

**CPRHE Activities for the Year 2020-21
And
CPRHE Activities Proposed for the Year 2021-22
(Prepared for the EC Meeting of 12 March 2021)**



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I. CPRHE Activities for the Year 2020-21

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

The CPRHE was established in NIEPA as a specialised Centre in the area of higher education policy and planning. The Centre is funded by the Ministry of Human Resource Development (MHRD). The Centre enjoys autonomy to develop and implement its own research agenda and other programmes; and mobilise resources. The activities of the Centre are aligned with the NIEPA Perspective Plan 2030 and guided by an Executive Committee (EC) which reviews and approves its annual work plan and budget before it is submitted to the Board of Management (BoM) of NIEPA for final approval. The Vice-Chancellor (VC), NIEPA acts as Chairperson, and the Director of the Centre as Vice-Chairperson of the EC. The EC consists of academia and senior-level policy-makers with representation from UGC, Department of Higher Education, MHRD and NITI Aayog. The list of members of the CPRHE-EC is given in annexure 1.

The Centre became fully functional when the first group of faculty members joined the Centre and was formally inaugurated by the then Vice-Chancellor of NIEPA, Professor R. Govinda on 23 July 2014. The Centre promotes inter-disciplinary research which is reflected in the recruitment of its faculty. The academic staff of the Centre consists of Director and a group of core professional staff comprising Professors, Associate Professors and Assistant Professors. All the professional staff members hold research degrees (doctoral degrees) in various disciplines aligned to education. In addition, the Centre has support staff to help research, data entry and analysis and administration. The Centre is located in the guest house of the NIEPA, New Delhi. The Centre has launched several research studies since 2015 onwards.

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

Functions

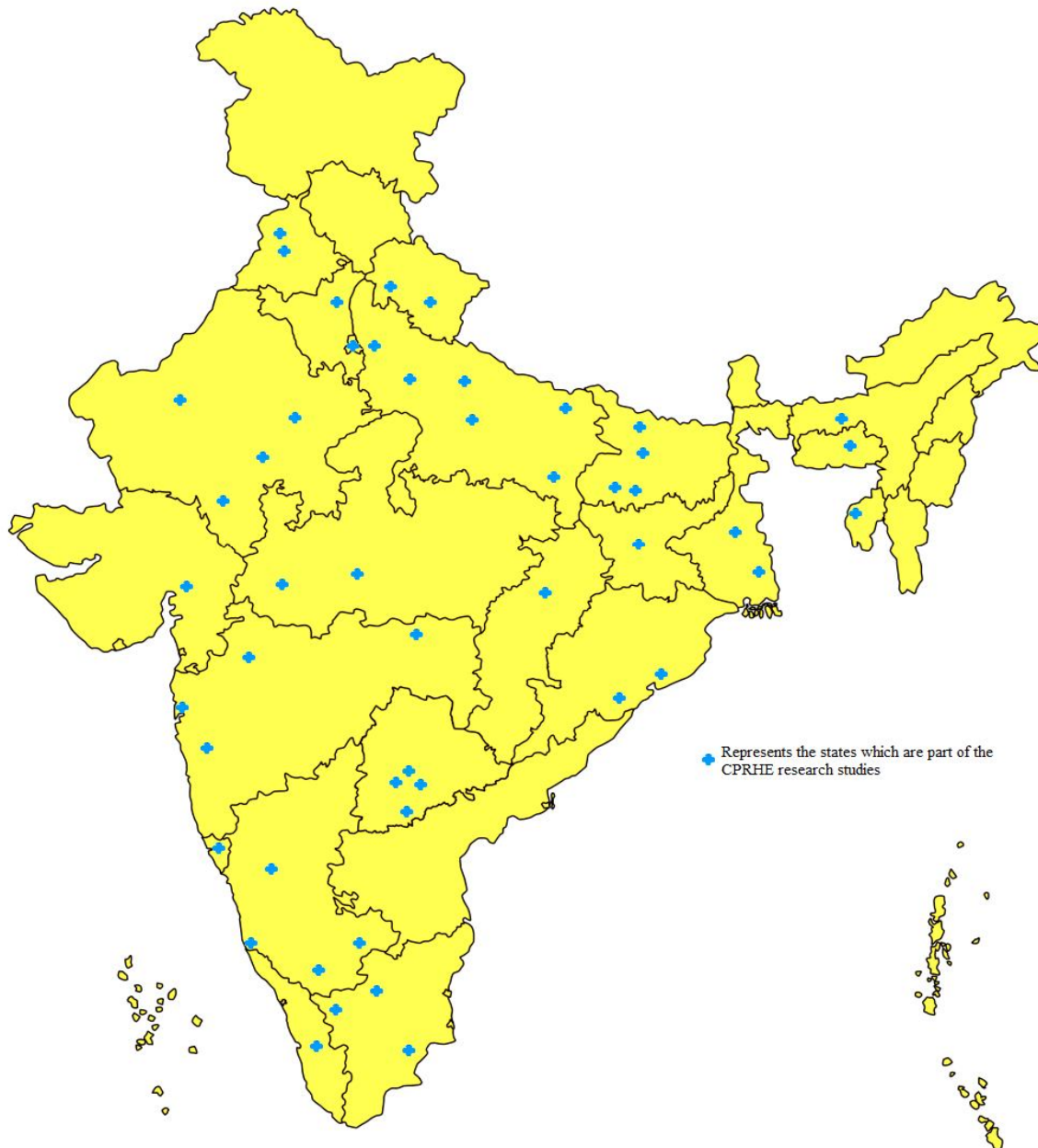
- a) Provide leadership on matters relating to policy analysis, planning and research in higher education;
- b) Serve as a knowledge warehouse and a cutting-edge centre of research and analysis in the area of higher education, and as a think tank on higher education engaged in promoting scholarly policy discourse on different aspects of higher education development and management in India;

- c) Undertake and sponsor policy research and analysis for generating and expanding the knowledge base required to inform and support decisions concerning higher education reforms;
- d) Assess/analyse trends in higher education development, both at the state and national levels, and disseminating them through publications and national/regional conferences and consultation meetings;
- e) Strengthen institutional and human capacity to undertake policy analysis and research relating to different aspects of higher education;
- f) Provide technical assistance to central/state governments and UGC to help them evolve policies, plans and programmes in higher education;
- g) Facilitate sharing and transfer of knowledge based on empirical research, to centre and state governments through meetings, seminars, conferences to facilitate evidence-based policy and programme initiatives;
- h) Foster policy dialogues on issues concerning higher education development and management involving state-level education authorities, universities and other stakeholders;
- i) Networking with educational researchers and practitioners, universities, bodies like the Association of Indian Universities, and research institutions in higher education and social sciences in India and abroad, international institutions and organisations, in order to facilitate improved cooperation between all partners involved in higher education development and management, and exchange of experiences and know-how for addressing key education sector- related challenges and improving policy analysis and research in higher education;
- j) Advocacy for promoting the adoption of effective higher education policies/practices and the formulation of effective programmatic interventions for achieving the higher education development goals and targets set by each of the states/universities.

CPRHE Activities, April 2020 - 21

The CPRHE activities planned for the year 2020-21 follows from the Programme Framework and Action Plan prepared and submitted to the UGC and MHRD in January 2017. The CPRHE has completed the first cycle of empirical studies. Six large scale multi-institutional studies across 22 states were launched (see map 1). The CPRHE have covered themes pertaining to student diversity and social inclusion in higher education; teaching and learning in Indian higher education; governance and management of higher education in India; financing of public higher education institutions in India: flow of funds and their utilization; study of external and internal quality assurance at the institutional level and employment and employability of higher education graduates.

Map 1: CPRHE Research Studies States



The CPRHE activities in the year 2020-21 focused on completing the research projects, finalizing national synthesis reports and state research reports, finalising new research proposals, conducting online workshops and organising webinars, and completing an array of publications based on the CPRHE research. The regular publication activities of the centre namely, India Higher Education Report (published by Sage and Routledge), publication of volumes based on CPRHE International Seminars (published by Springer Nature, Singapore), CPRHE Research Paper Series, Policy Briefs based on the CPRHE research, and, CPRHE

Research Reports were carried out in the year 2020-21. The details of the activities are described below

2. Knowledge Generation through Policy-Oriented Research and Analysis

2.1 Diversity and Inclusion in Higher Education Institutions: As a result of higher education expansion and consequent diversity in student population, this research project aims to explore nature of diversity in campuses and examine the structures and mechanisms that exist to deal with diversity and discrimination. The project examines how opportunity provided by growing diversity can be better leveraged for inculcating civic and democratic learning and to transform institutions which are assumed to have crucial role to play in contemporary society. Research also explores nature and process by which Higher Education Institutions (HEIs) can be transformed to a secular social space where students acquire knowledge and skills to learn, work and live in increasingly diverse and multi-cultural society. The study has been implemented in 12 HEIs located in six states i.e. Bihar, Delhi, Karnataka, Kerala Maharashtra and Uttar Pradesh. The Centre has organized a national seminar on the theme and also prepared the CPRHE Seminar Report. The national seminar brought together academics, educationists and policy-makers across India to delve deeper into student diversity, equity and inclusion in higher education in India. A synthesis report and state research reports have been finalized and uploaded on the CPRHE website. The CPRHE policy briefs were also uploaded on the UGC website.

Three policy briefs were developed based on findings of the study. The Centre organised an Expert Group meeting with policy makers and academics as members of the committee to discuss and finalise the Policy Briefs on Diversity and Inclusion in Higher Education. These policy briefs are based on the findings of the study and similar empirical evidences generated by other studies. These policy briefs were widely circulated among academic and policy circles. The titles of the policy briefs are: Equalising Access to Higher Education in India; Achieving Academic Integration in Higher Education Campuses in India and Developing Socially Inclusive Higher Education Campuses in India. The Policy Briefs have also been translated in Hindi. The link to policy briefs that have been uploaded on UGC website is the following:

https://www.ugc.ac.in/pdfnews/8714294_CPRHE-POLICY-BRIEF-1-Diversity-and-Inclusion-in-HE.pdf

https://www.ugc.ac.in/pdfnews/4755136_CPRHE-POLICY-BRIEF-2-Diversity-and-Inclusion-in-HE.pdf

https://www.ugc.ac.in/pdfnews/0373387_CPRHE-POLICY-BRIEF-3-Diversity-and-Inclusion-in-HE.pdf

As a final stage of the research cycle, a policy dialogue webinar on Reforms for Diversity and Inclusion in Higher Education Institutions in India was organized on 15 December 2020. The webinar focused on strategies of achieving academic integration in classrooms and developing socially inclusive higher education campuses in India. The policy dialogue was based on CPRHE Policy Briefs prepared by the CPRHE-NIEPA on empirical evidence primarily emerging from the CPRHE study on student diversity and

social inclusion in higher education institutions in India. Professor Varghese welcomed the gathering. Dr. Nidhi Sabharwal and Dr. Malish C M made presentations on issues of academic integration and social inclusion in higher education respectively. Professor Pankaj Mittal, Secretary General Association of Indian universities and Dr. Jairam Khobrahade, Director, Institute of Science Mumbai spoke as discussants. The webinar could bring together policy makers, institutional leaders and administrators and academics.

The research outputs prepared and submitted as a part of this project include: 6 state team reports and 1 synthesis report; 2 CPRHE Research Papers; 3 Policy Briefs in English with translations in Hindi; 1 CPRHE Seminar Report and close to 10 published/forthcoming journal articles and chapters in books. The Centre also plans to prepare modules on managing student diversity in higher education institutions to sensitize educational administrators and higher education managers.

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

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 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 was implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra.

The research study examined the governance structures and processes in central universities, state universities and their affiliated colleges. The framework developed and relied on by the study was to analyze: (a) Government-university relations; (b) Within-university relations and (c) University-college relations. The study relied on interviews with institutional leaders, administrators, and questionnaire based information collected from teachers and students.

The study shows that government university relation has evolved over time from direct control and monitoring to steering from a distance and devolving authority to institutions. While Central universities enjoy relatively more autonomy, the State Universities are subject to more control and enjoy less autonomy. Even the funding given to Central universities is at a higher level as compared to the share of funding from state government

to State universities. Hence state universities face more resource crunch than central universities.

Further the study finds that the universities, in general - Central and State Universities - enjoy more autonomy in academic matters and less of administrative and financial autonomy. Thus designing academic programmes and curricula are done by the universities and approved by their Board of Studies.

Additionally, the governing bodies in the State universities have government officials and representatives from the Legislative Assembly and Legislative Council. For example in the Universities of Rajasthan, Bharathiar University and Savitribai Phule Pune University one finds these trends. However central universities do not have representatives from political parties. This pattern of representation has important implications for the way control is exercised by these functionaries on the University.

Institutional autonomy is a necessary but not a sufficient condition for decentralization of decision making within the university. It is observed that in Central and State universities there is over centralization of power and decision making at the level of offices of Vice Chancellors. It shows that the autonomy enjoyed by the university has not necessarily translated into decentralized and participative decision-making process within the university.

It can be concluded that there is a decline in the bargaining power of the professoriate. New governance arrangements have clearly reduced the collective influence of academics over decision making in the institutions.

It is observed that a move to outcome - based measures from being purely input - based measures need to be strengthened. Internal Quality Assurance cells need to function effectively. Thus quantitative metrics like the Academic Performance Index (API) are being used extensively though many teachers expressed their dissatisfaction with the metric. Governance structures are in need of reform and there is a sense that a form of managerialism is gripping the institutions under study. Recruitment of teachers has not taken place for several years in some cases so there is an excessive reliance on adhoc and guest teachers.

The study also shows that the universities are not in a position to provide academic leadership to colleges due to the large number of affiliated colleges in the State universities. Three research methodology workshops and three research expert group meetings have been organized related to this project. The research outputs prepared and submitted as a part of this project include: 4 State Reports, 1 Synthesis Report, 1 CPRHE Research Paper; 1 CPRHE Seminar Report and chapters in books, including in the IHER 2019: Governance and Management of Higher Education in India, Sage, New Delhi. In the year 2020-21, the following activities were carried out:

- a) The synthesis report has been finalized and submitted to NIEPA;
- b) The State reports have been finalized for website upload;
- c) Policy briefs are being prepared and a policy dialogue is being planned;

d) A CPRHE Research Paper will be prepared as well based on the findings of the empirical study.

Project Coordinator: Dr. Garima Malik

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

It is important to accept that there are hurdles at many levels to improve teaching and learning, and there are several stakeholders involved with the teaching-learning process in addition to the teachers and learners. Analysing their roles and interactions are equally important to understand the complexity of the system. The analytical tool, MATT, thus came as an outcome of the study, which tries to include various stakeholders and their interactions, and represents them in a simplified manner.

The analysis of the empirical findings of the study shows that there needs to be multilayered and context specific approaches for the development of teaching and learning. Programmes that focus on interactivity, modern teaching-learning pedagogies, and interpersonal relationship building between teachers and students are helpful in the first level of transition from information-oriented to interactive teaching-learning. The shift from interactive to collaborative teaching-learning is time consuming, need intensive efforts, demands complex changes at all levels; nevertheless needed. Teaching to reach a collaborative stage and become learner centred need a mid-to-long-term approach. Several measures can be taken in this regard. Based on the analysis, we suggest fourteen action points to improve teaching and learning in Indian higher education.

The first set of action points are for the administrators and larger decision-makers of Indian higher education and HEIs. Starting from developing a strategic planning to redefine teachers' role, managing information-oriented teaching and learning, promoting integrated use of ICTs and inclusive measures, redesigning curriculum focusing competence development, incorporating students' feedback, administrative awareness and sensitivity, improvement of infrastructure; the principles also recommend recruitment of permanent/tenured tracked faculty positions. For the teachers of Indian colleges and universities, it suggests four key points. Practicing interactive teaching is one of them. Other action points include integrated use of ICT in regular classroom teaching, inclusive practices and welcoming constructive feedback from the students. The major step is to

focus on teacher training. The existing HRDCs (or the ASCs) should be revamped or replaced with a larger set up, dedicated to train teachers.

The teacher training can also be linked with the professional development pathways of the teachers, which can be flexible, yet incentive based. The focus of the training programmes should focus on the process and the pedagogy and also allow the inputs from the teachers and administrators in this regard. The realities of various HEIs, their shortcomings should be taken into consideration while planning for training of the teachers. Similarly, the training of the administrations should be provided and inputs from the students and teachers should be incorporated to identify the institution and region-specific issues to address them in a customised manner. State level institutions of educational administration should take the lead role in this regard. To impart effective teacher training, higher educational policies required to redesign training programmes, focusing modern interactive teaching-learning pedagogy, subject and core competence-based teaching methodologies. Student orientation programmes need to be introduced at school level and continued at college level to break the culture of silence and make students more open to interaction, starting from their enrolment in the institutions.

A systematic plan of interactive sessions between students, teachers and administrators, in intra- and inter-group levels would help reduce the gap and help identifying actual problems and find solutions, which could be effective. It is important to eliminate the power dynamics in all these interactions. The institutional expertise of the best national HEIs (like IITs, IISCs, and IISERs) should be tapped and existing schemes on the teacher training (e.g. the PMMMMNMTT by the MHRD) should expand its reach ensuring long-term sustenance. Maximum focus should be put on improving the teaching-learning conditions of the universities and colleges which are performing below average in NIRF and/or NAAC scales. The perceptions are changing in Indian higher education institutions regarding teaching, learning, use of ICT and administrative support to promote learning, which is critical, meaningful and relevant for the development of the present and future generations. However, the culture of traditional teaching-learning is deep-rooted, hence difficult to change swiftly. It requires a long-term participatory approach where the policies and strategies could use the changing perceptions of the stakeholders in favour of effective teaching-learning. It is important for the policies to come up with short-mid and long-term plans with a connected multilayered approach, designed for the development of teachers, students and learning environment. Third research methodology workshop was organised on 29-30 August, 2017 where the draft State reports and synthesis report was presented for comments from the peers. Third expert committee meeting to discuss the reports was organised on 12 September, 2018. Policy briefs and policy dialogues will be prepared.

The synthesis report was finalized and submitted to NIEPA, and all State reports have been submitted to the CPRHE/NIEPA. The research outputs prepared and submitted as a part of this project include: 4 State Reports, 1 Synthesis Report, 1 CPRHE Research Papers; 1 CPRHE Seminar Report and close to 4 published/forthcoming journal articles

and chapters in books, including in the IHER 2017: Teaching, Learning and Quality in Higher Education; Sage, New Delhi.

Project Coordinator: Dr. Sayantan Mandal

2.4 Financing of Public Higher Education Institutions in India: Institutional Responses to Decline in Public Funding:

Indian higher education system, in the last decade, has experienced a major overhaul not only in terms of massive participation of diverse students in higher education institutions rather in terms of participation of new private higher education institutions both in general as well as technical courses. The changing institutional participation is the repercussion of the post structural adjustment policies and thereby the new economic reforms those encourage market interventions in higher education decision-making. Similarly, with response to such policy changes, the public higher education institutions have undergone major transformation to meet the growing demand for higher education due to changing amount of funding by Central and State governments along with other existing and emerging challenges related to availability and maintenance of infrastructure, shortages of teaching and non-teaching staff in the institutions and other related issues.

This study attempted to map the diversified sources of funding of higher education institutions (HEI), to analyse adequacy or inadequacy of the resources, to understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions, to identify the activities that could not be carried out due to paucity of funds, and to analyse the expenditure and utilisation pattern of the resources by the higher education institutions. The empirical study was implemented in five states - Bihar, Odisha, Punjab, Uttarakhand and Telangana.

The study involved a mixed methodology using both quantitative and qualitative data, including detailed interviews with institutional administrators, and higher education authorities and focused group discussions (FGDs) with the students and faculty members of selected institutions. Thorough analysis of annual budgets and audit reports gave a detailed understanding of financial health of the university and the trends and patterns of income and expenditure over a 5-year period. Similarly, the analysis of empirical data collected through the student and faculty questionnaire gave clear understanding of the resource mobilisation and patterns of usage of available institutional resources and shortages thereby in the respective institution. The qualitative data through interviews and FGDs gave insights of day-to-day functioning of the institution, and challenges and issues those are pertinent to scarcity of funding of diverse types of HEIs. Through the study, an in-depth comparative analysis is done in terms of varying sources of funding of diverse HEIs to understand the differences in funding sources of Central and State universities and colleges with different types of management. The idea was to observe the challenges faced by these diverse HEIs whenever there is a shortage of resources, and multiple strategies they adopt to meet the day-to-day operational expenses of their respective institutions. Understanding such dynamics was also very important in a period of declining public funding and growing enrolment of students, particularly in state universities and colleges.

The major recommendations were:

The well-established Central universities have a better scope to mobilise resources from different sources like consultancy, projects from national and international agencies, renting out their available infrastructure such as markets, shops, auditoria, vehicles, seminar halls, etc and outsourcing various services like securities, canteen, hostel mess, etc. But, for State universities mobilising resources because of shortage in public funding or delay in receipts make them resort to student fees. In some instances, the tuition fee is comparatively higher than other public higher education institutions.

Self-financing course though does not contribute to State universities, but aided colleges get a larger proportion of income from running self-financing courses. The scope for any other income-generating sources is limited with few instances of contract farming, investments, income from bank deposits and renting out minimum facilities of the institutions, particularly by aided colleges.

The mounting expenditures of these institutions make them resort to various cost-saving measures which indirectly impact their growth and development. There is the need of policy interventions for these struggling higher education institutions where grants for development purposes would make these institutions to improve their quality in an era of global rankings and higher competitions. The major area to be intervened would be to filling in vacant posts and providing adequate resources to run the overburdened salary expenses. Similarly, there is the need of extending development grants to State universities and colleges according to the requirement to reach a level of competitiveness to improve quality of teaching-learning as well as to get equipped with basic infrastructure to cater to the growing enrolment of students in such institutions.

The State reports and synthesis report have been submitted. Three research methodology workshops and three research expert group meetings have been organised related to this research project. Policy briefs and policy dialogues will be prepared. The research outputs prepared and submitted as a part of this project include: 5 State Reports, 1 Synthesis Report; 1 CPRHE Research Papers; 1 CPRHE Seminar Report and close to 10 published and forthcoming articles in books and journals, including in the IHER: 2018: Financing of Higher Education. Sage.

The project draft reports are submitted. The research activities carried out in the year 2020-21 are as follows:

The synthesis report was finalized and submitted to NIEPA;

1. The State reports have been finalized for the website upload;
2. The Centre plans to bring out policy briefs to disseminate among educational administrators and policy makers through policy dialogues. Two policy briefs are under preparation to be disseminated through a policy dialogue.

Project Coordinator: Dr. Jinusha Panigrahi

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 project activities carried out in the year 2020-21 are the following:

1. *Finalization of State Reports and Synthesis Report for Website upload:* The final draft of the state level reports has been prepared by the selected institutions which was edited and reviewed and sent back to the teams for revision before submitting the final report. The final reports have been submitted by the teams. The reports are being now edited at CPRHE for finalisation to upload on CPRHE website by the second week of March 2021. The synthesis report second draft has been completed and was submitted on January 27, 2021. Comments received from Professor Varghese for further improvement of the report. The synthesis report is being finalised incorporating the comments and will be submitted by the end of February 2021.
2. *Third Expert Committee Meeting:* Third expert committee meeting is planned for last week of March 2021. The objective of the meeting is to discuss and review the research reports and seek comments from the members of the expert group on the reports for the research project. Research Project Expert Committee members will attend the meeting.
3. The project coordinator and principal investigator Dr. Anupam Pachauri convened the international seminar on Quality and Excellence in Higher Education in 2018. The seminar was jointly organised by the CPRHE-NIEPA and the British Council. A report based on the proceeding and discussions at the International Seminar on Quality and Excellence in Higher Education was finalised and published in December 2019. The papers presented by the CPRHE panel at the international seminar have been collated for publication. The manuscript for submission to the edited volume of the seminar is being finalised for submission to the publisher by April 2021.
4. A draft of policy briefs on the issue of quality assurance at the institutional level will be developed before the third expert committee meeting in March 2021.

Project Coordinator: Dr. Anupam Pachauri

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

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

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

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

It shall be a multi level, multi – State study covering multiple cities in the country. The study at the primary level would be based on selected industrial organizations and academic institutions in select cities. Selection of the cities shall be based on their employment growth structure and also from the point of view of geographical coverage. The six cities identified are 4 tier I cities of Mumbai, Delhi, Bangalore, Hyderabad, Lucknow a lead employment provider among Tier II cities and Udaipur as one among the first three employment providers in the Tier III category of cities.

At the institutional level, from each of these cities, it is proposed to draw a representative sample from different categories of educational institutions and employers for a qualitative as well as quantitative analysis. At the individual level, to explore both the

demand and supply side angle employers/employees/students/education service providers' perspectives shall be generated to identify their expectations, gaps and challenges. The study thus aims to generate and assess the demand and supply side aspects of employability of Higher Education graduates.

The following Activities have been undertaken so far in the project. The research proposal for the study was developed in 2015. The proposal was sent to the experts and presented in the expert committee meeting held on 26 October 2015. Post approval, Quantitative and qualitative research instruments were developed. A discussion meeting on the research instruments with a group of external experts was organised on May 12 2016. State teams were formulated and team members identified. After finalisation of the Research Instruments, Pilot survey was conducted in Delhi University College to generate students' and College Faculty /administration perspective. Survey was also conducted in Canara Bank in order to generate employers and employees perspectives. In addition to the questionnaires administered, the survey included FGDs and Interviews. The entire activity was completed between August to November 2016. Data entry and analysis of the Pilot survey is under progress. The 1st Methodology workshop was held on Jan 18-19, 2017 in which the 17 State team members participated. The research instruments were thoroughly discussed and shared with them to undertake field survey in their respective states. Second Methodology Workshop was held to discuss the analytical frame. Analysis completed. State Reports are in the finalization stage.

The project activities carried out in the year 2020-21 are the following:

Finalisation of Draft State Reports and Synthesis Report: Draft of few State Reports have been completed. 5 State Reports (Maharashtra, Rajasthan, UP, Karnataka and Telangana) have been received, reviewed and sent to State teams for finalisation. One State Report awaited. National synthesis report is under preparation. The Final methodology workshop is being scheduled for report finalization.

Publications: International seminar on related theme conducted jointly with British Council. A special panel on the intermediary findings from the study was organized and paper presented. Six Papers and an edited volume of India Higher Education Report drawn from the study published as follows and sixth paper is under finalisation: India Higher Education Report 2020 : Employment and Employability of Higher Education Graduates. Co-edited with Varghese N.V. Routledge (Forthcoming); Graduate Employment and Sustainable Employability Skills in India, Varghese NV and C.M. Malish ed. CPRHE Research Paper Number 14, CPRHE, NIEPA, New Delhi (2020); "Employment and Employabilty of higher education graduates in India – A multistakeholder Perspective" presented in International Seminar on Employment and employability of Higher Education graduates, 19 Feb 2019. IHC, New Delhi; "India: Graduates and Employment", International Higher Education, Boston College Centre for International Higher Education, Boston University, USA, No.95 , Fall, 2018; Inter Group Disparities in Graduate Employability Skills" Varghese et al ed India Higher Report 2016, Sage Publications. 2018; "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; Graduate Employability: India's Challenge Post 2015 Development Agenda, in Indian Economic Journal, Dec 2015, pp 97-111.

Project Coordinator: Professor Mona Khare

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 first research methodology workshop for the coordinators of selected case study institutions was 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. CPRHE team conducted monitoring visits in all the case study institutions and took part in data collection process. The CPRHE is in the process of data analysis and carrying out the next stage of implementation.

The draft report of the study is ready. Meeting could not be carried out due to Covid 19. We are planning to organise a virtual meeting now. A joint meeting of members of Expert Group and Case Study Coordinators is planned for the end of February or early March 2021. Based on the comments from the experts and case study coordinators, the report will be revised and finalised. The report will be submitted shortly.

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

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

- a) On the request of MHRD, CPRHE conducted a study on 'Fixation of Fees in Private Deemed to be Universities in India'. The major objectives of the study are: to understand the fee structure in private deemed to be universities, the existing regulations by centre and different state governments for fees charged by such institutions and the rationale in fixation of fees in such private deemed to be universities. The final report has been submitted to MHRD in March 2019. The research outputs prepared and submitted as part of this project include: 1 Research

Report and 1 Research Paper in the CPRHE Research Paper Series as CPRHE Research Paper 13. Forthcoming article in the India Higher Education Report IHER: 2021: Private Higher Education. Routledge (in progress)

The activities carried out in the year 2020-21 are the following:

- a. A Research Paper was prepared for the CPRHE Research Paper Series and published as CPRHE Research Paper 13.
- b. An article from the study is being prepared to be published in the India Higher Education Report IHER: 2021: Private Higher Education. Routledge (in progress)

Project Coordinator: Dr. Jinusha Panigrahi

2.9 Inequalities and Higher Education: Between Public Policies and Private Sector Development in Collaboration with ESPI, Paris: This is an EU funded Ceped-AFD International research project involving countries from four continents such as Asia, Africa, Europe & Latin America.

The activities carried out for the project in 2020-21 are as follows:

- a) Three monographs were developed based on three private higher education institutions each from three regions of India such as Uttar Pradesh, Haryana and Karnataka. The monographs of private higher education institutions (IESPs) are part of the ESPI general research protocol on the (re)production or reduction of inequalities in higher education by these institutions. As such, these monographs constitute the overall framework for research on these HEIs. These monographs cover other tools to characterize ESIs, in particular official databases, where they exist, and the ESI "identity card". They are also based on quantitative data (representative samples of HEIs in particular, overall enrolment data, socio-economic data on HEI sites and regions) and qualitative methodologies (semi-directive interviews, analysis of secondary data, etc.).

The objectives of the monograph of a private higher education institution (IESP) are to discern: 1. How does an HEI work ("how does it work") and what are its objectives (lucrative or not, social, political, etc.)? 2. What are the factors that lead to its functioning, its organization, which contribute to the definition of its objectives and to their achievement (or not)? 3. What the HEI produces, particularly in terms of increasing, maintaining or reducing inequalities.

- b) The final report was prepared based on the initial report prepared by Dr. Nidhi Sabharwal and Prof. Henry Odile and the study conducted by Dr. Jinusha Panigrahi. The final project report has been submitted to CEPED, Paris.
- c) The research outputs prepared and submitted as part of this project in 2020 include: 3 Monographs based on the empirical study and 1 Research Report. Preparation of one research article is in progress with Professor Odile.

Project Coordinator: Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal

2.10 Flexible Learning Pathways (FLP) in Higher Education in Collaboration with UNESCO International Institute for Educational Planning (IIEP), Paris:

UNESCO International Institute for Educational Planning (IIEP) launched its research project on Flexible Learning Pathways (FLP) in Higher Education, a topic that is an essential component of Sustainable Development Goal (SDG) 4 in the Education Agenda 2030. This project is launched by the IIEP, Paris. As higher education systems are expanding fast, and they are becoming much more diversified in terms of types of institutions, modes of delivery and backgrounds of students. SDG 4 emphasizes the need for flexible learning pathways that allow students to enter through alternative admission systems, to transfer between types of provision and to accumulate credits.

The overarching objective of the new IIEP research project was to strengthen flexible learning pathways as an area of future reform. To achieve this objective, this research project conducted two main activities: (i) an international survey addressed to ministries of (higher) education in all UNESCO member states to collect evidence on existing policy frameworks and instruments; and (ii) a series of in-depth case studies from countries that are in the process of developing or have already developed flexible learning pathways in higher education. Instruments to support flexible learning pathways would be national qualifications frameworks, quality assurance, recognition/validation of prior learning, credit accumulation and transfer systems, and information and guidance services. A major objective of the country case studies was to analyse how policies and tools impact on the realities of higher education institutions.

The first research methodology seminar was organized in IIEP, Paris on June 17-19, 2019 and 13 representatives from 7 countries (including India) attended the seminar. Second Research Methodology seminar for the project was planned in June 4-5, 2020 at Paris for a peer-review meeting to discuss draft reports however due to the pandemic it was then conducted online in June 2020. The data collection is complete for the National level and case study institutions IIT-Delhi and Bharathiar University. A series of 8 webinars including all the 8 country teams was conducted in June 2020 by IIEP and attended by all research teams. The India case study presentation was made on June 19 following which peer review comments were made by the U.K. Research team. The U.K. Report was peer-reviewed by India and comments presented at the June 23 webinar. The final report was submitted to IIEP on July 31.

A webinar was organized on November 20 to disseminate the findings of the study. The major objectives of the webinar were to discuss existing flexible learning pathways in higher education in India within the context of international experience; share institutional experiences and discuss their applicability for other Indian HEIs, and provide a platform to share strategies for improving pathways for flexible learning. A paper is being revised titled “Open and Distance Learning and digital platforms: a means to flexibilize access and progression in Indian Higher Education” for the IIEP synthesis publication and for presenting at the International Policy Forum in Malaysia scheduled for July 2021.

a) The final report has been submitted to NIEPA in December 2020.

- b) A webinar on Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India was organised on 20 November 2020 in collaboration with IIEP/UNESCO.
- c) A CPRHE research paper is being planned based on the final report and findings of the study.

Project Coordinator: Dr. Garima Malik

3. Capacity Development

3.1 Workshops/Meetings: The Centre organises workshops/meetings that can be broadly classified into four categories, namely: Research Advisory and Expert Committee Meetings, Research Methodology Workshops, IHER Peer Review Meetings, Policy Dialogues and Meeting of Chairpersons/Vice-Chairpersons of State Higher Education Councils. In the year 2020-21 on-line meetings have been taking place from time to time for both the international projects with IIEP, Paris and ESPI, Paris where CPRHE faculty member have participated. The Centre has and by the end of March 2021 plans to organise close to 9 online meetings and workshops. A list of meetings is provided 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 organises workshops with the objective of re-enforcing research capacities among the academic community and orienting them to undertake research in higher education. The research capacity development efforts continued in the year 2020-21.

3.3 Visiting Fellow Programme: The Centre has provision for inviting Visiting Fellows to stay with the Centre for fixed terms. The intention is to attract and host international faculty members and research scholars from India and abroad. The objective of the visiting fellows programme is to actively engage the visiting fellows in the Centre's activities to enhance and help academic development of the CPRHE and NIEPA faculty, as well as improve credibility of the work of the Centre. The first visiting professor of the Centre was Professor William G. Tierney who is a globally renowned professor of higher education and 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. In March, 2019, the CPRHE hosted Professor William G. Tierney again as a visiting professor. In January, 2019, the CPRHE hosted Professor Odile Henry who holds a doctorate in sociology from the Ecole des Hautes Etudes en Sciences Sociales (Paris). Since September 2012, she is professor at the Paris 8 University after having taught as assistant professor at Dauphine University (Paris). In February 2019, the CPRHE had the opportunity to host Dr. Emily F. Henderson who is a faculty member in the Centre for Education Studies, University of Warwick. CPRHE also hosted research fellows Ms. Anjali Thomas from University of Warwick, UK,

Mr. Shashank SR, Graduate Student of Public Policy and Governance from Tata Institute of Social Sciences (TISS), Ms. Anjali Anil from Tata Institute of Social Sciences (TISS) and Professor Arthur Levine, the Fulbright Nehru Distinguished Chair and, President Emeritus, Woodrow Wilson Foundation, Princeton, New Jersey, USA was supposed to join as a visiting professor at CPRHE in the year 2020. We are informed that Professor Levine will join the CPRHE once the COVID situation improves.

4. Analysis of Trends in Higher Education Development

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

4.1 India Higher Education Report (IHER) 2015: The IHER 2015 was comprehensive in its coverage of themes and published by Routledge (Taylor and Francis Group).

4.2 India Higher Education Report (IHER) 2016: IHER 2016 focuses on Equity and Diversity in Higher Education. The IHER 2016 was published by Sage, New Delhi in 2018.

4.3 India Higher Education Report (IHER) 2017: IHER 2017 focuses on Teaching, Learning and Quality in Higher Education. The IHER 2017 was published by Sage in 2018.

4.4 India Higher Education Report (IHER) 2018: IHER 2018 focuses on Financing of Higher Education. The IHER 2018 was published by Sage in 2019.

4.5 India Higher Education Report (IHER) 2019: The IHER 2019 focuses on Governance and Management of Higher Education. The IHER 2019 was published by Sage in 2020.

4.6 India Higher Education Report (IHER) 2020: The IHER 2020 focuses on Employment and Employability of Higher Education Graduates in India. The manuscript is in press to be published by Routledge.

4.7 India Higher Education Report (IHER) 2021: The IHER 2021 focuses on Private Higher Education in India. The report is under-preparation to be published by Routledge.

4.8 Teaching Learning and New Technologies in Higher Education: Understanding teaching, learning and use of technology in improving, facilitating the process requires in depth understanding of the issue, which also helps investigating it with references of different contexts and from various standpoints. With this understanding, the Centre for Policy Research in Higher Education (CPRHE) has brought together a group of top academics and researchers to develop deeper insights into the issue of integrating digital technologies and teaching learning at higher education, academic freedom, institutional leadership, new ways of teaching learning, managing technology in facilitating teaching learning, collaborating e-learning spaces among others. By discussing experiences from various international contexts and from empirical researches, this edited volume sheds

light on the issues of teaching learning and technology, which profoundly influence the higher education systems in recent times. The book has been published by Springer Nature, Singapore in 2020.

4.9 Innovations in Financing of Higher Education: The Centre organizes International Seminar every year in collaboration with British Council, India on a specific theme of Higher Education. The research findings of the thematic research study are also disseminated in the seminar. The theme of International seminar 2017 was “Innovations in Financing of Higher Education”. The final versions of the manuscript received from the authors are reviewed. The Centre finalized the manuscript for publication. The book proposal is accepted by the Springer International Publisher. The final manuscript is submitted to the publisher to be published by Springer Nature, Singapore.

4.10 Quality and Excellence in Higher Education: The volume of papers presented at the international seminar titled 'Quality and Excellence in Higher Education' held on February 22-23, 2018 will be edited and submitted to reputed publisher for publication. The final versions of the papers have been received from the authors and the manuscript is being prepared to be submitted for publication.

4.11 Employment and Employability of Higher Education Graduates: The volume of papers presented at the international seminar titled “Employability and Employment of Higher Education Graduate” held on February 19-20, 2019. The manuscript of the volume is also being prepared to be submitted for publication.

4.12 Governance and Autonomy in Higher Education: The volume of papers presented at the international seminar titled “Governance and Autonomy in Higher Education” held on 20-21 February, 2020. The manuscript with papers presented in this seminar is being prepared to be submitted 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 Education 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* was organised by CPRHE-NIEPA and the British Council in February 2016. A report on the seminar has subsequently been published. A volume based on the papers presented in the seminar have been finalised and submitted for publication.

The third *International Seminar on Innovations in Financing of Higher Education* was by organised by CPRHE-NIEPA and the British Council on 16 to 17 February 2017. A report on the seminar has subsequently been published. A volume based on the papers presented in the seminar are being finalised for publication.

The fourth *International Seminar on Quality and Excellence in Higher Education* was organized by CPRHE-NIEPA and the British Council on February 22-23, 2018 at the India Habitat Centre, New Delhi. A report of the seminar has been prepared and published. A volume based on the papers presented in the seminar are under preparation.

In the year 2018-19, the Centre organized its fifth International Seminar on the theme *Employment and Employability of Higher Education Graduates* jointly with the British Council on the 19 and 20 February, 2019. A report of the seminar has been prepared and published. A volume based on the papers presented in the seminar are under preparation.

In the year 2019-2020, the Centre organised its sixth International Seminar on the theme *Governance and Autonomy in Higher Education* jointly with the British Council on the 20 and 21 February, 2019. A report of the seminar has been prepared and published. A volume based on the papers presented in the seminar are under preparation.

The seventh International Seminar on “*Diversity, Inclusion and Student Success in Higher Education*” was scheduled to be organized in the year 2020-21. A concept note was prepared in May 2020. Due to Covid, especially restrictions on air travel, the International Seminar had to be cancelled. It is expected that we will be able to organise the seminar in February 2022.

5.2 Nordic-India Higher Education Summit: The Centre in collaboration with the Nordic Centre in India (NCI) organised the first Nordic-India Higher Education Summit on Internationalisation for improving Access, Equity and Sustainability in Higher Education on 31 October, 2019. The Nordic India Higher Education Summit was an initiative to encourage and foster Nordic-India relationship on internationalisation of higher education opportunities. The event brought together educationists and policy makers from India and Nordic countries. The international seminar was successful in showcasing eminent scholars, policy- makers, and practitioners, and in encouraging both sides in exploring present and emerging opportunities in the higher education landscape. A report on the seminar has been published.

5.3 Webinar on Advancing Gender Equity and Women Empowerment through Education: The CPRHE convened a webinar on 'Advancing Gender Equity and Women Empowerment through Education' in collaboration with the University Grants Commission, on 15 July, 2020. The aim of the webinar was to initiate a dialogue on gender equity in education as a necessary step towards empowerment of women and in promoting gender equity in society. The webinar was successful in bringing together national and international academics, educationist and policy makers.

5.4 National Seminars: A national seminar based on the CPRHE research project student diversity and social inclusion 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 prepared a report on the proceedings of the national seminar.

5.5 CPRHE Research Paper Series: The CPRHE has brought out a regular publication series entitled ‘CPRHE Research Papers’. The purpose of this series is to disseminate the research carried out in the Centre and to continue a dialogue with researchers and policy makers. The Centre has published fourteen research papers under this series. 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; g) English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities; h) Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results; i) Teaching-Learning in Higher Education: Evolution of Concepts and A New Tool of Analysis; j) Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India; k) Concentration of Higher Education Institutions in India: A Regional Analysis; l) Equity and Inclusion in Higher Education in India; m) Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India; n) Graduate Employment and Sustainable Employability Skills in India.

A list of the CPRHE research papers for the year 2020-21 is given in annexure 2.

5.6 CPRHE Research Reports: The Centre brings out reports of the research undertaken and completed by the CPRHE. Close to 35 research reports have been prepared by the CPRHE. A complete list of the CPRHE publications including the reports is available in annexure 2. In addition, several research papers and articles by individual faculty members have been published in academic journals and books.

5.7 Modules on Managing Student Diversity in Higher Education: The Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration (NIEPA), New Delhi was requested by the Indian Council of Social Science Research (ICSSR) to prepare modules related to student diversity and civic learning in higher education. The purpose of the modules is to sensitize students, teachers and administrators in higher education on issues related to student diversity, specific challenges facing students from marginalised social groups and the role of higher education in civic learning and democratic engagement. The CPRHE identified themes for the modules based on the large-scale national level study carried out by the CPRHE on student diversity and social inclusion in higher education. The areas identified for the modules included:

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 Student Diversity

Module 7: Student Diversity, Civic Learning and Democratic Engagement

It was decided to prepare modules in collaboration with experts in the concerned field. After identifying experts, first authors meeting has been organised. Identified authors including the CPRHE faculty members are preparing draft of the modules.

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

6. Advocacy for Education Reform and Policy Formulation

6.1 Policy Briefs based on CPRHE Research: Based on the research studies completed by the Centre and similar studies by other organizations, the CPRHE planned to prepare policy briefs in selected themes. A policy brief is a small document of 4-5 pages discussing the issue identified primarily from our research and elaborates the policy implications. The areas for policy briefs are identified from the studies. The primary target group of these policy briefs are policy makers at the state and national levels. Policy Briefs on the following themes have been prepared in the year 2017-18. Based on the findings from the study on “Diversity and Social Inclusion in Higher Education: A Study of Institutions in Selected States of India”, the centre prepared following policy briefs:

1. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा की सुलभता में समानता. CPRHE नीति सार 1, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
2. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा का शैक्षणिक समेकन. CPRHE नीति सार 2, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
3. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. नीति सार 3, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
4. Sabharwal N.S. and Malish C.M. (2017). Equalising Access to Higher Education in India. CPRHE Policy Brief 1. CPRHE/NIEPA, New Delhi.
5. Sabharwal N.S. and Malish C.M. (2017). Achieving Academic Integration in Higher Education Campuses in India. CPRHE Policy Brief 2. CPRHE/NIEPA, New Delhi.
6. Sabharwal N.S. and Malish C.M. (2017). Developing Socially Inclusive Higher Education Campuses in India. CPRHE Policy Brief 3. CPRHE/NIEPA, New Delhi.

6.2 Policy Dialogue Webinar on Reforms for Diversity and Inclusion in Higher Education Institutions in India: The CPRHE organised a policy dialogue webinar on ‘Reforms for Diversity and Inclusion in Higher Education Institutions in India’ on December 15, 2020. The policy dialogue was based on CPRHE Policy Briefs prepared

by the CPRHE-NIEPA on empirical evidence primarily emerging from the CPRHE study on student diversity and social inclusion in higher education institutions in India. The focus of the webinar was to discuss strategies of achieving academic integration in classrooms and developing socially inclusive higher education campuses in India. The webinar was successful in bringing together policy makers, institutional leaders and administrators and academics and discuss institutional level strategies to manage student diversity in higher education institutions in India.

6.3 State Council of Higher Education Meeting: The 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. State level planning is core to the coordinated development of higher education in the states. A two-day consultative meeting is scheduled on March 18-19, 2021.

7. Technical Support

The Centre has been extending policy support to decision making bodies such as MHRD, UGC, NITI Ayog etc. The Centre prepared a research study report on the National Eligibility Test (NET); participated in the discussions of the drafting committee for National Policy on Education (Kasturirangan Committee), undertook an evaluation of National Research Professorship, helped developing a Ranking Framework for Higher Education in India. The Centre has also completed several evaluation studies such as the scheme Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT), study on concentration and undersupply of higher and technical institutions in India and fixation of fees in private deemed to be universities in India at the request of the MHRD and is undertaking an evaluation study of UGC Coaching Schemes at the request of UGC. The Centre has contributed to the NEP 2020: Implementation Strategies document developed by NIEPA for the Ministry of Education, Government of India. The Centre is also a member of the Secretariat at NIEPA to support the Ministry of Education Committee on the development of the National Credit Framework. The Centre is invited and represented in various policy meetings.

8. Annexures

Annexure 1: Members of Executive Committee of CPRHE

1. Professor M. Anandakrishnan
Former Chairman
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Professor
Swasthi, #87 10th Cross
5th Main R.B.I. Layout
J.P. Nagar 7th Phase
Bengaluru-560078
Karnataka
4. Professor Shyam B. Menon
Professor of Education
Central Institute of Education
University of Delhi
33 Chhatra Marg
Delhi - 110007
5. Professor Padmaja Mishra
Vice Chancellor
Rama Devi Women's University
Bhubaneswar-751022
Odisha
6. Professor M R Narayana
Professor
Fiscal Policy Institute
Government of Karnataka
Bengaluru-560060
Karnataka

7. Professor Mohd. Muzammil
Formerly Vice Chancellor
Dr. B. R. Ambedkar University
F-2260, Rajajipuram
Lucknow-226007
Uttar Pradesh
8. Professor Furqan Qamar
Professor
Centre for Management Studies
Jamia Millia Islamia
Jamia Nagar
New Delhi-110025
9. Professor I. Ramabrahman
Vice Chancellor
Central University of Odisha
Koraput -764021
Odisha
10. Professor (Mrs) Pankaj Mittal
Secretary General
AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg)
Opposite National Bal Bhawan, Near I.T.O
New Delhi -110002
11. Shri Amit Khare (or nominee)
Secretary
Department of Higher Education
Ministry of Human Resource Development
Shastri Bhawan
New Delhi-110001
12. Professor D. P. Singh (or nominee)
Chairman
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi- 110002
13. Dr. Prem Singh (or nominee)
Adviser
(LEM/VAC/Minority Education)
Niti Aayog
Parliament Street
New Delhi-110001

14. Dr. Sandeep Chatterjee (Special Invitee)
Registrar
National Institute of Educational Planning & Administration (NIEPA)
New Delhi-110016

15. Professor N.V. Varghese (Chairperson)
Vice-Chancellor
National Institute of Educational
Planning & Administration (NIEPA)
New Delhi-110016

16. Dr. Nidhi S. Sabharwal (Convenor)
CPRHE In-Charge
National Institute of Educational
Planning & Administration (NIEPA)
New Delhi-110016

Annexure 2: List of CPRHE Publications (2015-21)*

India Higher Education Report

1. *India Higher Education Report 2021: Private Higher Education in India* Edited by N.V. Varghese and Jinusha Panigrahi (under-preparation: to be published by Routledge).
2. *India Higher Education Report 2020: Employment and Employability of Higher Education Graduates* Edited by N.V.Varghese and Mona Khare (in press: to be published by Routledge).
3. *Indian Higher Education Report (IHER) 2019: Governance and Management of Higher Education* Edited by N.V.Varghese and Garima Malik, Sage, New Delhi, 2020.
4. *India Higher Education Report (IHER) 2018: Financing of Higher Education*, Edited by N.V. Varghese and Jinusha Panigrahi, SAGE, New Delhi, 2019.
5. *India Higher Education Report (IHER) 2017: Quality and Teaching Learning*, Edited by N.V. Varghese, Anupam Pachauri and Sayantan Mandal, SAGE, New Delhi, 2018.
6. *India Higher Education Report 2016: Equity*, Edited by N.V. Varghese, Nidhi S. Sabharwal and C. M. Malish, SAGE, New Delhi, 2018.
7. *India Higher Education Report 2015*, Edited by N.V. Varghese and Garima Malik, Routledge, 2015.

CPRHE Research Papers Series

The list of research papers are as follows:

1. *Graduate Employment and Sustainable Employability Skills in India* by Mona Khare. CPRHE Research Papers 14, New Delhi, CPRHE/NIEPA, 2020.
2. *Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India* by Jinusha Panigrahi. CPRHE Research Paper 13, New Delhi, CPRHE/NIEPA, 2020.
3. *Equity and Inclusion in Higher Education in India* by N.V. Varghese, Nidhi S. Sabharwal and C.M. Malish. CPRHE Research Paper 12, New Delhi, CPRHE/NIEPA, 2019.
4. *Concentration of Higher Education Institutions in India: A Regional Analysis* by N.V. Varghese, Jinusha Panigrahi & Anubha Rohtagi. CPRHE Research Paper 11, New Delhi, CPRHE/NIEPA, 2018.
5. *Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India* by Nidhi S. Sabharwal and C.M. Malish. CPRHE Research Papers 10, New Delhi, CPRHE/NIEPA, 2018.
6. *Teaching-Learning in Higher Education: Evolution of Concepts and A New Tool of Analysis* by Sayantan Mandal. CPRHE Research Papers 9, New Delhi, CPRHE/NIEPA, 2018.

7. *Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results* by N.V. Varghese, Garima Malik and Dharma Rakshit Gautam. Research Paper 8, New Delhi, CPRHE/NIEPA, 2017.
8. *Governance and Management of Higher Education Institutions in India* by Garima Malik. CPRHE Research Papers 5, New Delhi, CPRHE/NIEPA, 2017.
9. *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/NIEPA, 2017.
10. *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/NIEPA, 2017.
11. *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/NIEPA, 2016.
12. *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/NIEPA, 2016.
13. *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/NIEPA, 2016.
14. *Challenges of Massification of Higher Education in India* by N.V. Varghese. CPRHE Research Papers 1, New Delhi, CPRHE/NIEPA, 2015.

International and National Seminar Report Series

1. International Seminar on “*Governance and Autonomy in Higher Education*”, by N. V. Varghese and Garima Malik, New Delhi, CPRHE/NIEPA and British Council, 2020.
2. International Seminar on “*Employment and Employability of Higher Education Graduates*”, by N. V. Varghese and Mona Khare, New Delhi, CPRHE/NIEPA and British Council, 2019.
3. International Seminar on “*Quality and Excellence in Higher Education*”, by N. V. Varghese and Anupam Pachauri, New Delhi, CPRHE/NIEPA and British Council, 2019.
4. International Seminar on “*Innovations in Financing of Higher Education*”, by N. V. Varghese and Jinusha Panigrahi, New Delhi, CPRHE/NIEPA and British Council, 2017.
5. National Seminar Report on “*Student Diversity and Discrimination in Higher Education in India*”, by N.S. Sabharwal and C. M. Malish (2017). CPRHE/NIEPA, New Delhi, 2017.

6. International Seminar on “*Teaching-Learning and New Technologies in Higher Education*”, by N. V. Varghese and Sayantan Mandal, New Delhi, CPRHE/NIEPA and British Council, 2016.
7. International Seminar on “*Massification of Higher Education in Large Academic Systems*”, by N. V. Varghese and Jinusha Panigrahi, New Delhi, CPRHE/NIEPA and British Council, 2015.

CPRHE Research Reports

1. Turning Challenges into Opportunities: Flexible Learning Pathways in Indian Higher Education by Dr Garima Malik and Professor Narayanan Annalakshmi, Research Report, CPRHE-NIEPA/IIEP – UNESCO, Paris, 2020.
2. ESPI India Report: Higher Education in India and Social Inequalities by Professor Odile Henry, Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal, ESPI, Paris /CPRHE-NIEPA, New Delhi, 2020.
3. “Fixation of Fees in Private Deemed-to-be Universities in India” by Dr. Jinusha Panigrahi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD, Government of India, New Delhi, 2019.
4. “Governance and Management of Higher Education in India” by Dr. Garima Malik, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
5. “Governance and Management of Higher Education in Uttar Pradesh” by Professor Rakesh Raman, Professor Seema Singh and Dr. Sanjeev Kumar New Delhi, CPRHE/NIEPA, 2018.
6. “Governance and Management of Higher Education in Maharashtra” by Professor Sanjeev Sonawane, Dr. Vaibhav Jadhav and Dr. Khandave Ekanath, New Delhi, CPRHE/NIEPA, 2018.
7. “Governance and Management of Higher Education in Rajasthan” by Dr. Rashmi Jain, Dr. Deeptima Shukla and Dr. Nidhi Singh, New Delhi, CPRHE/NIEPA, 2018.
8. “Governance and Management of Higher Education in Tamil Nadu” by Professor Annalakshmi Narayanan, Dr. A. R. Bhavana and Dr. C. Esther Buvana, New Delhi, CPRHE/NIEPA, 2018.
9. “Teaching and Learning in Indian Higher Education” by Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
10. “Teaching and Learning in Indian Higher Education: Chhattisgarh” by Professor Chandrashekhhar Vazalwar, Dr. Sudhir Sudam Kaware, Dr. Payal Banerjee, New Delhi, CPRHE/NIEPA, 2018.
11. “Teaching and Learning in Indian Higher Education: Gujarat” by Professor Karanam Pushpanadham, Professor S. C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.

12. "Teaching and Learning in Indian Higher Education: Tamil Nadu" by Dr. R. Ramesh, Dr. M. Vakkil, Dr. R. Vinodh Kumar, New Delhi, CPRHE/NIEPA, 2018.
13. "Teaching and Learning in Indian Higher Education: West Bengal" by Professor Nimai C. Maiti, Professor Kutubuddin Halder, Dr. Sudeshna Lahiri, New Delhi, CPRHE/NIEPA, 2018.
14. "Financing of Higher Education: Institutional Responses to decline in Public Funding" by Dr. Jinusha Panigrahi, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.
15. Evaluation Report on National Research Professorship Scheme by N. V. Varghese and Garima Malik, New Delhi, CPRHE/NIEPA, 2017
16. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) Scheme by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2017.
17. Concentration and Undersupply of Higher and Technical Institutions in India by Varghese, N.V., Panigrahi, J. & Rohtagi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2017.
18. "Financing of Public Higher Education Institutions in Punjab: A Study of Flow of Funds and their Utilisation: A Case Study of Punjabi University, Patiala and Desh Bhagat College, Dhuri" by Dr. Harvinder Kaur, Dr. Neelam Kumari and Dr. Balbir Singh, New Delhi, CPRHE/NIEPA, 2017.
19. "Financing of Public Higher Education Institutions in Telangana: A Study of Flow of Funds and their Utilisation: A Case Study of University of Hyderabad" by Professor K. Laxminarayana, Professor Nagaraju Gundimeda and Dr. K. Ramachandra Rao, New Delhi, CPRHE/NIEPA, 2017.
20. "Financing of Public Higher Education Institutions in Odisha: A Study of Flow of Funds and their Utilisation: A Case Study of Utkal University" by Dr. Himanshu Sekhar Rout, Dr. Mitali Chinara and Mr. Rajanikanta Tripathy, New Delhi, CPRHE/NIEPA, 2017.
21. "Financing of Public Higher Education Institutions in Uttarakhand: A Study of Flow of Funds and their Utilisation: A Case Study of Kumaun University" by Professor B. D. Awasthi, Professor N. C. Dhoundiyal and Dr. Mohan Chandra Pande, New Delhi, CPRHE/NIEPA, 2017.
22. "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" by Dr. Nidhi S. Sabharwal and Dr. C.M. Malish, New Delhi, CPRHE/NIEPA, 2016, Synthesis Report.
23. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Bihar" by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE/ NIEPA, 2016.

24. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Delhi" by Dr. C.V. Babu, Dr. Satyender Kumar and Dr. Nitin Kumar, CPRHE/NIEPA, 2016
25. "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/NIEPA, 2016.
26. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Karnataka" by Dr. Sreejith Alathur, Professor A.H. Sequeira and Dr. B.V. Gopalakrishna, New Delhi, CPRHE/NIEPA, 2016.
27. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra" by Dr. H.A. Hudda, Dr. A.V. Talmale and Dr. A.C. Bankar, New Delhi, CPRHE/NIEPA, 2016.
28. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Kerala" by Professor K.X. Joseph, Dr. T.D. Simon and Dr. K. Rajesh, New Delhi, CPRHE/NIEPA, 2016.
29. "Teacher Recruitment in Higher Education in India; the Role of National Eligibility Test" by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam, Research Report submitted to University Grants Commission (UGC), Government of India, New Delhi, 2015.
30. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level" by Dr. Anupam Pachauri, New Delhi, CPRHE-NIEPA. Synthesis Report (under-preparation)
31. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Madhya Pradesh" by Dr. Kamakshi Agnihotri, Dr. Madhulika Varma and Professor Shree Dwivedi, New Delhi, CPRHE/NIEPA, 2017.
32. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Karnataka" by Dr. Ningamma C Betsur, Dr. K.B. Praveena, Mr. R. Britto Dominic Rayan, CPRHE-NIEPA, 2017.
33. "Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Meghalaya" by Dr. Brinda Bazeley Kharbiryumbai, Dr. Deigracia Nongkynrih, Smt. I. S. Khyriem, CPRHE-NIEPA, 2017.
34. "Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level in Rajasthan" by Professor Sanjay Lodha, Dr. Neha Paliwal, Dr. Bhawana Pokharna, CPRHE-NIEPA, 2017.
35. "Quality of Higher Education in India: A study of External and Internal Quality Assurance at the Institutional Level in Telangana" by Professor T. Mrunalini, Dr. Ravindranath K. Murthy, Dr. Aruna Pariti, CPRHE-NIEPA, 2017.

CPRHE Policy Briefs

1. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा की सुलभता में समानता. CPRHE नीति सार 1, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
 2. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा का शैक्षणिक समेकन. CPRHE नीति सार 2, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
 3. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. नीति सार 3, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.
 4. Sabharwal N.S. and Malish C.M. (2017). Equalising Access to Higher Education in India. CPRHE Policy Brief 1. CPRHE/NIEPA, New Delhi.
 5. Sabharwal N.S. and Malish C.M. (2017). Achieving Academic Integration in Higher Education Campuses in India. CPRHE Policy Brief 2. CPRHE/NIEPA, New Delhi.
 6. Sabharwal N.S. and Malish C.M. (2017). Developing Socially Inclusive Higher Education Campuses in India. CPRHE Policy Brief 3. CPRHE/NIEPA, New Delhi.
- * This list does not include numerous publications by individual faculty members in academic journals and books.

Annexure 3: List of Meetings and Workshops (2020-21)

1. Webinar on Advancing Gender Equity and Empowerment through Education held on July 14, 2020 (organised in collaboration with the University Grants Commission).
2. IHER 2021: First Peer Review Meeting on Private Higher Education in India held on September 21, 2020.
3. Webinar on Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India held on November 20, 2020 (organised in collaboration with IIEP-UNESCO, Paris).
4. Policy Dialogue Webinar on Diversity and Inclusion in Higher Education in India scheduled on December 15, 2020.
5. IHER 2021: Second Peer Review Meeting on Private Higher Education in India scheduled on December 17, 2020
6. Research Methodology Workshop with Coordinators of Case Study Institutions and Expert Group Members on Higher Education Success and Social Mobility - A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges scheduled in March, 2021.
7. Third Expert Committee on Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level scheduled in March, 2021.
8. State Higher Education Council Meeting scheduled on 18-19 March 2021.
9. CPRHE Executive Committee Meeting to be held in March 2021.

Annexure 4: External Experts Consulted for CPRHE Research Projects

1. Mr. Pawan Agarwal
CEO, FSSAI
FDA Bhawan near
Bal Bhavan
Kotla Road
New Delhi
2. Shri Umakant Agarwal
Deputy Registrar (Academic)
Jawaharlal Nehru University
New Delhi
3. Professor M.M. Ansari
1068, Rajnigandha Apartments
Plot No.4, Sector-10
Dwarka
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
33, Chhatra Marg
Delhi
6. Professor Pankaj Chandra
Vice Chancellor
Ahmedabad University
AES Bangalore 2
Commerce Six Roads
Navrangpur
Ahmedabad
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 W. N. Gade
Former Vice-Chancellor
Savitribai Phule Pune University
Pune
Maharashtra
13. Professor Jayati Ghosh
Centre for Economic Studies and Planning
Jawaharlal Nehru University
New Delhi
14. Professor Irfan Habib
Former National Fellow
National Institute of Educational Planning and Administration
New Delhi
15. Dr. P. Vigneswara Ilavarasan
Department of Management Studies
Indian Institute of Technology
New Delhi
16. Professor N. Jayaram
Swasthi, 87, 10th Cross
5th Main R.B.I. Layout
J.P. Nagar, 7th Phase
Bengaluru
17. Dr. Fauzia Khan
Department of Teacher Training & Non-formal Education
Faculty of Education
Jamia Millia Islamia
New Delhi

18. Professor Vivek Kumar
Centre for the Study of Social Systems
School of Social Sciences
Jawaharlal Nehru University
New Delhi
19. Professor Kuldeep Kaur
Honorary Director
Population Research Centre (PRC)
Centre for Research in Rural and Industrial Development (CRRID)
Sector 19 A
Madhya Marg
Chandigarh
20. Professor Ravinder Kaur
Department of Humanities and Social Sciences
IIT Delhi
Hauz Khas
New Delhi
21. Professor Kuldeep Mathur
Former Director, NIEPA
B-83, Belvedere Park
DLF City, Phase-3
New Delhi
22. Professor Sanjay Mishra
Director
Commonwealth Educational Media Centre for Asia
New Delhi
23. Dr (Mrs) Pankaj Mittal
Secretary General
AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg)
Opposite National Bal Bhawan, Near I.T.O.
New Delhi -110002
24. Dr. Abhiroop Mukhopadhyay
Associate Professor
Planning Unit
(Department of Economics)
Indian Statistical Institute
New Delhi
25. Professor Geetha Nambissan
Zakir Husain Centre for Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi

26. Professor D. D. Nampoothiri
Executive Director
Centre for Research and Education for Social Transformation (CREST)
KIRTADS Campus, Chevayur
Calicut
Kerala
27. Professor P. R Panchamukhi
Chairman
Centre for Multi-Disciplinary Development Research
Dharwad
Karnataka
28. Professor Minati Panda
Zakir Husain Centre for Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi
29. Professor Santosh Panda
Staff Training & Research Institute,
Indira Gandhi National Open University
New Delhi
30. Professor Saroj Pandey
School of Education
Indira Gandhi National Open University (IGNOU)
New Delhi
31. Professor Manoj Pant
Centre for International Trade and Development
School of International Studies
Jawaharlal Nehru University
New Delhi
32. Professor T. S. Papola
ICSSR National Fellow and Honorary Professor
Institute for Studies in Industrial Development (ISID)
4, Institutional Area
Vasant Kunj
New Delhi
33. Dr. Jaganath Patil
Adviser I/C
National Assessment and Accreditation Council
Bengaluru

34. Professor Latha Pillai
Director
Rajiv Gandhi National Institute of
Youth Development
Singaperumal Koil- Sriperumbudur Road
Sarala Nagar
Sriperumbudur
Tamil Nadu
35. Dr. Neetha Pillai
Senior Fellow and Professor
Centre for Women's Development Studies
New Delhi
36. Professor Furqan Qamar
Centre for Management Studies
Jamia Millia Islamia
Jamia Nagar
New Delhi
37. Professor P. Geetha Rani
Professor
Department of Educational Planning
NIEPA
New Delhi
38. Professor K. Sudha Rao
S-2, Stanbury Court,
60 Feet Road
Sanjay Nagar
Bangalore
Karnataka
39. Sri Y. Venkatapathi Rao
Deputy Secretary to Government
Higher Education Department
Government of Andhra Pradesh
40. Professor Tridip Ray
Department of Economics
(Planning Unit)
Indian Statistical Institute
New Delhi
41. Professor Azra Razzak
Dr. K.R. Narayanan Centre for Dalit and Minorities Studies
Jamia Millia Islamia
Jamia Nagar
New Delhi

42. Professor B. Shiva Reddy
Former Professor & I/C Head
Department of Economics
Osmania University
Hyderabad
43. Dr. Shalini Saksena
Associate Professor
Department of Economics
Delhi College of Arts & Commerce
New Delhi
44. Professor Ghanshyam Shah
National Fellow
ICSSR (Affiliated to Centre for Social Studies, Surat)
204, Santoor Apartment
Ahmedabad
45. Professor A.K. Sharma
Representative of UGC
Former Director, NCERT
New Delhi
46. Professor G. D. Sharma
SEED, Flat No.56, DDA (SFS)
Sector-I, Pocket-I
Phase-I (Near Flyover)
Dwarka
New Delhi
47. Professor Archana Shukla
Dean
Indian Institute of Management Lucknow
Noida Campus: B-1, Sector 62
48. Dr. Savithri Singh
Principal
Acharya Narendra Dev College
New Delhi
49. Professor Sachidanand Sinha
Centre for the Study of Regional Development
School of Social Sciences
Jawaharlal Nehru University
New Delhi
50. Professor A. B. L. Srivastava
Formerly with NCERT
New Delhi

51. Shri R. Subrahmanyam
Secretary
Department of Social Justice & Empowerment
Ministry of Social Justice and Empowerment
Shastri Bhawan, C-Wing
Dr. Rajendra Prasad Road
New Delhi
52. Professor Ratna Sudarshan
Former National Fellow
National Institute of Educational Planning and Administration
New Delhi
53. 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
Hyderabad
54. Professor Meenakshi Thapan
Department of Sociology
Delhi School of Economics
University of Delhi
Delhi
55. Professor Michael Tharakan
Former Vice Chancellor
Kannur University
Parayilvallyara Kakkathuruth Eramelloor
P. O. Alappuzha
Kerala
56. Professor Sukhadeo Thorat
Chairman
Indian Council of Social Science Research
New Delhi
57. Mr. J. Veeraraghavan
G-15/3 DLF Phase-I
Gurgaon
58. Professor Virginius Xaxa
Tata Institute of Social Sciences
14-A, Bhuban Road
Uzanbazar
Guwahati
Assam

Annexure 5: Visitors at CPRHE *(Due to COVID-19 pandemic situation, visitors were not able to visit the CPRHE)*

(In the year 2019-20, the following were the visitors at the CPRHE)

1. Professor Nolwen Henaff
Economist and Researcher at IRD
The French Research Institute For Development

2. Professor Teboho Moja
Professor and Program Director
Higher Education
New York University

Annexure 6: Contributions of the CPRHE Faculty Members

1. Name of the Faculty: Dr. Nidhi S. Sabharwal, CPRHE In-Charge

A. Publications

Articles and Chapters in Book

1. Sabharwal, N.S., Joseph R.S., Bankar A., & Talmale A. (2021). Accessing Silenced Voices? Diary Method as A Source of Data for Understanding Higher Education Experiences of Students from Socially Excluded Groups. In Xuemeng Cao & Emily F. Henderson (eds.). *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges*. London. Routledge. Pp 131-144.
2. Sabharwal, N.S. (2020). Managing Student Diversity in Indian Higher Education Institutions: Achieving Academic Integration and Social Inclusion. In N. V. Varghese and Garima Malik (Eds.), *Governance and Management of Higher Education in India*. New Delhi: Sage. pp. 315-344.
3. Sabharwal, N.S. (2020). Caste relations in student diversity: Thinking through Dr Ambedkar's Perspective towards a Civic Learning Approach in Higher Education. *The International Education Journal: Comparative Perspective*, 19(1), pp. 31-43.
4. Sabharwal, N.S. and Tierney, W.G. (2020). "Analyzing the Culture of Corruption in Indian Higher Education. In Elena Denisova-Schmidt (Ed.), *Corruption in Higher Education: Global Challenges and Responses* (pp. 111-116). Brill Sense.
5. Sabharwal, N. S., Henderson, E. F., & Joseph, R. S. (2020). Hidden Social Exclusion in Indian Academia: Gender, Caste and Conference Participation. *Gender and Education*, 32(1), 27-42.
6. Henderson, E. F. and Sabharwal, N.S. (2020). Feminist Analysis. In Miriam E. David & Marilyn J. Amey (Eds.), *The SAGE Encyclopedia of Higher Education*. Sage.
7. Sabharwal, N. S. (2020). Student Diversity and Discrimination in Indian Higher Education: Curricula Transformation for Civic Learning. In André Mazawi and Michelle Stack (eds.), *Bodies of Knowledge and Their Discontents: Critical International Perspectives on Course Syllabi in Faculties of Education*. Bloomsbury.
8. Varghese, N.V, Sabharwal, N.S and Malish, C M (Forthcoming). Equity in Higher Education for Inclusive Growth: Evidence from India. In Saumen Chattopadhyay, Simon Marginson and N.V. Varghese (eds.). *Changing Higher Education in India*. London: Bloomsbury Publishing.
9. Sabharwal N.S. (forthcoming): The Nature of Access to Higher Education in India: Emerging Patterns of Social and Spatial Inequalities in Educational Opportunities in Mahabir S Jaglan and Rajeshwari Rajeshwari (eds.), *Reflections on 21st Century Human Habitats in India*. Springer Nature. Singapore.

10. Sabharwal, NS and Malish, C M (Forthcoming). Mixed Methods Approach and Qualitative Methodology for Higher Education Policy Research. In George W. Noblit (ed.). *Oxford Research Encyclopaedia of Qualitative Research Methods in Education*. Oxford University Press.

Research Study Reports

1. ESPI India Report: Higher Education in India and Social Inequalities by Professor Odile Henry, Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal, ESPI, Paris /CPRHE-NIEPA, New Delhi, 2020.

B. Participation in Webinars/Papers Presented/Panel Speaker

1. Presentation on Gendered Catchment Areas for Higher Education Choice in Haryana, India', Durham University, 24 February, 2021 organised by Durham University's School of Education Seminar Series.
2. Panel speaker: Equity and inclusion in higher education in India – Implications of the NEP 2020. Mukarji Memorial Dialogues Panel Discussion on the NEP 2020 and the implications for Higher Education in India", organised by the Debating Society St. Stephen's College, 9 February, 2021.
3. Panel speaker: Diversity and Discrimination in Higher Education, Plenary Session, Rethinking Economics India Network (REIN), Event on "Economics: Diversity and Inclusion", 23 January, 2021.
4. Presentation on Challenges of Achieving Academic Integration and Inclusion in Higher Education in India, in the Policy Dialogue Webinar titled "Reforms for Diversity and Inclusion in Higher Education Institutions in India", organised by CPRHE/NIEPA, 15 December 2020 from 15:00 – 17:30 hrs.
5. Lecture on Mixed Methods Research in Higher Education: Integrating Quantitative and Qualitative Instruments for Analysis in online orientation programme for How to Approach Research in Social Science? Conceptualization and Methodological Intervention, December 5, 2020 organised by organized by Savitri Bai Phule Mahila P.G. Mahavidyalaya, Sikar, Rajasthan in collaboration with Pt. Deendayal Upadhyaya Shekhawati University, Sikar, Department of Geography, Government Art College, Sikar, and Department of Geography, Government Lohia College, Churu, Rajasthan as knowledge partners.
6. Panel speaker: NEP 2020 and Equity in Higher Education: Opportunities, Challenges and Possible Roadmap of Implementation, National Webinar on National Education Policy-2020: Opportunities, Challenges and Possible Roadmaps for Successful Implementation, Department of Biotechnology Mohanlal Sukhadia University, Udaipur, November 11, 2020.
7. Panel speaker: National Webinar on National Education Policy and Higher Education: Prospects and Challenges, Organized by; Government Arts College Sikar (Raj.), 28 October, 2020.

8. Participated in the National Webinar organized by NIEPA on the occasion of 14th Foundation Day Lecture on 20th August, 2020.
9. Participated in the National Webinar on 'National Education Policy-2020: Prospects, Challenges and Pathways' on 19th August, 2020 from 10:30 A.M. to 2:00 P.M organized by NIEPA.
10. Participated in the Webinar on 'How Schools are Performing in India? Insights from Shaala Siddhi' on 8th August, 2020 from 11:00 A.M. to 1:00 P.M. organized by Department of School and Non-Formal Education and School Standards and Evaluation Unit, NIEPA.
11. Participated in the Webinar on 'Higher Education during the COVID Pandemic' on 24th July, 2020 organized by NIEPA.
12. Panel speaker: Gendered Pathways to Educational Success in Haryana, organised by the British Council's UKIERI SPARC Webinar Series: 'Psychology, Sociology, Gender Studies'. 6th July 2020.
13. Panel speaker: Dynamics of inequalities in access to higher education opportunities in India, Webinar on Access to Higher Education in India, Organised by School of Law and Warwick Education Studies Department, 18 May 2020 University of Warwick.

C. Organisation of Seminar/Workshops/Field Work

1. Convened the first Webinar of CPRHE/NIEPA on 'Advancing Gender Equity and Women Empowerment through Education' in Collaboration with the University Grants Commission, on 15 July, 2020. The Webinar was chaired by Professor N.V. Varghese, Vice-Chancellor, NIEPA and the discussants included Professor Ann Stewart, Professor of Law and Gender Justice, University of Warwick, UK; Professor Santosh Mehrotra, Professor of Economics, Centre for Informal Sector and Labour Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi; Dr. Archana Thakur, Joint Secretary, UGC; Professor Meenakshi Gopinath, Director, Women in Security Conflict Management and Peace, New Delhi.
2. Organised and co-hosted an online session titled 'Online Conferences – frenzy and/or fatigue?' at the Society for Research in Higher Education (SRHE), December 10, 2020.
3. Coordinated the preparation and publication of the CPRHE Annual Reports for the year 2018-19 and 2019-20.
4. Coordinated the organization of the CPRHE - EC meeting scheduled for March 12, 2021.

D. Teaching/Invigilator/Evaluation

1. Lecture to Masters students of the University of Warwick on Gender and Higher Education in India - Implications of the National Education Policy 2020. March 2,

2021, Module on Gender and Development for Masters Students organised by Department of Sociology. University of Warwick.

2. Lecture on Exploring Diary Method Research for Critical, Innovative Social Sciences Research, Central University of Kashmir, 17 February, 2021.
3. Lecture on Inclusivity on Campus, Orientation Programme for Centre for Promotion of Inclusivity on January 14, 2020, at 2 pm. Shivaji College.
4. Lecture on Educational Inequalities and COVID 19, Seminar on Understanding Global Education and International Development, 10th December, Warwick Education Studies Department, University of Warwick.
5. Lecture on Creating an Ecology for Student Diversity, Equity and Inclusion: The Role of Teachers in Higher Education in India, Gurudakshta (Faculty Induction Programme-2) HRDC, Simla, 30 November 2020.
6. Lecture on Writing Research Paper 1 July 2020. Writing Skills Workshop for M. Phil Students, 29-03 July 2020 organised by NIEPA.
7. Invigilation for the Online Entrance Test for Admission to NIEPA-M.Phil/Ph.D Programme on 03 July, 2020.
8. Evaluated papers of the Online M.Phil/ PhD Entrance exam held on July 3, 2020.

E. Other Activities

1. Serving as a member of the Internal Research Review Committee, NIEPA and have provided peer feedback on multiple research reports that have been submitted to the committee.
2. Coordinated the NIEPA sub-group on Equity and Inclusion Working Group and contributed to the NEP 2020: Implementation Strategies document developed by the NIEPA Faculty for Ministry of Education, Government of India. November 2020.

F. Doctoral Supervision and Editorial Memberships/Membership of Eminent Bodies outside NIEPA

1. Member of the core group on doctoral work – Gendered Pathways to Higher Education, University of Warwick.
2. Serving as a Mentor to the Rethinking Economics India Network (REIN).
3. Serving as a Member on the Editorial Board of the journal, Gender and Education, published by Routledge.

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

A. Publications

Books

1. India Higher Education Report 2020: Employment and Employability of Higher Education Graduates. Co-edited with Varghese N.V. Routledge (Forthcoming).
2. Education Financing in India: Shifting Paradigm – An Edited Book based on National Seminar, NIEPA. Post review reports by Routledge the Book Contract issued by publishers and awaiting signatures by Registrar. Draft Chapters being reviewed and Manuscript being finalized.

Articles and Chapters in Book

1. Trends and Strategies Towards Internationalisation of Higher Education in India, (2021), International Journal of Comparative Education and Development, Emerald Publishing Limited, UK Accepted on Jan 16, 2020, DOI 10.1108/IJCED-10-2020-0067.
2. Triangular Model of Outcome-Based Higher Education Performance, in Varghese NV and Sayantan Mandal (eds) Teaching Learning and New Technologies in Higher Education, Springer Nature Singapore Pte Ltd, 2020.
3. Graduate Employment and Sustainable Employability Skills in India, Varghese NV and C.M. Malish ed, CPRHE Research Paper Number 14, CPRHE, NIEPA, New Delhi (2020).
4. “Education Sector Gender Budgeting in India” in ‘Gender Mainstreaming efforts: Issues and Challenges’ Training Module By FPI, Deptt. of Finance and WCD, Govt. of Karnataka. Bengaluru, (2020).
5. Inbound Student Mobility In Indian Higher Education: A Concern for Gendered Realities, University News, Vol. 58, No 30, Jul27-Aug 02, 2020, AIU, New Delhi with Sonam Arora.
6. Need and Rationale for Gender Budgeting in Higher Education in India (2020) Arthika Charche, Vol 5, No. 1, Jan-June, Govt. of Karnataka, Fiscal Policy Institute, Bengaluru.
7. Exploring the relationship between Economic Growth, Employment and Education in Indian States. In Govinda Rangachar and Poornima M (eds) India’s Social Sector and SDGs, Routledge , Taylor and Francis, New York (2020).
8. Report of the Workshop on Gender Budgeting in Education recently organized at Hyderabad jointly with the Telangana Council of Higher Education.

Research Study Reports

International

1. Higher Education Internationalisation in select Asian Countries UNESCO, Bangkok and Tokyo University, Japan Project. (India Case Study: Draft report Revised and Final Report submitted in March 2020).
2. Study on National Strategy for Developing Human Resources for the industries of the future. Asia Productivity Organisation, Tokyo, Japan. Draft report Revised and Final Report submitted in May 2020.
3. Ongoing QualIndia Project on Analysis of Quality in Indian Vocational Training Institutions: ITIs and Polytechnic Colleges (QualIndia) with University of Cologne, Chair of Economics and Business Education, Germany. Federal Ministry of Education and Research, Germany.
4. Ongoing Neoliberalism versus political capitalism, Investing in the global common good - Shifting paradigms in Funding for Higher Education as a contributing author to the Handbook of Education Policy (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota.

National

1. Senior Consultant in Fiscal Policy Institute, Bengaluru Research Project “*Capacity Building and Research on Public Finances for Children in Karnataka State*” in partnership with UNICEF. Report on National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State. First Draft Submitted in Feb. 2021.
2. Training Material Development for National and Govt. of Karnataka’s training programs on ‘Gender Budgeting’ for officers of Group A & B cadre on behest of Ministry of Women and Child Development for the year 2020-21. Contributing Author for chapter titled “Education Sector Gender Budgeting in India” for their publication with a theme ‘Gender mainstreaming efforts: issues and challenges’.
3. Spatial Dynamics of Comparative Advantage in Educational Development - A State-wise Study (NIEPA): 3 papers presented in National/International Seminars, one published and two under publication based on the study. The virtuous cycle of growth, employment and education in india - path to equitable development, presented in National Seminar at Council for Social Development, New Delhi.

B. Organization of Seminar/Workshops

1. Ph. D. pre-submission seminar of Mr. Sumit Kumar

C. Participation in Workshop

International

1. Expert Project Partner in QualIndia Project virtual Meeting on 3rd December, 2020 by University of Cologne, Germany.

2. Participated in Webinar on 'Higher Education and Innovation to Achieve the Sustainable Development Goals in Asia and the Pacific' on December 2, 2020 at 03:00 PM by Osaka, Sapporo, Tokyo.
3. UNESCO Webinar on *Investing in Education and Training in the era of COVID-19 and beyond* on Wednesday, 2 December 2020, 13:30-15:00 hr (Paris time).

National

1. Resource Person in ICSSR sponsored forthcoming ISID Capacity Building Programme on "Industrialization, Corporate Sector and Development" from February 15-27, 2021 on 22nd February 2021.
2. Resource Person in the Orientation Programme for officers in the Line Departments of Government of Karnataka (GoK) for the purpose of building their capacity to prepare the Child Budget 2021-22 on Saturday, 19th December 2020.
3. Virtual Round Table discussion on "Quality Assessment in Higher Education – The Need of the hour" on 11th December, 2020 by QSI-GAUGE.
4. Expert in the first Technical Advisory Group meeting of the UNICEF-Project in 2020-21 on "*Capacity Building and Research on Public Finances for Children in Karnataka State*" Fiscal Policy Institute, convened online Meeting on 16th October 2020.
5. Participated 'Online launch of the 2020 State of the Education Report' on 8th October, 2020 by UNESCO, Delhi.
6. Guest of Honor and Key Speaker for Webinar on 'An insight into The New Education Policy 2020' organized by Inner Wheel Club of Bhopal Legacy on 6th October, 2020 at 4:00 pm.
7. Webinar on 'The New National Education Policy 2020' on 25th September, 2020 from 16:00 hrs. to 17:30 hrs. at India International Centre, New Delhi.
8. Eminent Speaker for the Webinar on 'NEP 2020 Knowledge Series – Transforming Higher Education- Financial Aspects' on Friday, 18th September 2020 organised by ASSOCHAM.
9. Resource Person of Webinar Based Online Programme on 'New Education Policy 2020 and Higher Education' on 31st August, 2020 at 3:00 P.M. by VIMARSH, UCSSH online Dialogue Series (An Initiative by University College of Social Sciences and Humanities), Mohanlal Sukhadia University, Udaipur.
10. Resource Person of National Webinar on 'New Education Policy 2020 and Higher Education in India' on 28th August, 2020 at 3:30 P.M. organized by Department of Education & IQAC, Govt. Zawlnuam College, Mizoram.
11. Webinar on 'Economic Development and Changes in Work Styles Post-COVID-19' on 25th August, 2020 from 2:00 P.M. to 3:00 P.M.

12. National Webinar organized by NIEPA on the occasion of 14th Foundation Day Lecture on `Education and Social Opportunity: Bridging the Gap` on 20th August, 2020.
13. National Webinar on `National Education Policy-2020: Prospects, Challenges and Pathways` on 19th August, 2020 from 10:30 A.M. to 2:00 P.M organized by NIEPA.
14. Webinar on `Reimagining the Workplace of the Future` on 13th August, 2020 organized by VERIS.
15. Webinar on `How Schools are Performing in India? Insights from Shaala Siddhi` on 8th August, 2020 from 11:00 A.M. to 1:00 P.M. organized by Department of School and Non-Formal Education and School Standards and Evaluation Unit, NIEPA.
16. Panelist on `QS IGAUGE Ratings–Methodology 2.0 and Subject Ratings` held on 1st August, 2020.
17. Webinar on `Higher Education during the COVID Pandemic` on 24th July, 2020 organized by NIEPA.
18. Webinar on `Advancing Gender Equity and Women Empowerment through Education` on July 14, 2020 from 3:00 P.M. to 5:00 P.M. organized by CPRHE, NIEPA.
19. Keynote Speaker for National Webinar on `Covid-19 Crisis and its Impact on World Demography and Economy` _ Human Resource Development and the NEP held on 11th July, 2020 jointly organized by Government Home Science Lead College, Hoshangabad (MP) and Shri Makhanlal Chaturvedi Government College, Babai (Ditt. Hoshangabad).
20. Resource Person for webinar based online programme on the topic of `Leadership in troubled Times – Innovation, Integration and Grit` on 8th July, 2020 organized by DIET as part of online training programme from 29th June, 2020 to 9th July, 2020 at Hathras, Uttar Pradesh.

D. Training Material and Courses developed/transacted

Involved in Teaching in following courses:

Developed background/Reading Material and transacted sessions in

1. M. Phil PhD --- CC3, Research Methodology I (Coordinated, Conducted and evaluated).
2. International Diploma in Educational Planning & Administration (IDEPA): Transaction of classes in IDEPA course No. 207 on Financial Planning and Management in Education.
3. National Diploma in Educational Planning & Administration (DEPA and PGDEPA).

Research Guidance and Supervision of M. Phil/Ph. D/PGDEPA

1. Ph.D. Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India.(Thesis Submitted).
2. Ph.D. Sandhya Dubey - “Access and Quality Dynamics in Financing of Higher Education” Analysis and Report writing under Progress.
3. Ph.D. Sonam Arora : Proposal Finalised and work under Progress.
4. Ph.D. Parul Sharma: Proposal Finalised and Work under Progress.
5. Ph.D. Raj Gaurav: Synopsis Submitted. Being refined further.
6. M.Phil Dissertation: Karika Das: Proposal Finalised after Due Review and Revision. Tentative Chapter Scheme finalized. Writing and Analytical Work being discussed and Reviewed.
7. IDEPA dissertation "School Factors Affecting Performance of Secondary students in Science Subjects in South Sudan. A Case of Selected Secondary schools in Central Equatoria State." of Mr. Ochan Lino Victor Owiny from South Sudan, participant of IDEPA- XXXVI. *Submitted.*
8. *PG DEPA Dissertation: A Study on the Functioning and Performance of Government Model Primary School, Tapovan Block-Narendra Nagar District-Tehri Garhwal, Uttarakhand by Mr. Pankaj Upreti, Dy Education Officer, PES, Uttarakhand (Finalised, submitted, Evaluated and Awarded).*
9. *PGDEPA Dissertation: Schools as Centres of Overall Child Development: Response to Challenges during COVID 19 – A Case Study of Select Government Schools in Rajasthan by Sanju Chowdhury. Synopsis and Chapter Scheme finalized. Research Tools under development.*

Consultancy and Academic Support to Public Bodies during Period under Report

1. Member: Expert Committee (Education Sector) 15th Finance Commission period i.e. 2020-21 to 2024-25 to prepare the Estimate of Fund Requirement for the, Ministry of Human Resource Development, GOI 2018.
2. Member: Sub-Committee on Index of Service Production in Education Sector Ministry of Statistics & Programme Implementation, Central Statistical Organisation, GOI.
3. National Expert and Coordinator (India): Project on Human Resource development for the future. Asia Productivity Organisation, Tokyo, Japan “National strategy in developing human resources for industry of the future in India (Final Report submitted).
4. National Expert and Coordinator (India): UNESCO, Bangkok - TOKYO University project on Higher Education Internationalisation in select Asian

Countries. “Internationalisation of Higher Education – A country Case of India”
Final Report Submitted.

5. Member, Technical Advisory Committee for Child Budget Development, Fiscal Policy Institute, Govt. of Karnataka.
6. Project Partner in QualIndia Project with University of Cologne, Germany.
7. Invited member Internal Quality Assurance Cell, NLIU, Gujarat, India.
8. Review of Manuscript ID CORE-2019-0063 for Oxford Review of Education June, 2019.
9. Studies in Microeconomics, SAGE Publications, Review of manuscript ‘Long Term Effects of Preschool: Evidence from NLSY for Studies in Microeconomics’.
10. Review work for Sage, Emerald, Oxford.

E. Other Activities

1. Member, Editorial Board, JEPA, published by NIEPA, New Delhi
2. Member Secretary, M.Phil/Phd Progress Review Committee
3. Member, M. Phil and Ph. D Admission Committee (Interview Board)
4. Member, Committee for Setting questions for M. Phil/Ph. D Entrance Examination
5. DAC, Department of Higher Education
6. DAC, Department of educational Finance
7. Member – M. Phil Curriculum Revision and Restructuring Committee.
8. Reviewer for Studies in Microeconomics, Sage Publications
9. Guest editor for Special issue of Life Science Global, Canada
10. Reviewer for Management and Economics Research Journal

F. Membership of Eminent Bodies outside NIEPA

1. Member: Standing Sub Committee of Research Advisory Committee (RAC), National Institute of Open Schooling (NOIDA).
2. Member, Departmental Advisory Board (DAB) Planning & Monitoring Division, NCERT, New Delhi.
3. Expert for Evaluation of SLM for DE programme of Jaipur National University, Jaipur at UGC - Distance Education Bureau.
4. Reviewer of Book proposal: For Springers, Singapore.
5. Editorial advisory Board: Himgiri Education Review” ISSN 2321-6336.
6. External Examiner (Ph. D. Evaluation) for Various Indian Universities.
7. Selection Committee Member for various Universities and other Govt. Bodies.

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

A. Publications

Articles and Chapters in Book

1. Chauhan, V.S., Pachauri, Anupam (2021, in print). 'Motivated, Energised and Capable Faculty: NEP2020' in 'National Education Policy-2020: Paths and Destination, CN College of Education, Ahmedabad.
2. Pachauri, A. (2021). 'The fundamental unit of life' in 'Science,' Class IX textbook, National Council for Educational Research and Training (NCERT), New Delhi. ISBN 81-7450-492-3. [e-Book].

Report: CPRHE Publication

1. CM, Malish, Pachauri, Anupam (2020). Will flexible higher education entry-exit system increase inequality? , University World News, 17 October 2020.

B. Papers Presented

1. Pachauri, Anupam (2020). 'Quality and Accreditation in NEP2020' at Webinar on 'Quality in HE' organised by University College of Social Sciences, Mohanlal Sukhadia University, Udaipur, Rajasthan, 11 November 2020.
2. Pachauri, Anupam (2020). 'Higher Education and Quality in NEP 2020' at Webinar on 'NEP 2020- Prospects and Challenges for Quality Education', organised by All India Education Forum, New Delhi, 11 November 2020.
3. Pachauri, Anupam (2020). 'Non state actors in Public Education and Teachers' Work' at Webinar on 'Reglation of rivate Schools and Regulation of Non-state Actors in Public Education System' organised by Right to Education Forum, New Delhi. 16 July 2020.

C. Organization of Seminar/Workshops

1. Convenor of a five part series of Webinars on 'Workforce and Challenges of Covid 19 Pandemic- Emotive Responses of Teachers' titled 'Samar Shesh Hei, Shesh Hei Sahas aur Ummeed', for the CIE Department of Education Alumni Association, University of Delhi Every Sunday of May, i.e., 03, 10, 17, 24 and 31 May 2020.

D. Participation in Workshop

1. Faculty Enrichment Webinar for Education Discipline Teachers in Higher Education, NIEPA, NRC, NIEPA, 07 January 2021.
2. Webinar on Innovators in Large Scale Assessment, University of Oslo, 26 January 2020.
3. Policy Dialogue Webinar on Reforms for Diversity and Inclusion in Higher Education Institutions in India, CPRHE NIEPA. 15 December 2020.

4. Global Citizenship Amid the Pandemic: Reflections on the PISA 2018 Global Competence Results, Deakin University, Australia, 09 December 2020.
5. Webinar on 'Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India' on November 20, 2020, from 15:30 hrs to 17:30 hrs (IST) jointly organised by CPRHE/NIEPA and the International Institute for Educational Planning (IIEP), UNESCO, Paris.
6. NIEPA-11th Maulana Azad Memorial Lecture on 11th November 2020 (National Education Day), NIEPA 2020.
7. NEP 2020: The Transformational Potential, Usha Martin University, 26 September 2020.
8. A Webinar on "Capacity Development of Teachers in Higher Education in the light of NEP-2020, NIEPA, 05 September 2020.
9. Colloquium: Agenda setting for leadership on the theme: The future of education, Implementing NEP 2020', Jindal Global University, 28 August 2020.
10. Task Force Meeting for the Orientation Programme on " Professional Policy Making", NIEPA, 21 August 2020.
11. Webinar on the occasion of the 14th Foundation Day Lecture on Education and Social Opportunity: Bridging the Gap by Professor A K Shiva Kumar Development Economist and Policy Advisor , NIEPA, 20 August 2020.
12. Webinar on National Education Policy – 2020: Prospects, Challenges and Pathways, NIEPA, 19 August 2020.
13. Conclave on Transformational Reforms in Higher Education under the National Education Policy 2020, MoE and UGC. 07 August 2020.
14. Higher Education during the COVID Pandemic, NIEPA, 24 July 2020.
15. Webinar on 'Advancing Gender Equity and Women Empowerment through Education', CPRHE, 14 July 2020.

E. Teaching Assignments/Invigilation/Evaluation

Teaching

1. Session on Literature Review for Academic Research, For MPhil/PhD Scholars. 01 July 2020.
2. Session on Literature Review in Academic Writing, For MPhil/PhD Scholars. 02 July 2020.

Invigilation

1. Invigilation at Online Entrance Test for Admission to M.Phil-Ph.D Programme on 03 July, 2020.
2. Conducted Mock Test for Online Entrance Test for Admissions to MPhil-PhD Programme on 01 July, 2020.

F. Training Material and Courses developed/transacted

Consultancy and Academic Support to Public Bodies

1. Short article titled 'Accreditation in Higher Education' contributed to the Strategies for National Education Policy 2020 Implementation Document developed by the NIEPA Faculty for Ministry of Education, Government of India. December 2020.

G. Membership of Eminent Bodies outside NIEPA

1. Life Member, the Comparative Education Society of India (CESI), India.
2. Member, the British Association for International and Comparative Education (BAICE), UK.

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

A. Publications

Books

1. Varghese N.V. and Malik, Garima (2020) (edited) "Governance and Management of Higher Education in India", *India Higher Education Report 2019*. Sage.

Articles and Chapters in Book

1. Varghese N.V. and Malik, Garima (2020) *Governance of Higher Education in India: An Introduction* in Varghese N.V. and Malik, Garima (edited) "Governance and Management of Higher education in India", *India Higher Education Report 2019*. Sage.
2. Varghese N.V. and Malik, Garima (2020) *Governance and Autonomy: A Study of Central and State Universities* in Varghese N.V. and Malik, Garima (edited) "Governance and Management of Higher education in India", *India Higher Education Report 2019*. Sage.

B. Organization of Seminar/Workshops/Webinar

1. State Council of Higher Education Meeting on March 18-19, 2021 at NIEPA, New Delhi. (Forthcoming)
2. Organized Webinar on *Flexible Learning Pathways: Challenges and opportunities for Higher Education in India* on November 20, 2020 (in collaboration with UNESCO-IIEP)

C. Participation in Workshop

1. Presented on "Flexible Learning Pathways" and "New and emerging Governance structures" in a panel discussion of St. Stephens Debating Society Mukerji Memorial Dialogues on February 9, 2021.
2. Research Methodology Seminar for Project on Flexible Learning Pathways in Higher Education, organized by UNESCO-IIEP Paris. June 19, 2020.
1. Participated in Flexible Learning Pathways online meeting September 8, 2020 organized by UNESCO-IIEP Paris
2. Delivered lecture on "*Quantitative Research Methods: Tools for Instrument Development*" on January 22, 2021 for University of Rajasthan Research Methodology workshop (Online)
3. Presentation on "*Flexible Learning Pathways in Higher Education in India*" in Peer Review seminar on Flexible Learning Pathways research for project on Flexible Learning Pathways in Higher Education, organized by UNESCO-IIEP Paris, June 19, 2020 (Online)

D. Teaching Assignments/Invigilation/Evaluation

1. Lectured on "*Ecosystem of Higher Education*" for Savitribai Phule Pune University Faculty Induction Programme (FIP) in October 2020

2. Lectured on “*Ecosystem of Higher Education: Massification*” for Savitribai Phule Pune University Faculty Induction Programme (FIP) in December, 2020
3. Lectured on “*Ecosystem of Higher Education: Governance*” for Savitribai Phule Pune University Faculty Induction Programme (FIP) in January, 2021
4. Lectured on “*Ecosystem of Higher Education: NEP 2020* ” for Savitribai Phule Pune University Faculty Induction Programme (FIP) in February 2021
5. Delivered Lecture on Quantitative Research Methods on January 22, 2021 for University of Rajasthan Research Methodology workshop.
6. Took Mphil Lectures for CC5B: Quantitative Research Methodology Unit I: Central Limit Theorem and Probability distributions in January 2021.

E. Consultancy and Academic Support to Public Bodies

1. Member of Secretariat to support Ministry of Education Committee on development of National Credit Framework. January-March, 2021.
2. Organized first meeting of Committee on February 17, 2021 for National Credit Framework
3. Member of working group to prepare working paper on “*Restructuring Governance and Federal Framework of Governance: Issues and Challenge*” for NIEPA Implementation of NEP 2020.

F. Other Activities

Editing seminar volume on “*Governance and Autonomy in Higher Education*” based on papers presented in International seminar on Governance and Autonomy in Higher Education February 20-21, 2020.

G. Membership of Eminent Bodies outside NIEPA

1. India Habitat Centre (Life Member)
2. India International Centre (Member)
3. International Centre-Goa (Life Member)

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

A. Publications

Books

1. Edited Book on “Innovations in Financing of Higher Education” with N.V. Varghese, Springer Publications India, New Delhi, (Manuscript accepted) (Forthcoming)
2. Edited Book on “India Higher Education Report (IHER) 2021 Private Higher Education” with N.V. Varghese, Routledge, New Delhi (Manuscript under review)

Articles and Chapters in Book

1. Chapter on “Financing of Public Higher Education Institutions in India” in the Edited Volume on ‘Innovations in Financing of Higher Education’, N.V. Varghese & Jinusha Panigrahi (Eds.), Springer Publications India, New Delhi (Manuscript accepted for publication).
2. Chapter on ‘Innovations in Financing of Higher Education: An Overview’ with N.V. Varghese in the Edited Volume on ‘Innovations in Financing of Higher Education’, N.V. Varghese & Jinusha Panigrahi (Eds.), Springer Publications India, New Delhi (Manuscript accepted for publication).
3. The Research Paper titled “Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India” as the CPRHE Research Paper 13, (Eds. Varghese N.V. & C.M. Malish) September 2020, NIEPA New Delhi.
4. Chapter on “Economics and Finance of Education: Review of Developments, Trends and Challenges” with Thapa, A. and Hadar I.B. in the *Annual Review of Comparative and International Education*, Wiseman A.W. (Ed.) Emerald Group Publishing Limited, United Kingdom, June 2020.

Research Study Reports

1. ESPI India Report: Higher Education in India and Social Inequalities by Professor Odile Henry, Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal, ESPI, Paris /CPRHE-NIEPA, New Delhi, 2020.

B. Organization of Seminar/Workshops

1. IHER 2021: Second Peer Review Meeting on Private Higher Education in India scheduled on December 17, 2020
2. IHER 2021: First Peer Review Meeting on Private Higher Education in India held on September 21, 2020.

C. Consultancy and Academic Support to Public Bodies

1. Member of the Advisory thematic group on Financing Science, Technology and Innovation Policy (STIP) for the preparation of the 5th National Science, Technology and Innovation Policy of the Government of India.

D. Other Activities

1. NIEPA Direct PhD, Part-time PhD and MPhil Programme CC3 course teaching assignments and evaluation of the course
2. Invigilated NIEPA Direct PhD, Part-time PhD and MPhil Programme entrance examination for the year 2019-20 at NIEPA, New Delhi

E. Membership of Eminent Bodies outside NIEPA

1. Co-Chair Person (2019-2021) of Economics and Finance of Education Special Interests Group (EFE-SIG), Comparative and International Education Society (CIES), USA.
2. Distinguished Member of World's largest Comparative and International Education Society (CIES), USA.

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

A. Publications

Articles and Chapters in Book

1. Malish, C M (Forthcoming). Purpose and Context of Measuring Access to Higher Education. *International Higher Education*.
2. Varghese, N.V, Sabharwal, N.S and Malish, C M (Forthcoming). Equity in Higher Education for Inclusive Growth: Evidences from India. In Saumen Chattopadhyay, Simon Marginson and N.V. Varghese (eds.). *Changing Higher Education in India*. London: Bloomsbury Publishing.
3. Sabharwal, NS and Malish, C M (Forthcoming). Mixed Methods Approach and Qualitative Methodology for Higher Education Policy Research. In George W. Noblit (ed.). *Oxford Research Encyclopedia of Qualitative Research Methods in Education*. Oxford University Press
4. Malish, C.M. (2020). Measuring Access to Higher Education: Indicators and Indications. *Economic and Political Weekly*, LV (40), pp.54-56.
5. Malish, C .M (2020). Book Review [The place of humanities in our universities by Mrinal Miri, 2018]. *Journal of Educational Planning and Administration*, XXXIII (4), 2, pp. 351-362.
6. Malish, C.M (2020). Technology as an enabler. *The Hindu*, 21 August 2020.
7. Malish, C.M (2020). Social distance on campus, but social disconnect online, *University World News*, 25 July 2020.
8. Malish, C.M and Anupam Pachauri (2020). Will flexible HE entry-exit system increase inequality?. *University World News*, 17 October 2020.

B. Papers Presented in Webinar

1. Presentation on Developing Socially Inclusive Campuses in India. Policy Dialogue Webinar on “Reforms for Diversity and Inclusion in Higher Education Institutions in India, 15 December 2020, Organised by CPRHE, NIEPA
2. Presentation on NEP and Equitable and Quality Education for All. Expert Conversation (Webinar), 23 September 2020.Organsied by Kumaraguru College of Liberal Arts & Science, Coimbatore, Tamil Nadu
3. Spoke as a Panelist in Discussion on National Education Policy: The Forward Strategy, 15 September 2020. Organised by Manav Rachna International Institute of Research & Studies, Faridabad, Haryana
4. Presentation on NEP and Inclusive Development. A Webinar Organised by Department of Social Work, Sree Sankaracharya University of Sanskrit, Kalady, Kerala.

C. Participation in Workshop/Webinar

1. Attended Online Panel Discussion on Higher Education. Kerala Looks Ahead. Organised by Kerala State Planning Board, 3 February 2021.
2. Attended Webinar on Higher Education during the Covid Pandemic, Organised by Department of Higher and Professional Education, 24 July 2020,
3. Attended Webinar on “Advancing Gender Equity and Women Empowerment through Education” jointly organised by CPRHE-NIEPA and University Grants Commission. 14 July 2020.

D. Organization of Seminar/Workshops/Webinar

1. Policy Dialogue Webinar on “Reforms for Diversity and Inclusion in Higher Education Institutions in India” was organised on Tuesday, 15 December 2020 from 15:00 – 17:30 hrs.

E. Teaching Assignments/Invigilation/Evaluations

1. Lecture on Diversity and Discrimination in Higher Education (Online). Pre-PhD Lecture Series, 01 October 2020. Department of Humanities and Social Sciences, IIT Jammu.
2. Lecture on Data collection in education Research: Issues and Challenges (online). Pre-PhD Lecture Series, 25 September 2020. Department of Humanities and Social Sciences, IIT Jammu.
3. Session on Academic Writing: An Introduction. 23 September 2020, Organised by Sree Sankaracharya University Sanskrit, Payyannoor centre, Kasaragod, Kerala

F. Other Activities

1. Being an editor of *CPRHE Research Paper Series* two papers (Research Paper 13 Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India by Jinusha Panigrahi and Research Paper 14 Graduate Employment and Sustainable Employability Skills in India by Mona Khare) have been brought out.
2. Serving as member of editorial board of *Journal of Educational Planning and Administration*
3. Serving as reviewer for *Higher Education: The International Journal of Higher Education Research*.

CPRHE Activities Proposed for 2021-2022



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

March, 2021

II. CPRHE Activities Proposed for the Year 2021-2022

II.1 Introduction: CPRHE Activities Proposed for the Period 2021-22

All the research activities proposed and undertaken by the CPRHE takes into account the context of National Education Policy (NEP) 2020, the NIEPA Perspective Plan 2030 and the NEP 2020 Implementation Plan prepared by NIEPA.

The CPRHE activities proposed for the period 2021-22 will consist of continuing activities under each research project, finalising research proposals in new domains and initiating the process of the second round of the CPRHE research studies. The continuing activities under each research project include organisation of research methodology workshops, organisation of expert group meetings, finalising of state reports and of synthesis reports. Activities such as IHER, Research Paper Series and International Seminars will continue in the year 2021-22 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 including with the State Higher Education Councils.

With respect to research in new domains, the CPRHE will initiate research on college readiness and student success, language of instruction in higher education as source of inter-generational inequalities, professionalization of academics in higher education, financing of professional and technical higher education, and new managerialism in higher education - the changing management of public higher education institutions in India.

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 2021-2022 are the following:

- a) **Diversity and Inclusion 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. As a follow-up activity, the Centre organized a national seminar on the theme in 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.

Seven research reports - a synthesis report, six state reports, two CPRHE Research Papers, report on the national seminar and three policy briefs have been prepared.

A policy dialogue webinar on Reforms for Diversity and Inclusion in Higher Education Institutions in India was organized on 15 December 2020. The webinar focused on strategies of achieving academic integration in classrooms and developing socially inclusive higher education campuses in India. We are also in preliminary stage of developing a book proposal based on the study report.

Preparation of Modules on Managing Student Diversity in Higher Education: CPRHE/NIEPA, New Delhi was requested by the Indian Council of Social Science Research (ICSSR), to prepare modules related to student diversity and civic learning in higher education. The purpose of the modules is to sensitize students, teachers and administrators in higher education on issues related to student diversity, specific challenges facing students from marginalised social groups and the role of higher education in civic learning and democratic engagement. Developing module to sensitise educational managers and administrators are primarily based on empirical findings from the large-scale study on student diversity and social inclusion that has been carried out by the centre. We plan to prepare seven modules collaboratively with academics and experts as authors. An authors workshop with the expert group was organised to discuss and finalise the framework of the Modules.

Final authors' workshop with the expert group to discuss draft of modules on managing student diversity in higher education: The final workshop is scheduled to be held in October, 2021 with members of the expert group to seek their guidance for finalising the modules.

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

- b) **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 has been 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 2018-19, four state reports and synthesis reports were prepared and presented to the members of Research Expert Committee in July, 2018. The synthesis report has been finalized and submitted to NIEPA Research Review Committee and the State reports have been finalized for website upload.

Specific Activities planned for this research project for the year 2021-2022 are the following:

CPRHE Research Paper: A CPRHE Research Paper will be prepared based on the findings of the empirical study included in the Synthesis Research Report.

Finalisation of State Research Reports for the Website: The State reports have been finalized for website upload.

Preparation of Policy Briefs: Primarily based on the findings from the study on ‘Governance and Management of Higher Education in India’, policy briefs will be prepared. An expert group meeting will be convened to review the drafts of the policy briefs.

Expert Meeting to discuss policy brief on “Autonomy in Higher Education Governance” and “Accountability of Higher Education Institutions”: An Expert Meeting to discuss draft policy briefs will be organised on October, 2021. The meeting will invite experts who will discuss the draft policy briefs and make suggestions to revise and finalise the policy briefs. The policy briefs will discuss issues of autonomy and accountability. The objective of the policy briefs is to evolve national, state and institutional policies in addressing the issues of autonomy and accountability of higher education institutions in India and make key policy recommendations. 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.

Based on the policy briefs, a Policy Dialogue on ‘Autonomy and Accountability of higher education institutions’ is scheduled in the month of January, 2022.

Project Coordinator: Dr. Garima Malik

- c) **Financing of Public Higher Education Institutions in India: Institutional Responses to Decline in Public Funding:** 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 was implemented in the five states of Bihar, Odisha, Punjab, Uttarakhand and Telangana. The final synthesis report is submitted.

Activities planned for the year 2021-2022 are the following:

CPRHE Research Paper: A CPRHE Research Paper will be prepared based on the findings of the empirical study included in the Synthesis Research Report.

Finalisation of State Research Reports for the Website Upload: The State reports have been finalized for website upload.

Preparation of Policy Briefs: Two policy briefs identified on the themes such as; ‘Changing Dynamics of Resource Allocation to Public HEIs in India’ (Policy Brief 1) and ‘Resource Mobilisation by Public Higher Education Institutions’ (Policy Brief 2) are under preparation.

Expert Group Meeting on the Policy Briefs: An expert group will be constituted for developing policy briefs based on the study on financing of public HEIs in India. A

meeting of the Expert Group would be conducted to discuss draft policy briefs for expert suggestions and recommendations. Based on expert suggestions and recommendations the draft policy briefs would be revised accordingly before proceeding for a Policy Dialogue.

Project Coordinator: Dr. Jinusha Panigrahi

- d) **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.

Activities planned for the year 2021-2022 are the following:

1. *Finalization of State Reports for the Website upload:* The State reports have been finalized for website upload.
2. *CPRHE Research Paper:* A CPRHE Research Paper will be prepared based on the findings of the empirical study included in the Synthesis Research Report.
3. *Finalisation of the Manuscript of the edited volume of papers presented at the international seminar for submission to Springer publisher by end of April 2021.*
4. *Finalisation of Policy Briefs:* 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:
 - i. External Quality Assurance Framework and Code of Ethics for Quality at the Level of Quality Assurance Agencies and Higher Education Regulatory Authorities.
 - ii. Role of Internal Quality Assurance Cells In Enhancing Student Experience at the Institutional Level.
 - iii. Role of Universities to Lead and Support Quality Enhancement of the Affiliated Colleges.
5. *Expert Group Meeting on the Policy Briefs:* An expert group meeting will be convened in October 2021 to review the drafts of the policy briefs. In view of the review comments, the policy briefs will be revised and finalised for print and dissemination.

6. *Organising Policy Dialogue*: One policy dialogue of one day duration based on the policy briefs developed based on the findings of the research project on quality assurance at the institutional level, will be organised in January 2022.
 - i. **Policy Dialogue on External Quality Assurance** 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.
 - ii. **Policy Dialogue on Internal Quality Assurance** 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) **Employability of Higher Education Graduates in India**: India has one of the largest education systems in the world, employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. The problem of graduate employability has both supply and demand side aspects. The study aims to answer the following research questions: a) what are the employers’ perceptions regarding employability skills of HE graduates; b) what are the experiences of new employees regarding their employability readiness during university education vis-à-vis their work place requirements; c) what are the students’ expectations from HEIs on developing skills for employability; d) what is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) is a graduate employability skill policy need of the hour? Perspectives of the major stakeholders such as the employers and the new employees, students and teachers are explored to answer the research questions. It is a multi-level, multi-state study covering multiple cities in the country. The six cities identified are four Tier I cities of Mumbai, Delhi, Bangalore, Hyderabad; Lucknow as a lead employment provider among Tier II cities; and Jaipur as one among the first three employment providers in the Tier III category of cities. Subsequent to the research methodology workshop attended by research team members, a collective understanding on the

research instruments was developed and the data collection in the states is now under progress. It is expected that the State revised draft reports shall be ready by April 2021. It is therefore proposed to hold the 3rd Methodology Workshop with the State Teams to finalise them.

Activities planned for the year 2021-2022 are the following:

Third Research Methodology Workshop: Subsequent to the research methodology workshops attended by research team members, a collective understanding on the research instruments was developed, the data collection in the states and its analysis is complete and the draft state reports are being prepared. The 3rd Research Methodology Workshop with the State Teams will be held in September 2021.

Third Research Expert Group Meeting: The third expert group meeting on the CPRHE research project 'Employment and Employability of Higher Education Graduates in India' will be held in the year 2021-22. The objective of the meeting will be to discuss and review the research reports and seek comments from the members of the expert group on the reports from the research project. The Research Project Expert Committee members will attend the meeting.

Policy Brief Expert Group Meeting: Subsequent to the finalisation of research reports of the CPRHE research project on Employability of Higher Education Graduates, a collective understanding on the subject of Industry- academia linkage to improve graduate Employability is developed. The theme of the policy brief will be on Sustaining industry- academia linkage to improve graduate Employability in India. An expert group meeting will be convened in December 2021 to discuss and finalise the drafts of the policy briefs.

Project Coordinator: Professor Mona Khare

- f) **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 first research methodology workshop for the coordinators of selected case study institutions was 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. CPRHE team conducted monitoring visits in all the case study institutions and took part in data

collection process. The CPRHE is in the process of data analysis and carrying out the next stage of implementation.

The draft report of the study is ready. Meeting could not be carried out due to Covid 19. We are planning to organise a virtual meeting now. A joint meeting of members of Expert Group and Case Study Coordinators is planned for the end of February or early March 2021. Based on the comments from the experts and case study coordinators, the report will be revised and finalised. The report will be submitted to UGC by the end of March 2021.

Activities planned for the year 2021-2022 are the following:

Preparation of the CPRHE Research Paper: Based on the report, manuscript will be finalized for publication in CPRHE research paper series. It will be widely circulated among academia and policy circles.

Project Coordinator: Dr. C.M. Malish and Dr. Nidhi S. Sabharwal

II.3 New Research Areas

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

- a) **College Readiness and Student Success in Higher Education in India:** Importance of accessing higher education and its completion is increasingly relevant to individuals' productivity, their social prosperity and nations' economic growth. Equitable access to and success through higher education is considered to be the source of making growth more inclusive through a fair distribution of opportunities that builds up person's human capital and raise resources embedded in people. With 36.6 million students and a Gross Enrolment Ratio (GER) of 25.8% (MHRD, 2018), higher education in India has undergone changes to include massification of the sector.

One of the features of massification of higher education is the creation of a new diverse student body. The recently completely CPRHE study on 'Diversity and Inclusion' brings out the varying levels of academic preparedness and diversity in social background of new generation learners in higher education in India. Insights from research suggests that students from disadvantaged socio-economic backgrounds who are also more likely to be first-generation learners face academic and social barriers that affect their academic integration in the classrooms and social inclusion in the campuses. As a result, students from socially and economically disadvantaged backgrounds face high drop-outs and poor learning outcomes. In other words, the insights from the research suggests that student groups are at varying stages of being 'college ready' or prepared for college to remain and succeed in the studies.

College readiness implies being equipped with knowledge and skills that students need for learning for academic success. 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 are equipped with knowledge and skills to succeed in higher education. The National Education Policy (NEP) 2020 re-

affirms the goal of advancing equity in learning outcomes in higher education and places its responsibility on institutions to plan for supporting diverse student population groups in academic and social domains.

However, college readiness is an under-researched area and what one needs to succeed in college must be investigated and refined. Specific research questions of the study are: what are the difficulties that college students face in the academic domain? what are the difficulties that college students face in the social domain? what are the existing institutional policies and support services to improve college readiness for student success? The study will adopt a multi-institutional case study approach. The study will be undertaken across five selected higher education institutions which will include universities, undergraduate colleges, and Institute of National Importance institution (NIT/IIT) located across five geographical zones (North, West, Central, East and South). The study will adopt a mixed method approach and use both qualitative and quantitative research instruments for collection and analysis of information and data. Through this study an attempt will be made to address issues related to college readiness in a massifying higher education system with the objective of advancing academic integration and social inclusion of students coming from diverse background so as to promote improved learning outcomes at the end of their studies in universities and colleges. The budgetary requirement for this study is Rs.49,82,000/- as presented in the CPRHE-EC meeting, 2020-21.

Activities planned for the year 2021-2022 are the following:

First Expert Committee Meeting on College Readiness and Student Success in Higher Education in India scheduled to be held in July, 2021. The expert committee is constituted to advice and guide implementation of the project. A detailed research proposal comprising of an extensive literature review, a conceptual and theoretical framework as well as the methodology for the study will be presented to the committee for their feedback and guidance. The objective of the research expert committee 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. Based on the inputs of the members, the research proposal and its scope will be revised.

Project Coordinator: Dr. Nidhi S. Sabharwal

- b) **Language and Inequalities: A Study on Linguistic Diversity and Student Success in Higher Education in India:** Knowledge Economy (KE) and process of globalisation is a source as well as an outcome of mobility of ideas, capital, people and institutions leading to transcending of traditional time-space boundaries. As knowledge and human capital became the major determinant of social and economic development of countries and social mobility of individuals, Higher Education (HE) began to expand in developed regions of the globe since 1960s; later in rest of the

world. Equitable distribution of Higher Education is now widely recognised as a necessary condition for equity in development for present and future generations.

Since KE is characterised by production, circulation and use of knowledge in economic activities, language has attained pivotal significance. One trend we could see earlier is the emergence of English as a global language of Higher Education and scholarship at the cost of declining significance of national languages. Recently, a reverse trend is visible, for instance, in European Union and India. National Education Policy (NEP) 2020 promotes Indian languages in all levels of education including Higher Education. In a multilingual society like India, which language to be used as medium of instruction (MoI) in education is a complex political question. Choice of language has severe implications not only on learning and knowledge production in Higher Education but also mobility of Higher Education graduates in globalised labour market.

Massification of Higher Education in India since the first decade of 21st century was fuelled by public investment and population demand for Higher Education in post 1990s and resulted in increased student diversity in campuses. Although inequality continue to persists and takes newer forms, campuses are diverse in terms of socio-economic, schooling, linguistics, regional, and gender backgrounds of student body. Insights from the literature including studies by CPRHE on Student Diversity and UGC Coaching Schemes unravel inequitable structures and socially non-inclusive character Higher Education. Among the many, language is found to be an important entry barrier and source of exclusion in post-admission phases. Language background and proficiency in the language used as MoI s a marker of social identity and hence a source of social division and also an important determinant of social and academic experience and outcome of Higher Education students.

Present study attempts to understand how language background influences student experience in Higher Education. The study will be guided by the following research questions. (1) How linguistic diversity contributes to academic integration and academic success of students in Higher Education?; How linguistic diversity influences socialisation pattern and participation in social and cultural life of students in HE campus?; and What are the institutional policies and mechanisms to address linguistic diversity of students in Higher Education institutions?. Study will adopt mixed methods approach for the collection and analysis of data/information. Study will be implemented in five institutions preferably elite institution including Institutes of national importance. Extensive interviews with students, teachers and institutional leaders, administering of student questionnaires forms primary data; and administrative records of student background form secondary data.

Study is expected to advance theoretical understanding on language and inequalities in knowledge economy and equity in Higher Education. Findings will also contribute to developing a language policy and strategies at colleges and universities to institutionalise equity and inclusion. The budgetary requirement for this study is Rs.53,32,000/- as presented in the CPRHE-EC meeting, 2020-21.

Activities planned for the year 2021-2022 are the following:

Expert Group Meeting: The research study aims to develop a deeper understanding on language question in higher education in India in the context of changing nature of student diversity in higher education campuses, global knowledge production and national economy. Keeping equity at central focus, research attempts to explore role of language in socialization and student learning in its institutional context and transition to world of earning. Research is expected to generate a serious debate on role of language in determining student outcome and to evolve a language policy in higher education.

The first meeting of Expert Group will organized in June, 2021 to seek guidance from experts on overall theoretical and methodological approach of research study and choice of case study institutions. The draft proposal and proposed methodology including case of case study institutions will be presented before the committee. The proposal and case study institutions will be revised and finalized based on the comments and advice from the experts.

Instrument Development Workshop: Aim of the workshop is to seek comments from experts on research instruments developed for the collection of data for the study on 'Language and Inequality'. All instruments including those for collecting qualitative and quantitative data will be presented before the committee. Based on the comments from the committee, instruments will be revised. A pilot study will be conducted later to finalise the instruments.

First Research Methodology Workshop: The first Research methodology workshop will be organized on December, 2021 for research team members from selected case study institutions for the study on Language and Inequality. This workshop aims to develop a collective understanding about the theme of the research and theoretical and methodological approach to study. Proposal and research instruments such as survey questionnaire, interview schedule and FGD guide will be discussed and finalised in consultation with collaborating research team members. Since research team members belong to different cadres and disciplines, hands on expertise will be provided on data collection and storage both for qualitative and quantitative variants. Workshop will end with collective agreement on project cycle in including data collection, analysis and report writing.

Project Coordinator: Dr. C.M. Malish

- c) **New Managerialism in Higher Education: 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 emphasising 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 emphasises market-like accountability in public spending. Thus, core values like autonomy, equality are sidelined in the name of modernising 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 are existing along with 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 internationalisation 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 decentralisation. The study will be contextualized in the emerging new scenario post NEP 2020 with independent governing boards for universities. Moreover, the prevailing scenario will have new governance arrangements with the Higher Education Commission of India and its verticals of regulation, accreditation, financing and standard setting with associated implications for higher education institutional governance.

Methodology/Study Design

The study will follow a descriptive research design and a comparative approach. Like any study relying on comparative research methodology, the research will try to analyse similarities and differences in the management in the selected states. The study will rely on both primary and secondary sources of data and descriptive statistics to analyse the information.

India has central and state universities. To understand the impact of new managerialism in India it is important to study different categories of institutions. The research will study a variety of institutions: central universities, state universities, institutes of eminence and private universities. The budgetary requirement for this study is Rs.56,15,700/- as presented in the CPRHE-EC meeting, 2020-21.

Activities planned for the year 2021-2022 are the following:

First Expert Committee Meeting: This meeting will be organized in February, 2022. The objective of the meeting is that the team of experts would advise and guide in the progress in implementation of the project on 'New managerialism in higher education: the changing management of public higher education institutions in India'. The members of the expert Committee are Professor Pankaj Chandra, Shri J. Veeraraghavan, Professor Kuldeep Mathur, Professor Supriya Chaudhuri and Professor Sudhanshu Bhushan.

Project Coordinator: Dr. Garima Malik

- d) **Financing of Technical and Professional Education: A Comparative Study of Public & Private Higher Education Institutions in India:** Since 1990s there is a move towards market process in higher education after the adoption of Structural Adjustment Policy and there is market interference in higher education decision making. This resulted in privatisation of public institutions and encouragement of private sector in higher education provision. Committees and commissions on higher education reflected on the need for institutions to seek resources in addition to the resource allocated from the government. But, the availability of resources at the institution level was found to be inadequate to meet the growing demand for student enrolments particularly in job oriented technical and professional courses. Many higher education institutions resorted to several cost recovery measures in the form of levying higher rates of student fees and self-financing courses. Private sector emerged with charging of higher tuition fee for offering courses in technical/professional courses. Many resource mobilisation strategies were adopted by technical institutions in terms of alumni funds, new short term courses, research projects and consultancy activities. It seems there has been widening of inequalities between technical and professional HEIs in public and private entities as well as between new and old established institutions. In the process there are distortions in terms of courses offered as the market value or employability of offered courses determine the fee structure and capacity of institutions to generate additional resources.

There are few studies on technical education in Indian context. With the greater role to be played by the private sector under National Education Policy 2020, this research project attempts to look into the issues related to changing nature of financing of higher education and diversity across the type of technical and professional HEIs in terms of the extent of public funding and initiatives for resource generation and overall implications for various types of institutions.

The Research Questions are: a) What is the extent of public funding of technical/professional higher education institutions in India?, b) What are the non-state sources or other innovative methods adopted by both public and private technical/professional higher education institutions to finance their respective institutions?, c) What is the overall implication of various sources of funding of technical/professional higher education institutions at policy level? The research

methodology for the study would be descriptive in nature. Both secondary and primary data would be used for analysis subject to the rationale, objectives and research questions formulated for the study. The budgetary requirement for this study is Rs.65,99,100/- as presented in the CPRHE-EC meeting, 2020-21.

Activities planned for 2021-22 for the implementation of the project:

- a) Expert Committee Meeting: The first expert group committee meeting is scheduled to be held in 2021. The draft research proposal will be presented in the meeting for suggestions from the experts before its implementation in selected states.
- b) Instruments Development Workshop: The quantitative and qualitative research instruments developed for the project for institutional administrators, teachers and students will be discussed among experts for suggestions. The instruments will be revised and finalized after the meeting as per the suggestions before they are pilot tested in one of the technical HEI in Delhi-NCR.
- c) Pilot Study: A pilot study will be conducted in one of the technical / professional HEIs in Delhi-NCR before the implementation of final project.

Project Coordinator: Dr. Jinusha Panigrahi

- e) **Professionalisation of Academics as Teachers in Higher Education Institutions (For Effective Learning Outcomes of Students):** The National Education Policy 2020 intends to bring focus on Quality of Higher Education through reorganisation of institutions, governance reforms, change in quality assurance scheme, putting more onus on institutions and institutional leaders and other participants for improving teaching and learning in higher education. The restructuring of institutions as research universities, teaching universities and autonomous colleges is expected to lead to further diversification and stratification of academic work. This would require diverse professional development strategies. According to the new policy scenario, the focus has to be on provision as well as improvement of both physical infrastructure as well as pedagogical and academic infrastructure. PhD is now an essential qualification at the entry level appointments of teachers in higher education. Whilst the PhD enables a scholar to specialise in a narrow and deep aspect of a discipline, teaching at undergraduate level requires a rather vast and broader understanding of disciplines and keeping up with the latest development in the field at the same time.

The teachers teaching at the undergraduate level are expected to undertake research. The policy expects colleges to incorporate research as a component in undergraduate level courses and programmes while revising curricula. At the same time the higher education sector is to be reformed to become globally competitive. This requires qualitative change in student experience and how teaching learning takes place in Indian higher education institutions. Higher education academics except those teaching in departments of Education usually do not take up research on teaching and related aspects such as student assessment, feedback and evaluation in their respective disciplines. Even in departments of Education the research is mostly focused on school education.

The government has created opportunities for academics in higher education to improve their classroom teaching through renewal of professional development programmes and schemes; sanctioning new human resource development centres and launching of a national mission on Teachers and Teaching. There is now a mandated induction training for newly appointed teachers in higher education through HRDCs. Open and Distance Learning opportunities for higher education academics through MOOCs on government supported platforms such as Swayam also intend to enhance research and other professional capacities of teachers in higher education. The National Resource Centre established at NIEPA is taking an unprecedented attempt at organising subject and discipline specific resources for higher education teachers through national level consultations.

The past one year experience of higher education institutions in organising teaching learning for students at all levels of education during the lockdown due to the ongoing pandemic challenge has been revealing. Although traditionally critiqued to be slow in adopting new technologies, the higher education academics have made sincere efforts to adapt to the online teaching learning and take up various academic activities online such as organising seminars and conferences aka Webinars; conducting student assessment and feedback online and such like - all mostly without much professional as well as infrastructural development support from their institutions. Whilst the on campus, face to face classroom teaching is now slowly coming back in institutions, a blended mode of teaching and learning has launched itself as an outcome of the emergent response of the higher education participants i.e., teachers, students and administration and policymakers to the pandemic crises. It is however pertinent to highlight that the experience has been full of challenges. The professional development opportunities for higher education academics need to address the expectations of the NEP2020 and demands of the new teaching learning situation in view of the ongoing health crisis.

The proposed research study at CPRHE NIEPA will explore firstly, the reorganised academic work and workforce scenario at the institutional level since 2018/ or post NEP2020; secondly, decisions, opportunities/support and investments made by institutions for professional development of academics across disciplines since 2018 through their teaching learning centres (TLCs) and faculty development centres (FDCs) and other programmes could be self financed offered by other institutions; thirdly, existing framework of institutional assessment of professional development of academics for effective student learning outcomes as part the quality assurance practices; fourthly, drivers of changes made by academics in their professional practice following their professional development experiences over a period of time; fifthly, assessment of the quality of professional development programmes experienced (complete/incomplete; long/short; online; face to face) by academics across various platforms; sixth, qualitative change in student experience when their teachers have undergone professional development activities and finally role of teacher researchers in their own professionalisation .

The study will be designed as a mixed method study including survey and focus group interviews/discussions with teachers, administrators, QA professionals, students, professional development coordinators and planners across 10-12 institutions. A component of action research will be developed by inducting at least one to two assistant professors across each institution to undertake a short action research project in their respective discipline where they identify their professional development requirement, attend a professional development programme and apply its learning in their practice to explore the scholarship of teaching and teacher knowledge in several domains such as those related to content, pedagogy and learning assessment. The budgetary requirement for this study is Rs.59,48,100/- as presented in the CPRHE-EC meeting, 2020-21.

- a) *Expert Committee Meeting:* Expert Committee Meeting on the New Research Project will be organised in February 2022 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.

Project Coordinator: Dr. Anupam Pachauri

II.4 i) Analysis of Trends in Higher Education Development

The Centre for Policy Research in Higher Education brings out India Higher Education Report (IHER) every year based on certain emerging themes in higher education research. IHER serves as a good reference document for researchers and policy-makers in India. In the year 2021-22, the following IHERs are in press and being prepared for publication by Routledge.

- a) **India Higher Education Report (IHER) 2020:** The IHER 2020 which is on the theme of ‘Employment and Employability of Higher Education Graduates’ is in press to be published by Routledge.
- b) **India Higher Education Report (IHER) 2021:** The IHER 2021 is on the theme of ‘Private Higher Education’ and is being finalised for publication by Routledge. The first peer-review meeting of the authors of the IHER-2021 was held online in September 2020 where the abstracts of the chapters to be included in the IHER 2021 were discussed. The Second Peer Review meeting was held in December 2020 to develop a common understanding on the finalization of chapters of the IHER. Based on the suggestions by the peer group and other participants, the draft chapters are getting revised and finalized. The report is under-preparation to be published by Routledge.
- c) **India Higher Education Report (IHER) 2022:** The preparation for next issue of IHER is in progress which will be on the theme of ‘Women and Higher Education’. The first peer-review meeting of the IHER 2022 authors will held in April, 2021.

The second peer-review meeting of the IHER 2022 authors will be held in September 2021. The IHER 2022 will also be published by Routledge.

II.4 ii) Publications Based on Seminars Organized by the CPRHE

The Centre organizes International Seminar every year in collaboration with British Council, India on a specific theme of Higher Education. The research findings of the thematic CPRHE research studies are also disseminated in the seminar. In the year 2021-22, the CPRHE plans to prepare and publish the following volumes based on the papers presented in the International Seminars organized by the CPRHE.

- a) **Innovations in Financing of Higher Education:** The theme of the International seminar 2017 was “Innovations in Financing of Higher Education”. The Centre finalized the manuscript for publication. The final manuscript has been submitted to Springer Nature, Singapore.
- b) **Quality and Excellence in Higher Education:** The volume of papers presented at the international seminar titled 'Quality and Excellence in Higher Education' held on February 22-23, 2018 will be edited and submitted to reputed publisher for publication. The final versions of the papers have been received from the authors and the manuscript is being prepared to be submitted for publication.
- c) **Employment and Employability of Higher Education Graduates:** The volume of papers presented at the international seminar titled “Employability and Employment of Higher Education Graduate” held on February 19-20, 2019 is under editing with 13 revised papers received. The manuscript of the volume is being prepared to be submitted for publication.
- d) **Governance and Autonomy in Higher Education:** The volume of papers presented at the international seminar titled “Governance and Autonomy in Higher Education” held on 20-21 February, 2020. The manuscript with papers presented in this seminar is being prepared to be submitted for publication.

II.5 Sharing and Dissemination of Knowledge

- a) **International Seminar on Diversity, Inclusion and Student Success in Higher Education:** The CPRHE has been organizing International Seminars in collaboration with the British Council since 2014. The seventh International Seminar in this series is scheduled to be organized in February 2022 and will be on Diversity, Inclusion and Student Success in Higher Education. The context for organizing an international Seminar on Diversity, Inclusion and Student Success is the following:

The fast expansion of higher education is a global phenomenon in this century. The global enrolment in higher education has more than doubled from 100 million to 220 million between 2000 and 2017. The increase in school enrolment as a result of “Education For All” initiatives and enhanced demand for higher skills in the knowledge economy are, no doubt, influencing factors promoting increased social demand and resultant expansion of higher education. The higher education sector is massified, if not universalized, in a majority of the countries in the world.

The expansion of the higher education system was accompanied by diversification of the sector. Diversification was in terms of institutional arrangements for provision, study programmes, funding sources and students. The empirical evidence shows that those systems which are more diversified have expanded faster than others. The expansion of higher education in most developed countries show institutional diversification. The binary and ternary systems in the United Kingdom, the University Institutes of Technology (IUTs) of France, and the Community colleges in the USA are examples of institutional diversification. The massification of the higher education sector is also accompanied by increasing participation of under-represented groups. The share of students from economically poor, socially disadvantaged, physically challenged, trans-gender and first generation learner groups is increasing in the higher education campuses. However, this positive achievement is not matched by initiatives to promote successful completion of studies and smooth transition of graduates from studies to employment. Further, the success rates in higher education and employment rates are lower among the students belonging to disadvantaged groups than among graduates from other groups.

Many empirical studies, including the studies by the CPRHE, indicate the need for further empirical analysis and designing of intervention strategies to make higher education and employment markets more inclusive. This forms the context for organizing an international Seminar on Diversity, Inclusion and Student Success. The seminar is jointly organized by CPRHE/NIEPA and British Council. The seminar will bring together academics, policy makers and administrators from India and abroad to discuss and debate on issues of diversity, inclusion and student success in the changing landscape of knowledge, education and employment. The major objectives of the proposed International Seminar are:

1. To advance understanding on issues of student diversity, inclusion and student success in higher education
 2. To provide platform for researchers and practitioners to share and learn from others on findings of empirical studies and perspectives on inclusion and student success
 3. To discuss and share opportunities and challenges faced by institutions while promoting student success among diverse student body
 4. To critically understand technology driven pedagogical changes and its impact on foundational ideas of equity in post-Covid era
- b) **CPRHE 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.
- c) **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 fourteen titles. This Series will be continued as a regular publication by the Centre.

- d) **CPRHE 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.
- e) **Modules on Managing Student Diversity in Higher Education:** 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 advise 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 and the members of the expert group to discuss the draft of the modules in October 2021.

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:

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:

- a) External Quality Assurance Framework and Code of Ethics for Quality at the Level of Quality Assurance Agencies and Higher Education Regulatory Authorities.
- b) Role of Internal Quality Assurance Cells in Enhancing Student Experience at the Institutional Level.
- c) 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:

- d) Effective Undergraduate Teaching Learning in Affiliated Colleges.
- e) Making Universities as Learning Organization through Improved Cooperation between Administration and Academia.

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

- f) Autonomy in Higher Education Governance.
- g) Accountability 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:

- h) Resource Allocation to Public Higher Education Institutions.
- i) Resource Mobilization by Public Higher Education Institutions.

II.7 Policy Dialogues/Consultations

Policy Dialogues based on CPRHE Research: The Centre has carried out major research projects in five 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 2 policy dialogues in the year 2021-2022.

Policy Dialogues/Consultations planned for the year 2021-22 are the following:

- a) **Policy Dialogue on Autonomy and Accountability of Higher Education Institutions:** Based on the policy briefs, a Policy Dialogue on autonomy in higher education governance and accountability of higher education institutions is scheduled in January, 2022. 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 External and Internal Quality Assurance:** One policy dialogue of one day duration based on the policy briefs developed based on the findings of the CPRHE research project on quality assurance at the institutional level, will be organised in January, 2022. Policy Dialogue on External Quality Assurance will focus on ‘external quality assurance frameworks and code of ethics for quality at the level of QA Agencies and higher education regulatory authorities.’ 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. Policy Dialogue on Internal Quality Assurance 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.

- c) **State Council of Higher Education Meeting:** This consultative meeting will be organized on March 17-18, 2022. The objective of the meeting will be to have discussions around the implementation of National Education Policy 2020. 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 Chairpersons and Vice chairpersons of State Councils.
- d) **Workshop on Priorities in Higher Education Research:** Workshop on Priorities in Higher Education Research will be organised in 5-6, October, 2021 aims to develop pool of higher education researchers in the country. NEP 2020 and Perspective Plan of NIEPA is the base for designing the workshop. Doctoral scholars and early career researchers on higher education are the potential participants. Workshop will discuss latest development in global higher education and its implications on India and opportunities and challenges faced by Indian higher education system. Workshop will introduce landscape of higher education research as an emerging field of study in India. Workshop will help to develop a national network of researchers and research institutions engaging in policy research in higher education. Workshop is expected to become, over a period of time, a largest professional gathering of higher education researchers in the country and CPRHE will take academic leadership in connecting researchers and institutions for the vibrant growth evidence based perspective and policy for higher education development.

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 providing evidence-based policy support to decision making bodies such as MHRD, UGC, NITI Ayog etc. The Centre will continue to support the UGC and MHRD in matters relating to research, 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 Odile, Paris 8 University, France, Professor William G. Tierney, University of Southern California, USA and Dr Emily Henderson, University of Warwick. CPRHE also hosted research fellows Ms. Anjali Thomas from University of Warwick, UK, Mr. Shashank SR, Graduate Student of Public Policy and Governance from Tata Institute of Social Sciences (TISS) and Ms. Anjali Anil from Tata Institute of Social Sciences (TISS). In the year 2021-22, the CPRHE will host a research scholar, Ms Evita Rodrigues from St. Stephen, Delhi University and Professor Arthur Levine, the Fulbright Nehru Distinguished Chair and, President Emeritus, Woodrow Wilson Foundation, Princeton, New Jersey, USA. Professor Arthur Levine was supposed to join as a visiting professor at CPRHE in the year 2020. We are informed that Professor Levine will join the CPRHE once the COVID situation improves.

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 may be 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.

Table A: List of CPRHE Programme for the Year 2021-22

Following is the consolidated list of programme and the budget.

LIST OF CPRHE PROGRAMMES FOR THE YEAR 2021-22

Sl. No.	Month	Date	Activity	Budget (in Rs.)
1.	April	29 April, 2021	IHER 2022: First Peer Review Meeting on Women and Higher Education in India (<i>Dr. Nidhi S. Sabharwal</i>)	Rs. 3,62,500
2.	May	12 May, 2021	Expert Group Meeting for Two Policy Briefs on “Dynamics of Resource Allocation and Resource Mobilization by Public Higher Education Institutions” *(<i>Dr. Jinusha Panigrahi</i>)	Rs. 1,24,000
3.	June	24 June, 2021	Expert Group Meeting on Study on “Language of Education in Higher Education in India” * (<i>Dr. Malish C M</i>)	Rs. 1,05,000
4.	July	23 July, 2021	First Expert Committee Meeting on College Readiness and Student Success* (<i>Dr. Nidhi S. Sabharwal</i>)	Rs. 1,05,000
5.	August	10 August, 2021	Instrument Development workshop on Study on Language of Education in Higher Education in India *(<i>Dr. Malish C M</i>)	Rs. 15,000
6.	September	01 September, 2021	Expert Committee Meeting on ‘Financing of Technical and Professional Education: A Comparative Study of Public & Private Higher Education Institutions in India’* (<i>Dr. Jinusha Panigrahi</i>)	Rs. 1,02,000
7.	September	23 September, 2021	IHER 2022: Second Peer Review Meeting on Women and Higher Education in India (<i>Dr. Nidhi S. Sabharwal</i>)	Rs. 6,62,500
8.	September	29-30 September 2021	Third Methodology Workshop: Employment and Employability of Higher Education Graduates in India (<i>Professor Mona Khare</i>)*	Rs. 6,60,000
9.	October	01 October, 2021	Expert Meeting to Discuss Two Policy Briefs on “Autonomy in Higher Education Governance” and “Accountability of Higher Education Institutions”** (<i>Dr. Garima Malik</i>)	Rs. 68,000
10.	October	05-06 October, 2021	Workshop on Priorities in Higher Education Research in India (<i>Dr. Malish C M</i>)	Rs. 4,46,000
11.	October	07 October, 2021	Expert Group Meeting/Committee on the Two Policy Briefs on External Quality Assurance and Internal Quality Assurance (<i>Dr. Anupam Pachauri</i>)	Rs. 1,15,000
12.	October	13-14 October, 2021	Expert Group Meeting with Authors of the “Modules on Managing Student Diversity in Higher Education” (<i>Dr. Nidhi S. Sabharwal and Dr. Malish C M</i>)**	Rs. 5,47,500
13.	December	06 December, 2021	Instrument Development Workshop for the Project on “Financing of Technical and Professional Education: A Comparative Study of Public & Private Higher Education Institutions in India”** (<i>Dr. Jinusha Panigrahi</i>)	Rs. 25,000

14.	December	10-11 December, 2021	First Research Methodology Workshop for Study on Language of Education in HE in India * (Dr. Malish C M)	Rs. 5,42,500
15.	December	15 December, 2021	Policy Brief Meeting: Employment and Employability of Higher Education Graduates in India (Professor Mona Khare)*	Rs. 1,77,500
16.	January	19 January, 2022	Policy Dialogue on 'Quality Assurance in Higher Education' (Dr. Anupam Pachauri)	Rs. 6,00,000
17.	January	28 January, 2022	Policy Dialogue on "Autonomy and Accountability of Higher Education Institutions"* (Dr. Garima Malik)	Rs. 7,10,000
18.	February	03-04 February, 2022	Research Methodology Workshop with Team Members of the Research Study on "Financing of Technical and Professional Education: A Comparative Study of Public & Private Higher Education Institutions in India"* (Dr. JinushaPanigrahi)	Rs. 4,22,000
19.	February	11 February, 2022	First Expert Committee Meeting on New Managerialism: The Changing Management of Public Higher Education Institutions in India * (Dr. Garima Malik)	Rs. 83,000
20.	February	17-18 February, 2022	International Seminar on "Diversity, Inclusion and Student Success in Higher Education"* (Dr. Malish C M)	Rs. 38,35,000
21.	February	25 February, 2022	Expert Committee Meeting on the New Research Project 'Professionalisation of academics in higher education'. (Dr. Anupam Pachauri)	Rs. 1,00,000
22.	March	11 March, 2022	CPRHE, Executive Committee Meeting (CPRHE, Director)	Rs. 1,50,000
23.	March	17-18 March, 2022	State Higher Education Council Meeting (Dr. Garima Malik)	Rs. 5,68,000
24.	TBC	TBC	Final Expert Committee: Employment and Employability of Higher Education Graduates in India (Professor Mona Khare)	Rs. 2,11,000

*The budget for these activities has been included in the budget for research projects approved by the CPRHE Executive Committee and NIEPA Board of Management (BOM) in the year 2019-20.

** Part of the financial resources required for this event maybe coming from CPRHE-ICSSR project titled Diversity and Inclusion in Higher Education

