesis Report: The final draft of the state level reports will be prepared by the eight selected institutions in the CPRHE/NUEPA project on "Governance and Management of Higher Education in India". Each report will be edited and reviewed and sent back to the teams for revision before submitting the final report. The synthesis report would be completed.

Third Research Methodology Workshop: The third research methodology workshop will be conducted on 6-7 June, 2017. The objective of the workshop is to discuss the draft research reports. A peer review of the reports will be organized and every team will get an opportunity to get feedback and comments from other teams in order for all teams to understand the issues arising in different states. The 12 team members of the selected universities and affiliated colleges are expected to attend the workshop. There will be 3 member teams from Banaras Hindu University, Uttar Pradesh; Vasanta College for Women (Banaras Hindu University), Uttar Pradesh; Bharathiar University, Coimbatore, Tamil Nadu; Government Arts College, Coimbatore (Bharathiar University), Tamil Nadu; Savitribai Phule Pune University, Pune, Maharashtra; S.M. Joshi College, Hadapsar, (Savitribai Phule Pune University), Maharashtra; University of Rajasthan, Jaipur, Rajasthan and Kanoria College, Jaipur (University of Rajasthan), Rajasthan.

Third Expert Committee Meeting: This meeting will be organized on 12 September, 2017. The objective of the meeting is that the team of experts would advise and guide in the progress in implementation of the project. The members of the expert Committee are Professor Pankaj Chandra, Shri J. Veeraraghavan, Professor Kuldeep Mathur and Professor Supriya Chaudhuri and Professor Sudhanshu Bhushan. The meeting will take stock of the progress made in the research project including findings from the state reports and national synthesis report.

c) **Research Study on Teaching and Learning in Indian Higher Education:** While research on improving teaching-learning process in primary and secondary education sectors are common, it is relatively absent in higher education. It is an important area to focus considering the continuously changing landscape of higher education, increased international competition, diversity of the student body and types of educational service providers, increasing demand of value for money and efficiency, and hence, call for new teaching methods among other reform prerequisites. The objectives of the research project include an analysis of the process and status of teaching-learning process in higher education in India. The research project is being implemented in the states of Chhattisgarh, West Bengal, Gujarat and Tamil Nadu. The data collection and data analyses are complete.

Specific Activities planned for this research project for the year 2017-2018 are the following:

Writing of State Reports and Synthesis Report: The final draft of the state level reports will be prepared by the selected institutions which will be edited and reviewed and sent back to teams for revision before submitting the final report. The synthesis report would be completed.

Third Research Methodology Workshop: The third research methodology workshop on the CPRHE/ NUEPA research project titled 'Teaching and Learning in Indian Higher Education' will be organised in June, 2017 where four institutional research teams will be invited to discuss and review the drafts of the research reports. Twelve research team members from the four universities and affiliated colleges will attend the workshop. The universities participating in the project are the Guru Ghasidas University, Bilaspur, Chattisgarh; The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat; Periyar University, Salem, Tamil Nadu and the University of Calcutta, Kolkata, West Bengal.

Third Expert Committee Meeting: The expert committee meeting on the CPRHE/ NUEPA project titled Teaching and Learning in Indian Higher Education will discuss the findings as presented in the draft reports from the four institutional research team to seek the expert comments and reviews on the draft. The research Expert Committee members will attend the meeting.

d) **Financing of Public Higher Education Institutions in India**: A Study of Flow of Funds and their Utilisation: This study attempts 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 is implemented in the five states of Bihar, Odisha, Punjab, Uttarakhand and Telangana. The data collection and data analysis is complete.

Activities planned for the year 2017-2018 are the following:

Writing of State Reports and Synthesis Report: The final draft of the state level reports will be prepared by the selected institutions which will be edited and reviewed and sent back to teams for revision before submitting the final report. The synthesis report would be completed.

Third Research Methodology Workshop: Third methodology workshop will be organised in April, 2017 where the four institutional research teams will be invited to discuss and review the drafts of the research reports. All the team members of the research project are expected to attend the workshop.

Third Expert Committee Meeting: The third expert committee meeting on the research project will be organised in June, 2017. The objective of the meeting is to discuss and review the draft research reports and seek comments from the members of the expert group on the draft reports for the research project. Research Project Expert Committee members will attend the meeting.

e) **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 accredited by the National Assessment and Accreditation Council (NAAC)and internal quality assurance (IQAs) 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 2nd or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the selected universities have been selected from five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana. The field based data collection is complete. The process of analyzing the data and preparing the draft version of the report are in progress.

Activities planned for the year 2017-2018 are the following:

Writing of State Reports and Synthesis Report: The final draft of the state level reports will be prepared by the selected institutions which will be edited and reviewed and sent back to the teams for revision before submitting the final report. The synthesis report would be completed.

*Third Research Methodology Workshop***:** Research Methodology Workshop on the Research Report for the Research Project 'Quality of higher education in India: A study of external and internal quality assurance at the institutional level' will be organised in May, 2017 where five institutional research teams will be invited to discuss and review the drafts of the research reports. Fifteen 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 Vishvavidyalaya, Indore, Madhya Pradesh; North Eastern Hill University, Shillong, Meghalaya; Mohanlal

Sukhadia University, Udaipur, Rajasthan; and Osmania University, Hyderabad, Telangana will attend the workshop. Post-workshop support will be provided to the research teams by reading and reviewing the work on the draft reports for the finalization of the research report.

Third Expert Committee Meeting: Third expert committee meeting will be organised in June, 2017. The objective of the meeting is to discuss and review the draft research reports and seek comments from the members of the expert group on the draft reports for the research project. Research Project Expert Committee members will attend the meeting.

f) **Employability of Higher Education Graduates in India**: The employability of the educated graduates is a major concern in India. The present study attempts to analyse the demand and supply factors influencing graduate employability by taking into account the perceptions of employers, employees and students. It is a multi-level, multi –state study covering multiple cities in the country. The six cities identified are 4 tier I cities of Mumbai, Delhi, Hyderabad and Bangalore; Lucknow a lead employment provider among Tier II cities; and Udaipur as one among the first three employment providers in the Tier III category of cities. The research has been launched with organisation of the first methodology workshop.

Activities planned for the year 2017-2018 are the following:

- Field Visits
- Workshop on processing of data & information on employability of higher education graduates in June, 2017.
- Analysis framework workshop to help decide the analysis and writing framework on employability of higher education graduates in July, 2017.
- 2nd research advisory meeting on employability of higher education graduates in July, 2017.
- Workshop on the draft reports on employability of higher education graduates in November, 2017.
- National Seminar on "Graduate Employability: Are Universities to be Held Responsible, March 2017.

g) **Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges.** The CPRHE at the request of the University Grants Commission (UGC) is implementing an evaluation study of the coaching schemes funded by the UGC. The UGC introduced the following coaching schemes for disadvantaged groups in higher education since 11th plan period: a) Remedial coaching for SC/ST/OBC and Minorities; b) Coaching for NET/SET for SC/ST/OBC and Minorities; and, c) Coaching class for entry into service for SC/ST/OBC and Minorities. The centre constituted a research advisory committee with academics and representatives from UGC and MHRD. The centre organised first meeting of the research advisory committee on 4 October 2016 to discuss the proposal, methodology and institutions selected for case studies. Based on the recommendation of the committee, 16

institutions have been finalized for case studies which include 7 colleges, 6 state universities and 3 central universities. The CPRHE is in the process of carrying out the next stage of implementation.

Activities planned for the year 2017-2018 are the following:

*First Research Methodology Workshop***:** The first research methodology workshop for the coordinators of selected case study institutions will be organised in the month of May 2017. Objective of the workshop is to develop a common understanding about the approach of the study and its methodology; closely examine research instruments and tools for information/data collection; discuss successive steps involved in the implementation of the study and to specify the milestones and target date for completion of the study

Data Collection and Monitoring Visits: CPRHE team will conduct monitoring visits in all the case study institutions and take part in data collection process. It will also help to monitor the progress of implementation of the project.

 Second Research Methodology Workshop will be organised in October, 2017 once the draft case study reports are ready. Draft of the synthesis report also will be discussed in the workshop.

h) **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 regions and states 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. We have extensively reviewed the literature to develop a concentration index to identify the ratio and degree of concentration of HEIs in different states and their respective districts. The collection of the secondary data and their analysis is completed. The writing of the report is in progress. It will be submitted to the MHRD in a month time.

II.3 New Research Areas

The CPRHE will initiate the following research studies in new domains:

a) **Equity and Inclusion:** The Centre has already completed a study on diversity and discrimination in higher education. The study brings out the varying social background of new generation learners in higher education in India. A majority of students in higher education belong to traditionally under-represented and socially excluded groups, from rural background, low-income families and first-generation learners. The interactions with student groups also indicate that they are at varying stages of being 'college ready' to remain and succeed in the studies.

Equity objective of increasing enrolment in higher education of students from traditionally under-represented groups must be coupled with the objective of ensuring that students possess knowledge and skills to succeed in higher education. The issue of college readiness becomes more challenging in a massifying system where higher education institutions have to respond to students who are first generation learners, are at varying levels of college readiness and enter higher education with unique needs. However, college readiness is an under-researched area and what one needs to succeed in college must be investigated and refined. This study will address issues related to college readiness in a massifying higher education system with the objective of academically and socially integrating students coming from diverse background so as to promote improved learning outcomes at the end of their studies in the universities and colleges.

b) **Language of Instruction in Higher Education as Source of Inter-Generational Inequalities:** In recent decades, globalisation resulted in emergence of English as language of business and profession and language of global knowledge production. It gradually percolated into higher education and English has become dominant academic language. On the contrary linguistic identity in India is increasingly emerging as a tool for political assertion of regional identities ever than before. Since the very beginning of modern university system in India English was the language of education/medium of instruction. Post-independent India continued legacy of English in HE. However, in late 60s and early 70s, shift had taken place in favour of regional languages. In the recent past trend was towards recapturing of English and the same was reflected in mushrooming of private school and colleges offering education in English. Though system was massified and students with varying pre-college credentials, socio-economic backgrounds and linguistic competencies are now studying in HEIs, language planning in higher education did not receive serious attention that it deserves.

This research project aims to develop a deeper understanding of role of language of education in attaining intra-generational and inter-generational equity in the context of changing nature of student diversity in HEIs, global knowledge production and national economy. Research is expected to generate a serious debate to evolve a language policy in higher education keeping the broader goals of equity and national development.

c) **New Managerialism in a Knowledge Economy: The Changing Management of Public Higher Education Institutions in India.** New managerialism is the mode of governance aligned with neoliberalism: it involves governing through enacting technical changes with market values. With the entry of private higher education institutions and collaborations with foreign institutions the entire landscape of Indian higher education is undergoing dramatic changes. Thus we see universities transforming into 'workplaces' and professors transforming into 'managers'. Governments are intervening in universities more than ever before and a 'target culture' has emerged. New managerialism focuses service providers on outputs measured in terms of performance indicators and rankings emphasizing the language of choice, competition and service users. Thus it promotes the decentralisation of budgetary and personal authority to line managers, and project-led contractual employment arrangements rather than permanency. Moreover STEM subjects (Science, Technology, Engineering and Mathematics) get priority under new managerialism due to their marketability leading to disciplinary distortions.

New managerialism emphasizes market like accountability in public spending. Thus core values like autonomy, equality are sidelined in the name of modernizing universities, introducing new management systems and offering student choices. In India the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), a Web portal where Massive Open On-line Courses (MOOCs) will be available on all subjects. This is one of the examples in which technology is impacting governance and management of teaching in India. The distance learning platforms and digital technology will mark the decline of brick and mortar universities as we see them today. This will have major implications for the way higher education institutions are managed. This research will explore the rise of New Managerialism in Indian higher education institutions and its policy implications against the backdrop of internationalization and technological changes. Specific research questions of the study are: What is the impact of New Managerialism on higher education governance? How are universities adjusting to these changes and how is it impacting their autonomy and accountability? Research objectives of the study are: To examine the impact of New Managerialism in transforming universities and to study the rise of New Managerialism and its implications for decentralization.

An Expert Committee Meeting on new project on "New Managerialism in Higher Education Institutions in India" will be organized on 9 March, 2018. The research proposal of the proposed research project will be presented to the group of experts invited for the Expert committee meeting. The objective of the review meeting is to present the research proposal to the experts and seek their comments and reviews on the scope of the research, research questions, research design and the selection of institutions for the study. A panel of 4-6 Research Project Expert committee members will be constituted and invited to attend the meeting.

d) **Financing of Technical or Professional Higher Education Institutions in India**

The privatization of higher education and the growth of the private sector in India need to be studied in depth empirically to understand the different methods of financing of such higher education institutions. A comparative study of the both public and private higher education institutions in the field of technical and professional courses would provide a broader picture of the financing methods and strategies of such higher education institutions in India.

Objectives of the research is to explore the different sources of financing of technical or professional higher education institutions in India, to study the patterns of expenditures of such institutions, to analyse the resource surplus/gap if any, in such higher education institutions and, to find out what are the alternative resource mobilisation strategies explored by such institutions when there is a resource crunch/higher demand of expenses.

e) **Impact of ICT in on Teaching-Learning in Indian Higher Education:** The remarkable pace of the transition to digital technology all over the world has made it challenging for the teachers to transform teaching accordingly. Information Communication Technology (ICT) and its impact on all spheres of our lives have influenced HEIs to try to tap this resource and address the problems of access. The Ministry of Human Resource Development (MHRD), the University Grants Commission (UGC) (among other entities) also highlighted the importance of ICT in higher education to reap the demographic dividend and move towards making India a 'knowledge superpower' (MHRD, 2009). The recent initiatives such as SAKSHAT, SWAYAM or similar e-learning platforms under the 'National Mission in Education through ICT' and 'Digital India' programs have represented an urge to use ICT to spread the benefits the education beyond the brick-and-mortar campuses. There are several studies and researches to support the Government on how to maximize the benefits of ICT in this regard. However, little has been done to understand and upgrade the knowledge on how the past and ongoing efforts to impart ICT in existing HEIs have impacted the condition of teaching and learning. Meanwhile, several reports are highlighting the lack of ICT readiness of the graduates, which is a major constrain for India's ambition of becoming a knowledge superpower.

At this juncture, a study looking at the impact of ICT on transforming teaching and learning in Indian higher educational institutes seems relevant and timely, as along with improving the access through digital mode, it is also important to make the HEIs more digitally equipped and effective. . It is important to look how ICT in the HEIs are ultimately benefitting their end-users- the students. Otherwise, the resources poured into building ICT infrastructures in campuses would demand failure. Along with it, equally important is to understand how teachers in higher education are adapted to optimally use ICT in their profession and/or for self development. The impact of ICT on the educational management and how does it facilitates ICT for improving teaching-learning is a rather intricate and context specific matter to look into. The proposed study therefore intends to look into these aspects and makes an attempt to study the impact of ICT on

transforming teaching and learning in Indian colleges and universities (and other learning entities- both online and other). The research aims to address a crucial issue, i.e. impact of ICT on teaching and learning in Indian HEIs with the aim of making policy recommendations to the Government, so that necessary changes can be made within the existing setups and introduce new reforms wherever necessary to make a positive impact on the learning and skill building of the learners and teachers of Indian colleges and universities.

Expert Committee Meeting for the new research project on ICT in Transforming Teaching-Learning in Indian Higher Education: This is the first expert committee meeting on the CPRHE/NUEPA research project titled 'ICT in Transforming Teaching-Learning in Indian Higher Education', where the research proposal of the proposed project will be presented to the group of experts invited for the meeting. The objective of the meeting is to present the research proposal and seek the comments on the scope of the research, research questions, design and the selection of the institutions. The members from the Expert Committee will be invited to attend the meeting.

f) **Professionalization of Academics in Higher Education:** The Centre's study on quality of higher education brings out the pivotal role of teachers in the changing learning environment and learning demands in the universities and colleges. It is not only the shortage of teachers resulting from the pending teacher recruitments but also the way teaching learning is to be organised that poses challenges. The diversity of student body and technological advances reflected in the classrooms demand changes in competencies of teachers. The MHRD has initiated several measures to strengthen pedagogical practices through the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT). This study will focus on the nature of academic preparations and professional development needed to make teaching effective and improve learning outcomes.

Expert Committee Meeting on the New Research Project will be organised where the research proposal of the proposed research project will be presented to the group of experts invited for the Expert committee meeting. The objective of the review meeting is to present the research proposal to the experts and seek their comments and reviews on the scope of the research, research questions, research design and the selection of institutions for the study. A panel of 6-8 Research Project Expert Committee members will be constituted and invited to attend the meeting.

g) **Setting Standards in Higher Education: National Higher Education Qualification Framework (NHEQF):** The development of National Qualification Frameworks (NQFs) denotes a major global initiative from the 1980s to improve quality and relevance of education and training systems and employability of graduates. The globalization process further reinforced the demand for standardization of the quality of skills produced to facilitate comparability of skills, employability and mobility of workers within the country and across borders. The NQF defines qualifications based on learning outcomes and competencies. India too followed the international trends. Based on the framework developed by the Ministry of Labour and Employment and the

Ministry of Human Resource Development an Inter-Ministerial Committee formed by the Cabinet Secretariat developed a National Skill Qualification Framework (NSQF). The CPRHE is assigned by UGC, the responsibility to develop a NHEQF for India. It is expected that the NHEQF will be comprehensive covering all programmes of study offered in institutions at the post secondary education level (PSE). A move towards a NHEQF requires: a) development of level descriptors; b) developing curriculum for the courses linking with skills and competencies; c) evolving procedures and criteria for certification, accrediting and registering of qualifications; and d) accrediting education and training providers.

This will be a major work involving several Ministries, and, education and training institutions. Therefore, as an initial step, a Committee comprising group of experts with representations from all stakeholders will be constituted to advice on the development of the framework for the formulation and implementation of NHEQF. Several consultation meetings will be organised to facilitate the development of the NHEQF. The CPRHE has already prepared a note which was submitted to UGC. The CPRHE in collaboration with the UGC will co-ordinate the efforts leading to the development of the NHEQF.

II.4 Analysis of Trends in Higher Education Development

- **India Higher Education Report (IHER) 2017 - Financing of Higher Education:** The preparation for next issue of IHER which will be on the theme of 'Financing of Higher Education' is in progress. The first meeting of IHER authors is scheduled to be held in May, 2017.

II.5 Sharing and Dissemination of Knowledge

a) **International Seminar on Quality and Excellence:** CPRHE/NUEPA is about to complete the research project on 'Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level'. This is an opportunity for the Centre to lead discussions on quality in higher education with a wider audience. The seminar will invite papers from international researchers working in the area of quality and excellence in higher education. The objective of the seminar is to lead the discussions on quality in higher education with the international community of academics and researchers. Also, to present and disseminate the findings from the research project 'Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level'. Research Project Team members from the five universities selected for the research project will be invited to present at the seminar. Similarly, international researchers/academics from Higher Education Institutions will be identified and invited. The event will be organized in collaboration with the British Council-India. Around 120-150 participants will participate in the event. Dr. Anupam Pachauri will be the convener of the international seminar.

b) **National Seminar on Autonomy and Institutional Leadership in the context of New Public Management in Higher Education Institutions:** The Centre proposes to organise a national seminar on 'Governance and Management of Higher Education in India". This seminar is an opportunity for the Centre to lead discussions on autonomy and institutional leadership in higher education with a wider audience. The seminar being organized on 28-29 September, 2017 will invite papers from national researchers working in the area of autonomy and leadership in higher education. The objective of the seminar is to lead the discussions on autonomy and institutional leadership in higher education with the national community of academics and researchers. Also, to present and disseminate the findings from the research project 'Governance and Management of Higher Education in India". Research Project Team members from the four universities selected for the research project will be invited to present at the seminar. Similarly, national researchers/academics from Higher Education Institutions will be identified and invited. Around 50-60 participants will participate in the event.

c) **National Seminar on Higher Education and Student Success in India** will be organised in January, 2018. The objective of the seminar will be to disseminate the finding of the study on the factors impacting academic success of students from the disadvantaged groups and implementation challenges faced by institutional mechanisms such as UGC coaching schemes for ensuring academic success. The seminar will bring together scholars working on these areas.

d) **National Seminar on "Graduate Employability: Are Universities to be Held Responsible,** March 2017. Based on the CPRHE research study and other similar studies, a national seminar will be organized to initiate a discussion on the employability of higher education graduates.

e) **CPRHE-NUEPA Panel on Higher Education at CESI:** CPRHE-NUEPA has been organizing a Panel on Higher Education every year at the Comparative Education Society of India Conference every year since 2015 in collaboration with CESI. In the past, panel discussions were organized on the themes of Politics and policies of higher education and Quality of Higher Education with an invited panel of experts. This year, CPRHE-NUEPA-CESI panel for the theme 'Governance for quality' will be organised at the CESI conference 2017. Expert panel of 3-4 researchers will be invited to present /discuss on the theme.

f) **Seminar Report Series**: The CPRHE has been publishing reports of the International Seminars organised by the Centre as a part of the initiatives relating to sharing and dissemination of knowledge. The CPRHE will continue to publish International Seminar Reports Series and also Reports on the national seminars.

g) **CPRHE Research Paper Series**: The CPRHE Research Paper Series was launched as a regular publication to disseminate the research carried out in the Centre and to strengthen research based policy engagement with researchers and policy makers. The Centre has already published six titles and another two titles are being processed for publication. This Series will be continued as a regular publication by the Centre.

h) **Research Report Series:** The Centre has initiated research projects on different themes. Some of the research studies are already completed while others are nearing completion. The Centre would like to bring out these empirical studies in a new Series called Research Report Series. The expectation is that most of them will be e-publication freely downloadable from the CPRHE website.

i) **Modules on Student Diversity, Discrimination and Civic Learning to Sensitize Educational Administrators**: The Centre has been given the task of preparing modules to sensitise academic administrators and managers of higher education about the issues of student diversity and equity in higher education. The following seven modules were finalised based on the suggestions and recommendations of the expert group constituted to advice the overall approach and structure of the 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 on Campuses; Module 4: Forms of Discrimination in Higher Education; Module 5: Social Inclusion in the Campus; Module 6: Institutional Mechanism for Managing Diversity; Module 7: Student Diversity, Civic Learning and Democratic Engagement. The centre proposes to organise the meeting of the authors of the modules to discuss the draft of the modules in August, 2017.

II.6 Advocacy for Education Reform and Policy Formulation

Policy Briefs based on CPRHE Research: Based on the research studies completed by the Centre and similar studies by other organizations, the CPRHE plans to prepare policy briefs in selected themes. A policy brief will be a small document of 4-5 pages discussing the issue identified from our research and elaborating the policy implications. The areas for policy briefs will be identified from the studies. These policy briefs will be discussed in the meetings organised by the Centre. The primary target group of these policy briefs will be policy makers at the state and national levels.

Policy Briefs on the following themes will be prepared in the year 2017-18:

Based on the findings from the study on "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India", centre proposes to prepare following policy briefs:

a) Achieving Academic Integration in a Massified Higher Education System.

b) Social Inclusion of Students from Socially Excluded Groups in Campuses.

These policy briefs will elaborate actions needed to be taken at institution and class room level to ensure academic integration and social inclusion of diverse student groups in university campuses and help students to realise their full potential irrespective of their backgrounds.

Based on the findings from the study on 'Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level', three policy briefs will be prepared:

c) External Quality Assurance Framework and Code of Ethics for Quality at the Level of Quality Assurance Agencies and Higher Education Regulatory Authorities.

d) Role of Internal Quality Assurance Cells In Enhancing Student Experience at the Institutional Level.

e) Role of Universities to Lead and Support Quality Enhancement of the Affiliated Colleges.

Based on the findings from the study on 'Teaching and Learning in Indian Higher Education' the following policy briefs will be prepared:

f) Transforming Undergraduate Teaching-Learning in Affiliated Colleges.

g) Making Entrepreneurial Universities.

Based on the findings from the study on 'Governance and Management of Higher Education in India' the following policy briefs will be prepared:

h) Autonomy and Accountability of Higher Education Institutions.

i) Leadership and Management of Higher Education Institutions.

Based on the findings from the study on 'Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation' the following policy briefs will be prepared:

j) Alternative and Innovative Methods of Financing of Public Higher Education Institutions in India.

k) The Flow of Funds and the Patterns of Utilization of Resources by the Public Higher Education Institutions in India.

II.7 Policy Dialogues/Consultations

Policy Dialogues based on CPRHE Research: The Centre has carried out major research projects in six themes and the empirical evidence is generated from institutions located in 22 states and Union Territories (UTs). The CPRHE will organise policy dialogues on policy issues based on the empirical evidence generated by the CPRHE studies. The policy dialogues will be held at the central and state levels. The participants will be decision-makers at the national and state levels. The Centre proposes to hold 10 policy dialogues in the year 2017-2018.

Policy dialogues planned for the year 2017-18 are the following:

a) **Policy Dialogue on Achieving Academic Integration in Campuses**: Based on the findings from the study on "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India", the CPRHE proposes to organise policy dialogue on achieving academic integration of diverse student groups in campuses in July, 2017. A group of about 25-30 policy actors and policy makers,

leaders and administrators in Indian Higher Education, faculty will be invited to attend the policy dialogue.

b) **Policy Dialogue on Social Inclusion of Students from Socially Excluded Groups in Campuses**: The CPRHE proposes to organise policy dialogue on Social Inclusion of Students from Socially Excluded Groups in Campuses in November, 2017. This policy dialogue is based on the findings from the study on "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India". A group of about 25-30 policy actors and policy makers, leaders and administrators in Indian Higher Education, faculty will be invited to attend the policy dialogue.

c) **Policy Dialogue on External Quality Assurance** planned in December, 2017 will focus on 'external quality assurance frameworks and code of ethics for quality at the level of QA Agencies and higher education regulatory authorities.' There is concern for quality of higher education in India. Regulation and accountability through external quality assurance agencies like NAAC has been put in place. There is need to create a dialogue for evidence based insights for policies on external quality assurance in Higher Education in India. Based on the findings of the CPRHE research project 'Quality of higher education in India: A study of external and internal quality assurance at the institutional level', the policy dialogue will focus on external quality assurance. A group of about 25-30 policy actors and policy makers; administrators in Indian Higher Education; NAAC faculty will be invited to attend the policy dialogue.

d) **Policy Dialogue on Internal Quality Assurance** scheduled to be held in March, 2018 will focus on a) 'role of internal quality assurance cells in enhancing student experience at the institutional level' and b) 'role of universities to lead and support quality enhancement of the affiliated colleges'. Based on the findings of the CPRHE research project 'Quality of higher education in India: A study of external and internal quality assurance at the institutional level', the policy dialogue will focus on internal quality assurance. This policy dialogue has been envisaged for the IQAC coordinators and key institutional leader, department heads, members of the IQAC at state universities and colleges and other stakeholders.

e) **Policy Dialogue on Transforming Undergraduate Teaching-Learning in Affiliated Colleges.** The policy dialogue on Transforming Undergraduate Teaching-Learning is planned in October, 2017 to discuss how to evolve national, state and institutional policies to respond to the changing nature of teaching and learning in Indian Higher Educational Institutes, especially in the undergraduate colleges. Considering the much needed up-gradation in the teaching-learning process in the colleges, this policy brief will be rooted in empirical evidences from the CPRHE/ NUEPA study on Teaching and Learning in Indian Higher Education and try to find potential feasible solutions of the problems of teaching at undergraduate level. A group of about 25-30 policy actors and policy makers; administrators in Indian Higher Education and eminent faculties will be invited for the policy dialogue.

f) **Policy Dialogue on Making Innovative and Entrepreneurial Universities:** The Policy Dialogue on 'Making Entrepreneurial Universities' scheduled in March, 2018 will highlight the need for Indian universities to move from traditional model of research and teaching to become more learner supportive by focusing on competence building. The discussions will involve deliberations on, how, through innovative planning and programs, the universities can incubate and nurture entrepreneurship and become an entrepreneurial university. A group of about 25-30 policy actors and policy makers; administrators in Indian Higher Education and eminent faculties will be invited for the policy dialogue.

g) **Policy Dialogue on Autonomy and Accountability of Higher Education Institutions:** The objective of the policy dialogue scheduled in December 2017 is to evolve national, state and institutional policies in addressing the issues of autonomy and accountability of higher education institutions in India. The discussions are rooted in the CPRHE/NUEPA research project on 'Autonomy and Accountability of Higher Education Institutions**.'** The autonomy debate starts with what kind of autonomy is meant for universities and colleges. The first step in the process is the academic autonomy to be granted followed by financial and administrative autonomy. However while autonomy is desirable it is not necessarily a solution to all problems. It has to be accompanied by retaining core funding from the government and capacity building efforts for institutions. Universities should be accountable in various ways to all stakeholders. There is a perception that the classical university and the professoriate is insufficiently accountable. Accountability is difficult to achieve because the benefits are both multiple and hard to measure. But it is important to lay down transparent guidelines, to install better measures of outputs, or performance, and to better align both individual and institutional rewards with these performance indicators. These aspects will be discussed in detail in the policy dialogue and a group of about 25-30 policy actors and policy makers; leaders and administrators in Indian Higher Education; faculty will be invited to attend the policy dialogue.

h) **Policy Dialogue on Leadership and Management of Higher Education Institutions** is planned in February 2018**.** The objective of the policy dialogue is to evolve national, state and institutional policies in addressing the issues of leadership and management of higher education institutions in India. As a result of the massification and diversification of higher education, governments are encouraging private sector initiatives, and loosening governmental regulations. The costs of higher education are increasingly being shared with students and families. This has important implications for the way higher education institutions are managed. Working with today's educational needs, university instructors and administrators need to be transparent in expectations and vision building in order to support change. Leaders have found success in acting as facilitators rather than authoritarians.

i) **Policy Dialogue on Alternative and Innovative Methods of Financing of Public Higher Education Institutions in India.** The objective of the policy dialogue scheduled in August, 2017 is to evolve national, state and institutional policies in

addressing the issues of financing by majority of the public higher education institutions in India. The participant/target groups are policy makers, higher education leaders and administrators and higher education managers.

j) **Policy Dialogue on the Flow of Funds and the Patterns of Utilization of Resources by the Public Higher Education Institutions in India.** The objective is to evolve national, state and institutional policies in addressing the issues of the flow of funds and their utilization by the public HEIs in India. The participant/target groups are policy makers, higher education leaders and administrators and higher education managers.

k) **Policy Consultations with State Higher Education Councils (SHECs):** The Centre has organised consultative meetings of Chairpersons and Vice-Chairpersons of SHECs. The objective of the meeting was to discuss the role of SHECs in State level planning for higher education and implementation of the RUSA. The meeting also helped set agenda for the future activities of the SHECs. The CPRHE will continue its engagement with State-level education authorities on issues concerning higher education planning and management.

CPRHE proposes to organise the meeting of State Council of Higher Education meeting in May, 2017. The objective of the meeting will be to have discussions around the draft National Education Policy and Rashtriya Ucchhatar 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 will be attended by vice chairpersons of State Councils, senior officials from the Directorate of Collegiate Education and Departments of Higher Education in the states.

II.8 Technical Support: The Centre has been extending technical support to policy makers and various policy actors in its organisational and academic capacity. The Centre has been extending policy support to decision making bodies such as MHRD, UGC, NITI Ayog etc. As discussed in part II, the Centre prepared a research study report on the National Eligibility Test (NET); prepared inputs for the document on inputs for National Policy on Education, helped developing a Ranking Framework for Higher Education in India. The Centre is invited and represented in various policy meetings.

The Centre has also initiated several evaluation studies such as evaluation of UGC Coaching Scheme, a study on the geographical distribution of higher education institutions and on the implementation of the scheme Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNMTT) at the request of the MHRD. The Centre will continue to support the MHRD in matters relating to planning and management of higher education. The Centre will continue to provide technical policy support on request.

II.9 Networking with Educational Researchers and Practitioners

The CPRHE research projects are implemented through teams of faculty members working in Central and State universities, and colleges. The Centre is expected to mobilise more than 100 researchers consisting of faculty members of different universities and colleges. The creation of Expert Groups by the Centre is another effort to network with academic community. The Centre will continue with its contacts and expand its network with different Universities and Colleges in the coming years through dissemination of its research findings. Further, the Centre will continue its engagement with the States through the SHECs and Higher Education Departments. With the focus on the preparation of Policy Briefs and organisation of Policy Consultations during the Operational Plan period (2017-2020), the Centre is expected to expand the networking activities among the higher education practitioners and policy-makers in India.

The Centre hosted Professor William G. Tierney, a globally renowned professor of higher education at CPRHE/NUEPA from September 2015 to June 2016. The Centre will continue to host international experts and academics who will continue to be a source for expanding its international network. The networking with academics and practitioners of higher education policy and planning from abroad will continue. It maybe noted that CPRHE is one among the three Indian institutions of higher education mentioned in the Worldwide Inventory of Higher Education Centres and Programmes published by the Centre for International Higher Education, Boston College, USA. International seminars organised by the Centre is another opportunity to network with national and international academics, leaders and managers of higher education institutions.

A. List of CPRHE Programme for the Year 2017-18

Following is the consolidated list of programme and budget

LIST OF CPRHE PROGRAMMES FOR THE YEAR 2017-18

Month	Date	Programmes	Budget (in Rs)
April	27-28 April, 2017	Research Methodology Workshop on Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and Their Utilisation (Dr. Jinusha Panigrahi)	4,00,000
May	2-3 May, 2017	Research Methodology Workshop on Study on UGC Coaching Schemes (Dr. Malish C M and Dr. Nidhi Sabharwal)	4,20,000
May	18-19 May, 2017	State Higher Education Council Meeting (Dr. Garima Malik)	6,00,000
May	24-25 May, 2017	Research Methodology Workshop on Quality of Higher Education in India: A Study of External And Internal Quality Assurance at The Institutional Level (Dr. Anupam Pachauri)	4,00,000
May	30 May 2017	IHER Authors' Meet I	3,80,000
June	6-7 June, 2017	Research Methodology Workshop on Governance and Management of Higher Education in India (Dr. Garima Malik)	3,40,000
June	15-16 June, 2017	Research Methodology Workshop on Teaching and Learning in Indian Higher Education (Dr. Sayantan Mandal)	3,40,000
June	23 June, 2017	Expert Committee Meeting on Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation (Dr. Jinusha Panigrahi)	80,000
June	28-29 June, 2017	Research Methodology Workshop on Employability of Higher Education Graduates (Prof. Mona Khare)	4,00,000
July	6 July, 2017	Policy Dialogue on Diversity and Discrimination in Higher Education in India (Dr. Nidhi Sabharwal & Dr. Malish C M)	6,00,000
July	11-12 July, 2017	Expert Committee Meeting on Employability of Higher Education Graduates (Prof. Mona Khare)	70,000
July	27-28 July, 2017	Research Methodology Workshop on Employability of Higher Education Graduates (Prof. Mona Khare)	4,50,000
August	18 August 2017	Policy Dialogue on 'Alternative and Innovative Methods of Financing of Public Higher Education Institutions in India' (Dr. Jinusha Panigrahi)	6,00,000
August	22-23 August, 2017	Authors' Meet on Modules (Dr. Nidhi Sabharwal & Dr. Malish C M)	2,50,000

Month	Date	Programmes	Budget (in Rs)
August	29 August, 2017	Expert Committee Meeting on Teaching and Learning in Indian Higher Education (Dr. Sayantan Mandal)	80,000
September	6 September, 2017	Expert Committee Meeting on Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level (Dr. Anupam Pachauri)	80,000
September	12 September, 2017	Expert Committee Meeting on Governance and Management of Higher Education in India (Dr. Garima Malik)	80,000
September	28-29 September, 2017	National Seminar on Autonomy and Institutional Leadership in the Context of New Public Management in Higher Education Institutions (Dr. Garima Malik)	10,00,000
October	11-12 October, 2017	Research Methodology Workshop on Study on UGC Coaching Schemes (Dr. Malish C M and Dr. Nidhi Sabharwal)	4,20,000
October	17 October, 2017	IHER Authors' Meet II	7,70,000
October	27 October, 2017	Policy Dialogue on 'Transforming Undergraduate Teaching-Learning in Affiliated Colleges' (Dr. Sayantan Mandal)	6,00,000
November	9 November, 2017	Policy Dialogue on 'Civic Learning in Higher Education in India' (Dr. Nidhi Sabharwal & Dr. Malish C M)	6,00,000
November	24 November, 2017	Policy Dialogue on 'The Flow of Funds and the Patterns of Utilization of Resources by the Public Higher Education Institutions in India' (Dr. Jinusha Panigrahi)	6,00,000
November	28-29 November, 2017	Research Methodology Workshop on Employability of Higher education Graduates (Prof. Mona Khare)	5,00,000
December	1 December, 2017	Policy Dialogue on 'External Quality Assurance in Higher Education in India' (Dr. Anupam Pachauri)	6,00,000
December	6 December, 2017	Policy Dialogue on 'Autonomy and Accountability of higher education institutions' (Dr. Garima Malik)	6,00,000
December	15-16 December, 2017	CPRHE/NUEPA – CESI Panel on Higher education at CESI Conference (Dr. Anupam Pachauri)	1,00,000
January	23 January, 2018	Expert Committee Meeting on Financing of Technical and Professional Higher Education Institutions in India (Dr. Jinusha Panigrahi)	80,000
January	30-31 January, 2018	National Seminar on Student Success (Dr. Malish C M & Dr. Nidhi Sabharwal)	10,00,000
February	2 February, 2018	Policy Dialogue on 'Management of Higher Education Institutions' (Dr. Garima Malik)	6,00,000

Month	Date	Programmes	Budget (in Rs)
February	7 February, 2018	Expert Committee Meeting on ICT in Transforming Teaching and Learning in Indian Higher Education (Dr. Sayantan Mandal)	80,000
February	9 February, 2018	Expert Committee Meeting on Language and Social Inequality in India (Dr. Malish C.M.)	1,20,000
February	17-18 February, 2018	International Seminar on Quality and Excellence in Higher Education (Tentative) (Dr. Anupam Pachauri)	40,00,000
February	27 February, 2018	Expert Committee Meeting on Equity and Inclusion in Higher Education in India (Dr. Nidhi Sabharwal)	80,000
March	6 March, 2018	Policy Dialogue on 'Innovative Research and Teaching towards Innovative and Enterpreneurial University System' (Dr. Sayantal Mandal)	6,00,000
March	8 March, 2018	Expert Committee Meeting on Changing Profile and Professionalisation of Academics in Higher Education (Dr. Anupam Pachauri)	80,000
March	9 March, 2018	Expert Committee Meeting on New Managerialism in Higher Education Institutions (Dr. Garima Malik)	80,000
March	14 March, 2017	Policy Dialogue on 'Internal Quality Assurance in Higher Education Institutions in India' (Dr. Anupam Pachauri)	6,00,000
March	22 March, 2018	CPRHE Executive Committee Meeting	2,00,000
March	27 March, 2018	National Seminar on 'Graduate Employability: Are Universities to be Held Responsible' (Prof. Mona Khare)	6,00,000
Grand Total			19,480,000

B. Financial Requirements for the Year 2016-17 and 2017-2018

Financial Requirement for the year 2016-17 and 2017-18		
	(Rupees in Lakhs)	(Rupees in Lakhs)
Item of Expenditure	2016-17	2017-18
	Budget Approved	Budget
Recurring Salary Expenditure		
Director, Faculty, Consultants, Research Associates, Research Assistants	300.5	242.00*
Administrative, Accounts and Other Administrative/ Support Staff	50.0	45.00*
Visiting Faculty	25.00	25.0
Survey of Research on Higher Education, Analysis of Trends in Higher Education Development, Research Studies under taken by the Faculty	325.00	240.0
Meetings of the Executive Committee, National/ Regional Consultation Meetings, Orientation of Young Scholars, Annual Conference of Representative of State Govt./Higher Education Councils, and Seminars	40.00	50.0
Documentation and Publication for Knowledge Sharing	50.00	50.0
Procurement of Books and Journals	-	-
International Seminar on Policy Analysis/Research on Higher Education	35.00	50.0
Dissemination and Misc. Operating Expenses	40.00	40.0
Rental Charge for Office, Electricity/ Water Charge etc.	60.00	60.0
Equipment and Stationery Items	48.00	48.0
ICT Equipment, Internet Connectivity and Web Portal	-	10.0
TOTAL	973.50	860.0
*Increase in Salary Component Due to Implemention of 7th CPC Arrears Payments, Filling Up of Vacancies and Increase in Components of All Allowances.		