

INTERNATIONAL SEMINAR ON DIVERSITY AND INCLUSION IN HIGHER EDUCATION

**INDIA HABITAT CENTRE
New Delhi**

16-17 February 2023

Information Brochure



Jointly Organized by
**Centre for Policy Research in Higher Education (CPRHE)
National Institute of Educational Planning and Administration (NIEPA)
and
British Council**



International Seminar on Diversity and Inclusion in Higher Education

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International Seminar on Diversity and Inclusion in Higher Education

India Habitat Centre, New Delhi
16-17 February 2023

Introduction

The Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi, and the British Council India are jointly organizing an International Seminar on ‘*Diversity and Inclusion in Higher Education*’ from 16 to 17 February 2023. The seminar will bring together educationists and policymakers from different countries.

Background

The fast expansion of higher education is a global phenomenon in this century. The worldwide enrolment in higher education 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 the resultant expansion of higher education. Higher education is massified, if not universalised, 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 offers 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.

Higher education attainment is one of the significant determinants of inter- and intra-generational equity and advancing human well-being. Therefore, how higher education opportunities are distributed across the population and to what extent the underprivileged and marginalized population can access and succeed in higher education are crucial for achieving the goals of sustainable equity and inclusion in the future. Affirmative action policies and incentive schemes are the most commonly found policy interventions across countries to promote equity and inclusion in higher education. Among these measures, the quota system for disadvantaged students is widely relied on for ensuring equity in access in many societies.

The reservation policy has a long history in India and is part of its Constitutional provisions. The quota for disadvantaged groups in admissions to higher education is close to 50 percent. To expand access, India also followed a policy of establishing institutions in under-served regions that have, very often, a high concentration of people belonging to disadvantaged groups. In addition to creating facilities, various incentive schemes such as scholarships, hostel schemes, financial assistance, and remedial courses are in operation to promote students from marginalized socio-economic and cultural backgrounds. These measures have, indeed, helped many disadvantaged students to overcome social, economic, emotional, and academic barriers to entry and excel in higher education.

Evidence suggests that while diversification can facilitate the faster expansion of the system, it can also lead to increased inequalities in the nature and quality of higher education received by different segments of the population. Therefore, it is argued that diversification is a process of diversion to channel children from disadvantaged backgrounds to lower-status post-secondary education institutions and programmes. In other words, diversification while increasing access to higher education may contribute to widening inequalities in success in higher education and the employment market. It is also essential to understand how technological advancement and the emergence of new frameworks and modalities for credit accumulation can contribute to achieving equity and inclusion.

Recently announced, National Education Policy 2020 (NEP 2020) placed significant emphasis on equity and inclusion and is committed to Sustainable Development Goal 4 (SDG 4), which promotes “inclusive and equitable quality education and lifelong learning opportunities for all.” The NEP 2020 aims to increase the GER to 50 percent by 2035. Along with structural transformation in academic programmes such as four-year degree courses, one-year master’s, and new credit accumulation frameworks such as Academic Bank of Credits, NEP 2020 emphasized the education of Socio-Economically Disadvantaged Groups (SEDGs). More flexibility in learning and credit accumulation, integration of curricular and co-curricular activities, and promotion of Indian languages are expected to promote equity and inclusion in higher education.

Many empirical studies, including the studies by the CPRHE/NIEPA, 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 and Inclusion in higher education. The present seminar is jointly organised by CPRHE/NIEPA and the British Council. The seminar will bring together academics, policymakers, and administrators from India and abroad to discuss and debate issues of diversity and inclusion in the changing landscape of higher education globally and India.

Objectives

The International seminar has the following objectives:

1. To advance the understanding of student diversity and inclusion issues in higher education.
2. To provide a platform for researchers and practitioners to share and learn from their experiences.
3. To deliberate upon equity policies and intervention strategies to widen access to and enable student success in higher education.

Themes

1. State, Markets, and Equity in Higher Education Development
2. Higher Education Access, Diversity, and Social Inclusion
3. Equity and Excellence in Higher Education
4. Higher Education and Equitable Employment Outcomes
5. Equity Policies and Institutional Leadership

Venue and Date

The seminar will be organised at the India Habitat Centre, New Delhi, on 16 and 17 February 2023.

Participation

The International Seminar will bring together key experts worldwide, policymakers, and policy analysts. More than 150 delegates from India and abroad are expected to participate in the seminar, and the delegates will be academics, policymakers, and senior managers of HEIs.

Expected Outcome

The insights and analysis presented in the seminar will provide a critical understanding of the issues of diversity and inclusion. The seminar also aims to develop a more robust global network of researchers, teachers, and policymakers working to advance international and national higher education systems. The seminar also expects to bring out a publication based on the papers presented in the seminar and to promote research and practice of equity in higher education.

Organization

The Centre for Policy Research in Higher Education (CPRHE/NIEPA), New Delhi, in collaboration with British Council, India office, will organize the seminar as has been the practice in the past several years. This seminar on 'Diversity and Inclusion in Higher Education' is the seventh in the series of collaborations between the British Council and CPRHE/NIEPA.

For more details, please contact

Contact Persons

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PROGRAMME

International Seminar on Diversity and Inclusion in Higher Education

Day 1: Thursday, 16 February (Venue: Jacaranda Hall)

9:00	Registration
9:30-10:45	<p>Inaugural Session</p> <p>Chairperson: Professor Sudhanshu Bhushan, <i>Vice-Chancellor (I/c), Professor and Head, DHPE, National Institute of Educational Planning and Administration, India</i></p> <p>Welcome Address: Professor Pradeep Kumar Misra, <i>Director, CPRHE, NIEPA</i></p> <p>Opening Remarks: Mr. Michael Houlgate, <i>Deputy Director, British Council, India</i></p> <p>Keynote Address: Professor Graeme Atherton, <i>Director, National Education Opportunities Network, United Kingdom</i></p> <p>Release of CPRHE/NIEPA Publication India Higher Education Report 2021, Routledge</p> <p>Programme Highlights: Dr. Nidhi S. Sabharwal, <i>Associate Professor, Centre for Policy Research in Higher Education, NIEPA, India</i></p> <p>Vote of Thanks: Dr. Sandeep Chatterjee, <i>Registrar, National Institute of Educational Planning and Administration, India</i></p> <p>Rapporteur: Dr. Garima Malik, <i>CPRHE/NIEPA, India</i></p>
10:45-11:15	Coffee and Networking (Venue: Pre-function Area)
11:15-13:00	<p>Plenary Session 1: State, Market, and Equity in Higher Education</p> <p>Chairperson: Amitabh Kundu, <i>Distinguished Fellow, Research and Information System for Developing Countries, India</i></p>
11:15 - 11:30	Keynote Address: N.V. Varghese, <i>Former Vice-Chancellor, National Institute of Educational Planning and Administration, India</i>
11:30-12:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Brigid Freeman, Australia India Institute, University of Melbourne and Matt Brett, Deakin University, Australia 2. Suma Scaria, Central University of Karnataka, India 3. Protiva Kundu, Centre for Budget and Governance Accountability, India 4. Manika Bora, O.P. Jindal Global University, India <p>Discussant: Mohammad Muzammil, <i>Former Vice-Chancellor, Dr. B.R. Ambedkar University, India</i></p>

International Seminar on Diversity and Inclusion in Higher Education

12:30 - 13:00	<p>Open for Discussion</p> <p>Rapporteur: Sangeeta Angom, Department of Higher & Professional Education, NIEPA, India</p>
13:00-14:00	<p>Lunch (Venue: Pre-function Area)</p>
14:00-15:45	<p>Plenary Session 2: Higher Education Access, Diversity, and Social Inclusion</p> <p>Chairperson: Pankaj Mittal, <i>Secretary General</i>, Association of Indian Universities, India</p>
14:00-14:15	<p>Keynote Address: Odile Henry, Director, Centre de Sciences Humaines (CSH), India</p>
14:15-15:15	<p>Speakers</p> <ol style="list-style-type: none"> 1. Jakob Williams Ørberg, Novo Nordisk Foundation, India 2. Surajit Deb, Aryabhatta College, India 3. Ankit Kawade, Jawaharlal Nehru University, India 4. Nidhi S. Sabharwal, Centre for Policy Research in Higher Education, NIEPA, India <p>Discussant: Sachidanand Sinha, <i>Professor</i>, Jawaharlal Nehru University, India</p>
15:15-15:45	<p>Open for Discussion</p> <p>Rapporteur: Eldho Mathews, Unit for International Cooperation, NIEPA, India</p>
15:45 - 16:00	<p>Coffee and Networking (Venue: Pre-function Area)</p>
16.00	<p>Heading to British Council for the Session on Gender Equality in Higher Education and Reception Dinner (Venue: British Council India, 17 Kasturba Gandhi Marg, New Delhi – 110001)</p>

International Seminar on Diversity and Inclusion in Higher Education

Day 2: Wednesday, 17 February (Venue: Jacaranda Hall)

9:30-11:00	<p>Plenary Session 3: Equity and Excellence in Higher Education Chairperson: Anita Rastogi, <i>Professor</i>, Department of Educational Studies, Jamia Millia Islamia, India</p>
9:30-9:45	<p>Keynote Address: Meenakshi Gopinath, <i>Director</i>, Women in Security Conflict Management and Peace, India</p>
9:30-10:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Muhammad Muftahu, Universiti Sains Malaysia, Malaysia 2. N. Sukumar, Delhi University & Vidyasagar Sharma, University of Delhi, India 3. Ramdas Rupavath, University of Hyderabad, India 4. Dilip Vasantrya Chavan, Swami Ramanand Teerth Marathwada University, India <p>Discussant: Mousumi Mukherjee, <i>Associate Professor & Deputy Director</i>, IIH Ed, O.P. Jindal Global University, India</p>
10:30-11:00	<p>Open for Discussion Rapporteur: Binay Prasad, Unit for International Cooperation, NIEPA, India</p>
11:00-11:15	<p>Coffee and Networking (Venue: Pre-function Area)</p>
11:15-13:00	<p>Plenary Session 4: Higher Education and Equitable Employment Outcomes Chairperson: Sudhanshu Bhushan, <i>Vice-Chancellor (I/c), Professor and Head</i>, DHPE, National Institute of Educational Planning and Administration, India</p>
11:15-11:30	<p>Keynote Address: Sukhadeo Thorat, <i>Professor Emeritus</i>, Jawaharlal Nehru University, India</p>
11:30-12:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Miguel Antonio Lim, The University of Manchester, United Kingdom, Icy Fresno Anabo, Deusto University, Anh Ngoc Quynh Phan, University of Auckland, Mark Andrew Elepaño, Far Eastern University, Gunjana Kuntamarat, Deusto University 2. G.D. Sharma, Society for Education and Economic Development (SEED), India 3. Nivedita Sarkar, Dr. B.R. Ambedkar University, India & Anuneeta Mitra, USA 4. Khalid Khan, Indian Institute of Dalit Studies, India <p>Discussant: Neetha N., <i>Professor</i>, Centre for Women's Development Studies, India</p>
12:30-13:00	<p>Open for Discussion Rapporteur: Jinusha Panigrahi, CPRHE/NIEPA, India</p>

International Seminar on Diversity and Inclusion in Higher Education

13:00-14:00	Lunch
14:00-15:30	Plenary Session 5: Institutional Leadership, Equity Policies, and Institutional Practices to Support Student Success Chairperson: Kumar Suresh, <i>Professor</i> , National Institute of Educational Planning and Administration, India
14:00-14:15	Keynote Address: Satish Deshpande, <i>Professor</i> , Delhi University, India
14:15-15:00	Speakers <ol style="list-style-type: none"> 1. Sanghmitra Acharya, Jawaharlal Nehru University, India 2. Smriti Singh, Indian Institute of Technology Patna, India 3. Rabi Narayan Kar and Kusha Tiwari, Shyam Lal College, India 4. Kamal Raj Devkota, Tribhuvan University, Nepal 5. Akha Kaihrii Mao, Dr. B.R. Ambedkar University, India Discussant: M.H. Qureshi, <i>Former Professor</i> , Jawaharlal Nehru University, India
15:00-15:30	Open for Discussion Rapporteur: Santwana G. Mishra, Department of Educational Planning, NIEPA, India
15:30-15:45	Coffee and Networking (Venue: Pre-function Area)
15:45-17:30	Open Panel and Valedictory Session: Future Perspective on Strategies for Equity in Higher Education Chairperson: N.V. Varghese, <i>Former Vice-Chancellor</i> , National Institute of Educational Planning and Administration, India
15:45-16:45	Panelist: <ol style="list-style-type: none"> 1. K. Ramachandran, <i>Senior Advisor</i>, Unit for International Cooperation (UIC), NIEPA, India 2. Geetha Venkataraman, <i>Professor</i>, Ambedkar University Delhi, India 3. Jose-Luis Alvarez-Galvan, <i>Programme Specialist-Head of Policy and Advocacy</i>, UNESCO MGIEP, India 4. Graeme Atherton, <i>Director</i>, National Education Opportunities Network, United Kingdom
16:45-17:15	Open for Discussion
17:15-17:30	Concluding Remarks: Sudhanshu Bhushan, <i>Vice-Chancellor (I/c), Professor and Head</i> , DHPE, National Institute of Educational Planning and Administration, India Vote of Thanks: Nidhi S. Sabharwal, <i>Associate Professor</i> , CPRHE/NIEPA, India Rapporteur: Anupam Pachauri, CPRHE/NIEPA, India.
Departure	

Day 1
16 February
2023



Inaugural Session

9:30 - 10:45

Inaugural Session

Welcome Address: Professor Sudhanshu Bhushan, *Vice-Chancellor (I/c), Professor and Head, DHPE, National Institute of Educational Planning and Administration, India*

Welcome Address: Professor Pradeep Kumar Misra, *Director, CPRHE, NIEPA*

Opening Remarks: Mr. Michael Houlgate, *Deputy Director, British Council, India*

Keynote Address: Professor Graeme Atherton, *Director, National Education Opportunities Network, United Kingdom*

Release of CPRHE/NIEPA Publication

India Higher Education Report 2021, Routledge

Programme Highlights: Dr. Nidhi S. Sabharwal, *Associate Professor, Centre for Policy Research in Higher Education, NIEPA, India*

Vote of Thanks: Dr. Sandeep Chatterjee, *Registrar, National Institute of Educational Planning and Administration, India*

Rapporteur: Dr. Garima Malik, *CPRHE/NIEPA, India*

Inaugural Session: Profiles



Professor Sudhanshu Bhushan, Vice-Chancellor (I/c), Professor and Head, DHPE, NIEPA

Professor Sudhanshu Bhushan, Vice-Chancellor (I/c) of the National Institute of Educational Planning and Administration (NIEPA) and Professor & Head of the Department of Higher & Professional Education in NIEPA. He specializes in Internationalisation of Higher Education, Policy issues in Higher Education and Educational Planning. His recent contributions include Quality Assurance of Transnational Higher Education: Australia and India Experiences, Public Financing and Deregulated Fees in Indian Higher Education, and Restructuring Higher Education in India. He is the co-editor of a book on Teaching and Learning in Higher Education in India and Australia published by Routledge in 2018. His book on the Future of Higher Education in India has been published by Springer in 2019. His present responsibility is to conduct and guide research and to provide policy support to the Government. He is the recipient of Amartya Sen Award 2012 for distinguished Social Scientist, an award instituted by Indian Council of Social Science Research, New Delhi.



Professor Pradeep Kumar Misra, *Director, Centre for Policy Research in Higher Education, NIEPA, India*

Professor Pradeep Kumar Misra is the Professor and Director of the Centre for Policy Research in Higher Education (CPRHE) at the National Institute of Educational Planning and Administration (NIEPA), New Delhi, India. He has previously served as a Professor of Education and was the Head of the Department of Education and Dean of the Faculty of Education at Chaudhary Charan Singh University, Meerut. His research specializations are teacher education, educational technology, and vocational education. He has received several prestigious international research scholarships like the Commonwealth Academic Fellowship of CSC, UK; Doctoral and Senior Researcher Scholarship of DAAD, Germany; Erasmus Mundus Visiting Scholar Scholarship of European Commission; National Scholarship of Slovak Republic; MASHAV Scholarship of Israel Government; and Research Exchange Scholarship of FMSH, France. He is also the recipient of the Joint Research Project under ICSSR (India) and NIHSS (South Africa) and a member of the academic bodies of several institutions and organizations in India and abroad. He published widely in journals of international repute, authored reference books, including his popular book learning and teaching for teachers, completed research and development projects, developed educational media programs, and supervised Ph.D. scholars. His educational visits include Germany, United Kingdom, France, Denmark, Nederland, Sweden, Spain, Slovakia, Austria, New Zealand, Vietnam, Malaysia, Israel, Japan, and South Africa.



Mr. Michael Houlgate, *Deputy Director, British Council, India*

Mr. Michael Houlgate joined the British Council in India as Deputy Director in October 2022. He leads the British Council's programmes in India, developing and delivering a diverse portfolio of projects in education, English and the arts across the country.

Michael joined the British Council in 2012, and has worked in China, Egypt, Afghanistan and most recently Pakistan. He worked to introduce the UK apprenticeship model in China for the first time; set up and managed the £20m Newton-Mosharafa fund to support UK-Egypt research partnerships, delivered the British Council's work on education and civil society in Afghanistan, and led the British Council's work across education, English and arts and culture in Pakistan.

He enjoys reading, hiking, learning languages (including now Hindi), and playing guitar.



Professor Graeme Atherton, *Director*, National Education Opportunities Network (NEON), United Kingdom

Professor Graeme Atherton is Director of the Centre of Inequality and Levelling Up (CELUP) at the University of West London, leads the National Education Opportunities Network (NEON) which is the UK professional organisation for access & equity in higher education (HE) with over 100 universities as members and has also founded the World Access to Higher Education Network (WAHEN). He is a trustee of the National Union of Students (NUS) and holds visiting professorships at the Centre for Higher Education Research, Sunway University, Kuala Lumpur and Amity University London. He has produced over 200 publications and conference papers.



Dr. Nidhi S. Sabharwal, *Associate Professor*, CPRHE/NIEPA, India

Dr. Nidhi S. Sabharwal is currently an Associate Professor at the Centre for Policy Research in Higher Education (CPRHE/NIEPA), New Delhi. Dr. Sabharwal is holding the position of Honorary Associate Professor in the Department of Education Studies at the University of Warwick. She has previously been the In-Charge of the CPRHE/NIEPA. Dr. Sabharwal has also previously served as the Director of the Indian Institute of Dalit Studies. She has conducted extensive research on the development concerns of the poor, especially the scheduled caste groups. She has studied inter-group inequalities across human development indicators, focusing on the role of caste- and gender-based discrimination in market and non-market institutions; diversity and discrimination within higher educational institutions, Mid-Day Meal and Anganwadi programmes; and social protection & affirmative action policies. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and inclusion and presented papers at international conferences. Her current research focuses on access, student diversity and equity in Higher Education.



Dr. Sandeep Chatterjee, *Registrar*, National Institute of Educational Planning and Administration, India

Dr. Sandeep Chatterjee has assumed the Office of Registrar, National Institute of Educational Planning and Administration on September 24, 2020. He has done M.Sc. in Physics from the Agra University, Agra (U.P) and Ph.D in Science (Physics) from Vidyasagar University, Midnapore (W.B.). Prior to joining NIEPA, he was working as Registrar at Indian Institute of Technology Delhi. He has now more than 28 years of work experience in administration. In his academic and administrative career, he has served in the IITs and Indian University System for more than twenty years now. Besides an opportunity to work in other premier academic and research institutions, he takes active interest in coordinating and facilitating the academic environment and support to the student, teaching and non-teaching employees of the Institute, as primary stakeholders of any academic institution. Besides having innovative thinking and implementation of automation and ICT approach in the management of institutions, he has also coordinated a few training and capacity building program for the officers and staff and activities to promote the cause of differently abled and raise funds for the institutions under CSR.

Keynote

Equity Policies, Inclusive Excellence, And Pathways to Student Success

Professor Graeme Atherton, *Director*,
National Education Opportunities Network, University of West London, United Kingdom

Abstract

Inequalities in access and success in higher education are a global challenge. In all of countries in the world where we have evidence (over 90%) inequalities in participation in higher education (HE) by social background exist. Across 76 of the lowest income countries in the world the poorest people are 20 times less likely to complete a higher education course than the richest. United Nations Educational, Scientific and Cultural Organization (UNESCO) have recognised the challenge and sustainable development goal 4.3 states that: 'By 2030 countries provide equal access for all women and men to affordable and quality technical, vocational and higher education, including university'. However, the evidence shows that the chances of this goal being met by 2030 are slim. Drawing on his recent report 'The equity crisis -higher education access and success to 2030' Professor Graeme Atherton in his presentation will outline where the major issues in equity, excellence and success are around the world today and how they could be addressed. The equity crisis report, produced for Northern Consortium in the UK, analyses data on higher education participation across the world, includes a global survey with responses from 80 organisations in over 50 countries and 7 online discussion sessions delivered in partnership with a range of international organisations including the World Bank, UNESCO and the Asia Europe Foundation. Professor Atherton will highlight the examples of innovative practice in equity, inclusive excellence and student success identified in the report and its recommendations which centre on the formation of a global task force that can galvanise commitment from policymakers and universities across the world to enhancing equitable access and success in higher education by 2030.

Rapporteur

Dr. Garima Malik, *Assistant Professor*, Centre for Policy Research in Higher Education, NIEPA, India



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



Session 1

11:15 - 13:00	<p>Plenary Session 1: State, Market, and Equity in Higher Education</p> <p>Chairperson: Amitabh Kundu, <i>Distinguished Fellow</i>, Research and Information System for Developing Countries, India</p>
11:15-11:30	<p>Keynote Address: N.V. Varghese, <i>Former Vice-Chancellor</i>, National Institute of Educational Planning and Administration, India</p>
11:30-12:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Brigid Freeman, Australia India Institute, University of Melbourne, and Matt Brett, Deakin University, Australia 2. Suma Scaria, Central University of Karnataka, India 3. Protiva Kundu, Centre for Budget and Governance Accountability, India 4. Manika Bora, O.P. Jindal Global University, India <p>Discussant: Mohammad Muzammil, <i>Former Vice-Chancellor</i>, Dr. B.R. Ambedkar University, India</p>
12:30 - 13:00	<p>Open for Discussion</p> <p>Rapporteur: Sangeeta Angom, Department of Higher & Professional Education, NIEPA, India</p>



Chairperson: Amitabh Kundu, *Distinguished Fellow*, Research and Information System for Developing Countries, India

Professor Amitabh Kundu is currently associated in Advisory capacity with Research and Information System for Developing Countries, World Resources Institute and Oxfam India New Delhi. He was Regional Advisor on Poverty at UNESCWA, Beirut during 2017 and Consultant to the Government of Sri Lanka during 2016. Until January 2014, he was Professor at the Jawaharlal Nehru University, New Delhi. He has been the Dean of the School of Social Sciences and has served as a member of National Statistical Commission during 2006-08. He has been a Visiting Professor at the University of Amsterdam, Sciences Po and Maison des Sciences de L'homme in Paris, University of Kaiserslautern and University of Wuerzburg in Germany.

Keynote

State, Market and Equity in Higher Education

Professor N.V. Varghese, *Former Vice-Chancellor, NIEPA, India*

Abstract

Equity and justice form the foundation for building a socially inclusive society. Equity implies fairness and ensures that varying circumstances of birth will not constrain individuals from realizing their full potential. The global move towards progressive universalism and the shifting of emphasis of national priorities towards equity and social protection reinforce the need for state initiatives to promote social inclusion. This is the case even when the state is weak and less efficient and therefore, it is important to distinguish between problems of implementation and issues of principle. Market, on the other hand, promotes individual preferences and profits focusing on efficiency parameters keeping equity concerns as marginal and incidental.

The public policy and progressive state actions have helped equalize the conditions for success in education and employment of the disadvantaged. The logic of affirmative actions and reservation policies stems from the egalitarian principles and democratic commitments. The progressive state actions have helped reducing durable inequalities and promoting intergenerational mobility breaking the persistent link between parental status and educational opportunities for children. Such committed public policy measures for equity ensure conditions for broad-based sharing of prosperity.



Professor N.V. Varghese was the former Vice-Chancellor of the National University of Educational Planning and Administration, New Delhi. He holds a doctoral degree in Economics with specialization in educational planning. He was the founding Director of the Centre for Policy Research in Higher Education (CPRHE/NIEPA), New Delhi (2013-2019); Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris (2006- 2013); Head of its Training and Education Programmes at IIEP, Paris (2001- 2006) and Head of higher education and specialized training, at IIEP, Paris (1999-2001). He was responsible for designing and introducing the IIEP Master's programme in educational planning and management.

While at IIEP, he was the Secretary General and responsible for the secretariat of the International Working Group on Education (IWGE) which is a network of funding agencies in education.

In the 1990s he was Professor and Head of Educational Planning at NIEPA, New Delhi. He was also Head of the DPEP Cell in NIEPA. He was responsible for developing methodologies of decentralized planning and was leading activities associated with educational planning at the federal and decentralised levels in India. He was also responsible for the design and development of externally funded education projects in India during 1992-1999.

He has been member of several International Boards/Committees and editorial Boards of Journals. He is also the Chief Editor of the Journal for Educational Planning and Administration. He has directed several national and international research projects; carried out research projects in several countries of Africa, Asia, Latin America and CIS region; published more than 30 books and research reports, and more than 200 research papers and articles in academic Journals in the areas related to educational planning, financing and higher education.

Integration of Diversity and Inclusion within Australian Higher Education Policy: Insights to Inform National Education Policy 2020 Implementation Monitoring

Dr. Brigid Freeman, *Senior Researcher (Education)*, Australia India Institute, University of Melbourne, Australia

Professor Matt Brett, *Director*, Academic Governance and Standards, Deakin University, Australia

Abstract

Australia has attracted international recognition for the ways in which diversity and inclusion are interwoven into the fabric of higher education policy. This paper provides international readers with insight into how diversity and inclusion is integrated within Australian higher education policy. Descriptions of contemporary policy architecture are contextualised with an exploration of key policy developments that have shaped Australian higher education over recent decades. Concern for diversity and inclusion is deeply embedded in higher education policy, including system regulation and quality assurance, financing, institutions, internationalisation of teaching and research, and reporting. Australian higher education equity policies have played an important role in widening participation of students from underrepresented groups and providing a consistently high standard of education and experience. Notwithstanding policies and systems for promoting equity and inclusion, substantive equality is elusive. There is persistent underrepresentation in Australian higher education of groups for whom participation is systematically evaluated, and some underrepresented groups experience challenges in making successful transitions to the labour market. The extent of underrepresentation is more pronounced for some groups in postgraduate coursework and research higher degrees. There is also considerable variety across institutions in the social demography of students. The paper describes efforts to enhance inclusion, with contemporary policy review processes placing inclusion as a key consideration in long-term system planning. The diversity and inclusion challenges faced by Australia, despite the sophistication of its equity policies, provides useful insights to national systems seeking to improve diversity and inclusion policies while concurrently addressing system size, structure and quality. Notwithstanding significant differences in terms of scale, such reflections could inform the development of strategies to monitor implementation of India's National Education Policy 2020.



Dr. Brigid Freeman is Senior Researcher (Education) with the Australia India Institute at the University of Melbourne, and in 2023, Visiting Professor with the National Institute of Educational Planning and Administration (NIEPA) in Delhi, India. Her research is international and comparative, focusing on higher education policy and systems, university policy governance, internationalisation, and higher education in emergencies. Dr Freeman has undertaken extensive fieldwork in Australasia, India and the United States, and published higher education policy related research supported by the Australian Government, Victorian Government and UNESCO.



Dr. Matt Brett is Director of Academic Governance and Standards at Deakin University. He has a longstanding commitment to student equity spanning roles in research, policy and practice. He has been involved in over \$1m of externally funded competitive research grants, convened the 2011 National Summit on the Mental Health of Tertiary Students, and co-edited *Student Equity in Australian Higher Education: 25 Years of A Fair Chance for All*.

Public versus Private: Does Privatization Enhances Equity in Higher Education in India?

Dr. Suma Scaria, *Assistant Professor*, Department of Economics Studies and Planning,
Central University of Karnataka, India

Abstract

It is well known that the role of private sector in the provision of higher education in India has grown tremendously in recent times. However there has been a lot of debates both in academic as well as policy circles whether such a growth/enhanced role has improved equity in access to higher education across different sections of the society. In this context, the present article aims to ask the following questions: Firstly, what role does different type of institutions (public institutions versus private institutions) play in the enrolment as well as disciplinary choices in higher education? Secondly, how does class, caste and gender mediate in access to different type of institutions? Thirdly, how does the intersections of caste and gender, class and gender and also caste and class mediate access too different types of institutions? The above questions aim to contribute to the larger debates on the privatization of higher education in India as well as across the globe.



Dr. Suma Scaria is currently an Assistant Professor at the Department of Economics in the Central University of Karnataka at Gulbarga. Her specialisation is in Development Economics. Her current interest lies in issues relating to higher education in India with specific focus on how class, caste and gender mediate access to higher education. She has published research articles in several prestigious journals including Economic and Political Weekly, Indian journal of gender studies, Contemporary education dialogue, Social Change, Indian Journal of Human Development, Journal of Land and Rural studies, South Asia Research and Indian journal of Labour economics.

Gender Responsive Budgeting: A Tool for Gender Equality in Higher Education

Dr. Protiva Kundu, Thematic Lead-Social Sectors, Centre for Budget and Governance Accountability, India

Abstract

The United Nations Sustainable Development Goals Agenda includes gender equality as one of its 17 goals and emphasizes the importance of supporting women's empowerment to meet the SDGs. The status and quality of higher education is a key contributor to society's progress towards goal 5. While in the last 10 years, India has progressed a lot in addressing gender inequality in higher education sector, the COVID-19 pandemic and the global economic crisis are reversing progress towards the SDGs and reducing available resources to finance crisis mitigation and recovery measures. Undoubtedly, there is a need for mobilising more resources towards the sector. Meanwhile, it is important to ensure that the limited funds currently available deliver the best outcomes for women associated with higher education sector. Meeting such goals require effective policy planning, budgeting and implementation of programmes that are specifically aimed at achieving the desired outcomes. Gender-responsive Budgeting (GRB) – an application of gender mainstreaming in budgetary process can help in reducing gender inequality in higher education. Analysing Union Government Gender Budget Statement for the last seven years, this paper investigates the development of the GRB process in higher education. The paper also comments on the gaps that are inherent in the methodology and reporting practices. It offers some policy suggestions on how to integrate GRB into country's higher education policies.



Dr. Protiva Kundu is a development professional with over ten years of experience in public policy analysis. She currently works as the 'Thematic Lead-Social Sectors' at the Centre for Budget and Governance Accountability (CBGA), a think tank based in New Delhi. At CBGA Protiva's work includes financing of education, public financing for women and children, gender responsive budgeting in education, early childhood education, education equity and child protection. She has a Ph.D. and an M.Phil. degree in Economics from Jawaharlal Nehru University, New Delhi.

(In)equality of Opportunity: Evidence from Higher Education in India

Dr. Manika Bora, *Assistant Professor*, O.P. Jindal Global University, India

Abstract

For much of the nineteenth and twentieth century, economists were preoccupied with economic growth, and wealth accumulation by nations. Ultimately the achievement of economic growth globally was accompanied by increase in inequalities between and within nations, drawing attention once again to the distributional aspects of this growth. Evidence from historical data indicates that to a large extent the convergence of economic growth at the global and national level has been on account of diffusion of knowledge. In other words, skills and education have played the role of levelers in society for much of 20th century in stark contrast to the earlier periods characterized by inherited status and wealth. Needless to say, despite the role played by education in mitigating inequalities, it is not a magic bullet that can work in isolation. Infact, in the absence of equal access to education and economic opportunities, expansion of the educational system might only reinforce inequalities, with predictable winners and losers.

One aspect of studying inequality has been focusing on the transmission of inequality across generations in society. Education because of its intrinsic and instrumental value to both individuals and society is an important transmitter of intergenerational advantage or disadvantage. The empirical scholarship on equality of opportunity in India has employed the circumstances of individuals – parental characteristics, gender, social class, caste, religion and region. The beneficiary of equalizing educational opportunities is often presented as an individual. Envisaged in this manner equality of opportunity may well appear compatible with gender/caste based discrimination, even in a society with formal equality.

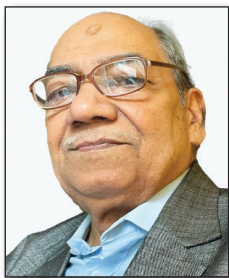
Complicating the conceptualization further, the existence of group based inequality implies educational policy intended to equalize opportunities would also have to contend with the clustering of educational capital and mobilities amongst the dominant groups as a result of caste/gender - blind educational development. This paper discusses evidence of equality of opportunity in the context of massification of higher education. The methods and materials used will include existing empirical literature and critical policy discourse.



Dr. Manika Bora is a development economist by training, and has a PhD degree from the National Institute of Educational Planning and Administration (NIEPA), New Delhi. Her doctoral research is an empirical examination of intergenerational mobility and the persisting influence of social origins in educational and economic outcomes in rural eastern India. Her primary areas of interest lie at the intersections of social identity—especially gender and caste, education and inequality. She is currently an Assistant Professor in the Jindal Global Law School, O.P. Jindal University, Sonapat, Haryana.

Discussant

Professor Mohammad Muzammil, *Former Vice-Chancellor*, Dr. B.R. Ambedkar University, India



Professor Mohd Muzammil is the former Vice-Chancellor of Dr. B. R. Ambedkar University Agra and MJP Rohilkhand University Bareilly, a Professor of Economics, at Lucknow University, a Visiting Fellow at QEH Oxford and a Member of the RECOUP under RPC of Cambridge University UK. His book: *Financing of Education* appeared in 1989. He has extensively published on the economics of education. His articles have appeared in EPW and the *Journal of Development Studies*. He co-authored the book: *A Political Economy of Education in India* (OUP) He is an author of the India Chapter in Terry Moe and Susanne Wiborg (ed) *The Comparative Politics of Education* (CUP).

He has been the Chairperson of The Committee on Policy Making for Attracting Private Investment in Higher Education in UP of the Government of UP. He was conferred Career Award for Young Social Scientist of the UGC in 1989, Govind Ballabh Pant Economics Prize in 2000, Shikshak Shri Samman (2009) and Saraswati Samman (2011), He is associated in an advisory capacity with many HEIs.

Rapporteur

Dr. Sangeeta Angom, *Associate Professor*, Department of Higher and Professional Education, NIEPA, India



Dr. Sangeeta Angom is currently an Associate Professor in the Department of Higher and Professional Education, National Institute of Educational Planning and Administration (NIEPA), New Delhi. She has completed Master Degree in Education (Gold Medallist) and PhD in Education from North Eastern Hill University, Shillong. She has undergone training in Educational Planning and Management (EPM) at IIEP (UNESCO), Paris in 2016 and attended Leadership Institute for mid-level career individual (IFE) organized by East West Centre (EWC), Honolulu, Hawaii, at Suan Dusit Rajabhat University, Bangkok, Thailand in 2010. She has contributed various research papers on areas relating to Indian

higher education at seminars/conferences conducted at National, International and regional levels. She also published an edited book and several research papers in journals, books (chapters) and proceedings.

Session 2

14:00 - 15:15	Plenary Session 2: Higher Education Access, Diversity, and Social Inclusion Chairperson: Pankaj Mittal, <i>Secretary General</i> , Association of Indian Universities, India
14:00 - 14:15	Keynote Address: Odile Henry, <i>Director</i> , Centre de Sciences Humaines (CSH), India
14:15 - 15:15	Speakers <ol style="list-style-type: none"> 1. Jakob Williams Ørberg, Novo Nordisk Foundation, India 2. Surajit Deb, Aryabhata College, India 3. Ankit Kawade, Jawaharlal Nehru University, India 4. Nidhi S. Sabharwal, Centre for Policy Research in Higher Education, NIEPA, India Discussant: Sachidanand Sinha, <i>Professor</i> , Jawaharlal Nehru University, India
15:15-15:45	Open for Discussion Rapporteur: Eldho Mathews, Unit for International Cooperation, NIEPA, India



Chairperson: Dr. (Mrs) Pankaj Mittal, *Secretary General*, Association of Indian Universities, India

Dr. (Mrs) Pankaj Mittal served as the first regular Vice-Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya, Haryana, the first rural women university of North India for two terms and introduced a series of reforms and innovative practices in the university.

Dr (Mrs) Pankaj Mittal is presently, the Secretary General of the Association of Indian Universities (AIU), the second women Secretary General of the Association in its 97 years of existence. She has been serving the higher education sector for more than 03 decades at senior positions at the University Grants Commission of India. She is the Chief Commissioner for Guides of Bharat Scouts and Guides. She is also the Member of General Assembly and Finance Committee of the Indian Council for Cultural Relations (ICCR), New Delhi.

Dr (Mrs) Pankaj Mittal is a Fulbright Scholar and has been a topper in MSc and PhD in Agricultural Statistics from IARI, New Delhi. Dr Mittal is also the recipient of many Awards and Honours like Fulbright Nehru Scholarship grant for Educational Administrators, President of India Award in 2017 for Digital Initiatives in Higher education, Honorary Doctorate-D. Litt. (Honoris Causa) from Karnataka State Women's University, Karnataka, First Padam Shri Subhashini Devi Award 2018 for contributions in Societal Development and Community Engagement, Qimpro Gold Standard Award for leadership in Education for the year 2018 and Smt. Sushma Swaraj Stree Shakti Samman 2020.

Dr Mittal has visited a number of countries like USA, Canada, Mexico, United Kingdom, Japan, Australia, China, South Korea, Spain, Germany, South Africa, Hong Kong, Malaysia, Mauritius and Philippines to name a few, for academic purposes for presenting papers in international conferences and for academic exchanges. She has published a number of papers, articles, occasional papers and reports on issues relating to higher education and women empowerment in national and international journals.

Keynote

Statutory Assignment and Social Value of Degrees: The Academic and Professional Futures of Students of an Indian Institute of Technology through the Lens of Reservation Categories

Professor Odile Henry, *Director, Centre de Sciences Humaines (CSH), India*

Abstract

Indian institutes of technology tend to be seen as institutions that produce a meritocratic elite, free from the contingencies of caste and its political exploitation. Based on fieldwork in one of these elite technical colleges, we question this meritocratic model. We first highlight the processes by which IITs continuously and differentially screen out students from dominated groups (especially those belonging to the SC and ST categories), and contribute to a strong differentiation of the performance, and thus the social value, of educational credentials on the labour market. We then focus on the analysis of the logics of placement of IIT students in the private sector and in particular on the disparities in the employment integration of students according to their field of study, their degree, their academic results and their status in terms of reservation categories.



Professor Odile Henry holds a doctorate in sociology from the Ecole des Hautes Etudes en Sciences Sociales (Paris). She is currently director of the CSH (<https://www.csh-delhi.com/>), full professor of sociology at Paris 8 University (Political Science's department) after having taught as assistant professor at Dauphine University (Paris). Her early research explored, from a sociological and ethnographic perspective, the world of large consulting firms in France. Affiliated to the ENGIND programme (Engineers and Society in Colonial and Post Colonial India, funded by the French National Research Agency, ANR), she was affiliated as a senior researcher to the CSH from 2014 (September) to 2017 (February). She conducted an extensive fieldwork at IIT Kanpur (Uttar Pradesh). Her

main publications (with Mathieu Ferry) focused on the processes of elimination and differentiation of students according to their caste and gender within the IIT and upon entry into the labour market. From 2018 to 2020, she was a member of the ESPI project on the effects, in terms of social inequalities, of the very strong development of private higher education. Funded by the French Development Agency (AFD), this programme focused on 7 emerging or developing countries. Associated with CPRHE, Odile Henry was in charge of the analysis of the transformations of Indian higher education institutions. Her current research projects deepen this research on the effects of privatisation in Indian higher education, based on fieldwork interrupted by the health crisis. From 2018 to 2022, she coordinated with Joël Cabalion, Mathieu Ferry, Clémence Jullien, Jules Naudet and Olivier Roueff the monthly CEIAS-EHESS seminar on "Sociology of Inequalities in India".

Understanding Inequity in Engineering Education: Student Trajectories through Higher Education and its Shadows

Dr. Jakob Williams Ørberg, *Senior Consultant*, Novo Nordisk Foundation

Abstract

Access and performance in the Indian higher education sector and high skilled labor market is extensively organized through events of testing. This is true both at entry level of higher education institutions and in the organization of employer recruitment prior to or post graduation. While tests are largely built to secure fair assessment of student competences and learning achievements developed within the education system, the high stakes attached have spurred increased investments in investments, practices and services directly focused on improving test performance in itself.

Students approach entry and exit events from very diverse positions that are increasingly co-constituted by a high degree of investment of time and resources in arrangements of test preparation, either in the private coaching and tuition sector or informally in self or community organized formats. This paper argues that understanding and conceptualization of diversity and inclusion challenges in higher education must take into account the relationships between higher education and the test focused preparation, including especially the coaching industry. The paper further suggest a student centric focus in articulating this relationship through following what it calls student 'educational careers' through both formal forms of educational progression and their 'shadows' in the private coaching sector."



Dr. Jakob Williams Ørberg is Senior Advisor and Head of India Branch Office in NNF India under Novo Nordisk Foundation. Before this he served as Counsellor Innovation, Research and Higher Education at Royal Danish Embassy in New Delhi. Jakob has a research background from Aarhus University, where he worked on European and Indian higher education systems, as well as significant experience in Danish and European higher education policy making from Danish Ministry of Higher Education and Science.

Higher Education in India: Aspects of Access, Diversity and Social Inclusion

Professor Surajit Deb, *Professor*, Aryabhata College, University of Delhi

Abstract

Given the central role that higher education fulfils for the social and economic development of a nation, the access to higher education and its quality remain an important area of concern in India. Previous studies have pointed out that poverty, high tuition fees, geographical immobility and discrimination acted as major barriers to achieving the universal access. The tertiary education in the country is undergoing rapid changes at present and is also poised for the expansion. This paper examines the aspects of access, diversity and social inclusion in the higher education sector in India. We use the state level data from All India Survey on Higher Education (AISHE, 2019-20) to develop indicators of enrolment, gender parity and social inclusion for major states of India. We subsequently use correlation analysis to examine whether access has been accompanied by diversity and social inclusion in the Indian system.



Professor Surajit Deb did his Ph.D. (Economics) from University of Delhi, on Macroeconomic Implications of Agricultural Prices and Time Series Econometrics. He has published in academic journals, participated in international conferences and completed commissioned research projects. His important contributions include a biennial chapter on Social Development Index in the Social Development Reports from 2012 to 2022 (OUP). He is working as Professor in Economics at Aryabhata College, University of Delhi and teaches Micro Economics, Public Economics, and Environmental Economics. His current research interests include multi-dimensional development indices, inclusive growth, disability and its implications, gender parity, women's time-use pattern, ageing impacts, child well-being and India-China comparisons

How to Respond to the Problem of Intellectual Inequality? Revisiting the Silence of the Subaltern Student

Mr. Ankit Kawade, *Research Scholar*, Centre for Political Studies, Jawaharlal Nehru University

Abstract

This paper will attempt to conceptualise or theorise upon the problem of intellectual inequality in the landscape of higher education institutions in India and critically analyse whether our responses of diversity and inclusion jeopardise our ameliorative efforts in this direction. I shall do this via a critical dialogue with the works of the late scholar Aniket Jaaware, especially his essay titled “The Silence of the Subaltern Student” (1998).

This essay marks perhaps its most crucial philosophical moment when Jaaware quotes the predicament of a subaltern student as exemplifying a phenomenon which is described as “being-below-the-level-of-alterity”. An experience of not even being recognized as ‘the other’ is how Jaaware interpreted the meaning of the response of one of his students, expressed to him in Marathi and only inadequately translated in the following words: “Sir, we are not seen by them.”

Engaging with the main themes of Jaaware’s essay, the paper wishes to foreground the question of silence as encountered in the experience of the subaltern student as an entry-point to think the phenomenon of intellectual inequality in higher education institutions in India. I shall claim that intellectual inequality manifests in Indian classrooms via a differential distribution of voice and silence among its students. The subaltern student struggles to articulate the content of their experiences in the classroom, and hence silence should only be considered as a sign of the failure of language and not of learning as such. How does one include the silence of the subaltern student for a more diverse classroom? This is the central question that this paper reflects upon.



Mr. Ankit Kawade is a PhD candidate at the Centre for Political Studies, Jawaharlal Nehru University, New Delhi. His doctoral research concerns the reception of the philosophy of Friedrich Nietzsche among modern Indian political thinkers like S.R. Rajwade, Muhammad Iqbal, and B.R. Ambedkar. He is also the recipient of the “Navayana Dalit History Fellowship,” and his monograph titled *The Genius of the Chandala and the Gospel of the Superman: Nietzsche, Ambedkar, and the Conflict of Interpretations* is forthcoming from Navayana.

Challenges Facing Students from Disadvantaged Groups in HE in India: A Call for A Process-Oriented Institutional Action for Enacting Diversity and Realizing Inclusion

Dr. Nidhi S. Sabharwal, *Associate Professor*, CPRHE/NIEPA, India

Abstract

Affirmative action in higher education in India has advanced the right of students from disadvantaged groups to access HE. It is cause for celebration when traditionally under-represented students in higher education become a majority share of the student body, and campuses reflect the social diversity of the population in the society, as has been the case for HE in India. Diversity is commonly understood as an adjective which describes the social background or characteristics of students, such as gender, caste, ethnicity, economic background, age, or disability, but it does not capture variations in opportunity structures which underlie the HE experiences of students from these groups. These variations relate to their gender, being the first in their families to enter HE, belonging to poor families and of 'lower' caste, from rural areas and have studied in regional language as their medium of instruction. Differentiated opportunity structures present challenges faced by diverse learners at the stage of admission, after admission - inside classrooms, and in social spheres, out-side classrooms. This paper argues that while affirmative action at the entry-level has resulted in improving access to students from traditionally under-represented social backgrounds, such as the scheduled castes, scheduled tribes, other backward classes, from economically poor families and women, it is necessary that HEIs engage in the process of **enacting** diversity by systematically assessing challenges facing students from these groups at each stage and taking actions of inclusion to facilitate student success.

This paper presents a diversity engagement process framework and delineates stages for acts of inclusion required to overcome the barriers faced by students from disadvantaged groups. The empirical basis of this diversity engagement framework is drawn from a large-scale CPRHE mixed-method study implemented in higher education institutions located across six Indian states (viz., Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh). The study utilised a combination of quantitative and qualitative research instruments to collect and analyse data. The empirical findings are based on a questionnaire-based survey administered to 3200 students, interviews with 200 faculty members and administrators, 70 focus group discussions with students and a close analysis of 50 student diaries.



Dr. Nidhi S. Sabharwal is currently an Associate Professor at the Centre for Policy Research in Higher Education (CPRHE/NIEPA), New Delhi. Dr. Sabharwal is holding the position of Honorary Associate Professor in the Department of Education Studies at the University of Warwick. She has previously been the In-Charge of the CPRHE/NIEPA. Dr. Sabharwal has also previously served as the Director of the Indian Institute of Dalit Studies. She has conducted extensive research on the development concerns of the poor, especially the scheduled caste groups. She has studied inter-group inequalities across

human development indicators, focusing on the role of caste- and gender-based discrimination in market and non-market institutions; diversity and discrimination within higher educational institutions, Mid-Day Meal and Anganwadi programmes; and social protection & affirmative action policies. She has also studied excluded groups in other countries, such as the Burakumin in Japan. She has published books and articles related to equity and inclusion and presented papers at international conferences. Her current research focuses on access, student diversity and equity in Higher Education.

Discussant

Professor Sachidanand Sinha, *Professor*, Jawaharlal Nehru University, India



Professor Sachidanand Sinha is a Retired Professor at the Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi.

Dr Sinha has been a teacher for over 33 years and a Professor of Geography for 16 years. He has served the university in different capacities including as the Chairperson of the Centre during 2017-2019 and Coordinator of the UGC Advanced Centre of Geography under UGC-CAS for two years since 2017.

He has also served as the Provost and Associate Dean of Students in the university for various lengths of time.

He has published 5 books and over 40 articles in reputed journals and guided over 30 doctoral and 75 MPhil research theses. He is on the Editorial Boards of a number of International Journals.

He was member of the Working Group for the 11th Plan of University Grants Commission, Working Group for Development of Model Colleges in Educationally Backward Districts of India, Ministry of Minorities Affairs, and Ministry of Social Justice and Empowerment. During 2010-11 he served as a consultant to the Punjab Governance Reforms Commission and later in 2012-13 as the Chief Advisor of the Core Group for Development of School Textbooks in Social Sciences for the Government of Rajasthan and SCERT, Chhattisgarh. He has also served as advisor to the CABE Sub Committee on Improving Government Schools in India in 2015-16 and Niti Aayog Working Group on Vision 2030, Govt of Punjab.

Rapporteur

Mr. Eldho Mathews, *Deputy Advisor*, Unit for International Cooperation (UIC), NIEPA, India



Mr. Eldho Mathews holds MPhil degree from Jawaharlal Nehru University, New Delhi. His dissertation examined the functional relationship between higher education and economy in China during the period of “reform and opening up.”

Eldho previously worked as Head, Internationalising Higher Education (South India) at the British Council; senior researcher with US-based management consulting firm–Sannam S4; full-time consultant with the Ministry of Human Resource Development’s National Higher Education Mission (RUSA); and the Education Division of the Planning Commission.

Eldho started his career as a research officer with the Kerala State Higher Education Council in 2007. Eldho’s “research papers and articles” (single and co-authored) had appeared in *International Higher Education* (Boston), *Times Higher Education* (London), *Economic and Political Weekly*, *The Hindu*, *The World View of Inside Higher Ed*, *European Association for International Education’s FORUM*, etc. At the UIC, Eldho is responsible for work related to bilateral cooperation in education with countries in Africa.

Day 2
17 February
2023



Session 3

9.30-11:00	<p>Plenary Session 3: Equity and Excellence in Higher Education</p> <p>Chairperson: Anita Rastogi, <i>Professor</i>, Department of Educational Studies, Jamia Millia Islamia, India</p>
9:30-9:45	<p>Keynote Address: Meenakshi Gopinath, <i>Director</i>, Women in Security Conflict Management and Peace, India</p>
9:45-10:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Muhammad Muftahu, Universiti Sains Malaysia, Malaysia 2. N. Sukumar, Delhi University and Vidyasagar Sharma, University of Delhi, India 3. Ramdas Rupavath, University of Hyderabad, India 4. Dilip Vasant Rao Chavan, Swami Ramanand Teerth Marathwada University, India <p>Discussant: Mousumi Mukherjee, Associate Professor & Deputy Director, IIHed, O.P. Jindal Global University, India</p>
10:30-11:00	<p>Open for Discussion</p> <p>Rapporteur: Binay Prasad, Unit for International Cooperation, NIEPA, India</p>



Chairperson: Professor Anita Rastogi, *Professor*, Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, India

Professor Anita Rastogi is a Professor in the Department of Educational Studies, Jamia Millia Islamia since 2009. Prior to joining Jamia Millia Islamia in 1995, she had served as Lecturer in Directorate of Distance Education, Maharshi Dayanand University, Rohtak (Haryana) and in District Institute of Education and Training, Delhi till 1995. She has been selected for 8th Venus International Women Awards (VIWA 2023) in the Category of Distinguished Women Researcher in Education.

She served as Head of the Department for three years (2012-2015) and the Project Head of School of Education granted by MHRD, GOI under Pandit Mohan Malviya National Mission on Teachers and Teaching. She has been also the Co-ordinator of DRSII-SAP granted by UGC for a period of five years (2013-2018) in the area of Teacher Education, Policy Perspectives and Management. She was also appointed as Nodal Officer by the University for All India Survey of Higher Education and Unnat Bharat Abhiyan, an initiative of MHRD.

She has rich experience of about 34 years in the area of Teacher Education (Elementary, Secondary, Preparation of Teacher Educators, Continuous professional Development of Teachers in both face to face and distance mode). She is keenly interested in the area of ICT- Pedagogy Integration and has contributed in the area of development of e-Content in Teacher Education and identification of determinants of ICT-pedagogy Integration.

She has published a number of Research Papers/ Articles in reputed National and International Journals and has also contributed to the development of Self Instructional Material published by IGNOU and Maharshi Dayanand University, Rohtak as writer/editor and reading material on e-content developed by UGC-CEC.

Keynote

The 'Inclusion' Conundrum

Professor Meenakshi Gopinath, *Director*, Women in Security Conflict Management and Peace, India



Professor Meenakshi Gopinath is currently Founder and Honorary Director of WISCOMP (Women in Security, Conflict Management and Peace), an initiative that seeks to promote the leadership of South Asian women in the areas of peace, security and regional cooperation. She is also Chair, Board of Governors, Centre for Policy Research (CPR) and Principal Emerita of Lady Shri Ram College, New Delhi, where she served as Principal for 26 years from 1988-2014. She has been a member of the University Grants Commission (UGC), India. Dr. Gopinath was the first woman to be nominated to the National Security Advisory Board (NSAB) of India. She is a member of multi-track peace initiatives and people-to-people dialogues in South Asia. She has authored among others *Pakistan in*

Transition, and co-authored *Conflict Resolution – Trends and Prospects*, *Transcending Conflict: A Resource book on Conflict Transformation* and *Dialogic Engagement* and has contributed chapters and articles in several books and journals on Gandhi, the politics of Pakistan, Conflict Resolution, Gender and Peace Building et al. Her interests include issues of human rights and gender, conflict transformation and Buddhist and Gandhian philosophy and the performing Arts. She also headed the Task Force of the SAKSHAM Report of the University Grants Commission that initiated several policy reforms on Gender Equity on Higher Education Institutes in India.

Equity and Diversity in Malaysia's Massification of Higher Education

Dr. Muhammad Muftahu, *Acting Director*, National Higher Education Research Institute (IPPTN),
Universiti Sains Malaysia, Malaysia

Abstract

Higher education in Malaysia has been undergoing a period of rapid expansion and consolidation over the past decade. While it was previously dominated by a small group of elite universities, there has been an increasing number of private higher education institutions with lower entry requirements and more flexible curricula. Massification of higher education has been a positive development in Malaysia, leading to a surge in student enrollment and greater accessibility to higher education. The benefits of this development include an increase in human capital and knowledge, a greater diversity of ideas, more opportunities for social mobility, and better employment opportunities for graduates. However, it has also brought to light the need to tackle issues of equity and diversity in the country's higher education system which are global concerns across nations. Diversity, inclusiveness, and equity are key qualities that underpin a diversified and highly skilled workforce. These qualities will be important to maintain the economic competitiveness of Malaysia.

Based on secondary data, this paper examines the current state of equity and diversity in the massified higher education system of Malaysia, as well as the challenges faced in promoting it. The secondary data is used to review the massification of higher education in Malaysia as well as equity and diversity in higher education. The evidence points to disparities among different ethnic groups, socioeconomic backgrounds, and geographic regions, despite the government's efforts to increase enrollment. Additionally, inadequate representation of marginalised groups among faculty and staff is also a major issue. The paper highlights the importance of addressing equity and diversity issues in Malaysia's higher education system. The higher education system must be inclusive and equitable to ensure that all students have an equal opportunity to succeed and contribute to the country's development.

Keywords: Access to Higher Education, Equity and Diversity, Massification of Higher Education



Dr. Muhammad Muftahu is an Acting Director, Deputy Director and Coordinator Global Higher Education Network (GHEN) at National Higher Education Research Institute, (IPPTN), Universiti Sains Malaysia, (USM). His specialisation and interest is in the areas of Sustainable Institutional Development, Leadership, and Management in Higher Education; Comparative and international in Higher Education; Higher Education as a field of study and Qualitative Research Methodology.

Castplaining University Campuses as Neo-Ghettos: A Case Study of Two Central Universities in India

Professor N. Sukumar, Professor, Department of Political Science, Delhi University, India
Mr. Vidyasagar Sharma, Doctoral Fellow, Department of Political Science, University of Delhi, India

Abstract

The politics of exclusion and discrimination has received proportionate attention from across the social science disciplines. Still, the focus has always been to understand the performative sociological injustices experienced by marginalised students in their everyday campus life. The debate around exclusion in university campuses in India has considerably revolved around caste identities particularly when it is subjected to marginalised students, but this paper attempts to locate the university campuses as *neo-ghettos* of modern India where caste-based segregation is becoming the defining characteristic. It argues that the everyday negotiations of marginalised students are not merely limited to the university governance system; it invites violent confrontations from the frontiers of Brahmanical castes. The increasing number of caste-based violence in the university spaces has reconfigured the campus into a *neo-ghetto* because such violence has multiple forms which pierces the horizontal solidarity among the students. Therefore, many students' collective organises along the two dominant ideologies; one attempts to preserve caste supremacy and the other challenges the caste-based injustices in university campuses which produced many segregated spaces within one university campus. Taking theoretical reference from Wacquant's ghetto framework, this paper is based on the secondary literature and personal narratives of two selected central universities of India and it enquires why university campuses are very similar to the ghetto and how this ghettoization is embodied in the everyday lives of the students.

Keywords: Caste; Exclusion; Neo-Ghettos; Segregation; University Campus; India.



Professor N. Sukumar teaches Political Science at Delhi University, India. His area of interest includes Indian Political Thought, Ambedkar and Dalit Bahujan Studies, Human Rights and Social Exclusion. Currently, he is engaged on Dalit Citizenship and Anti-Caste Utopias. He is also member/advisor for many professional bodies in many Central Universities and other institutions. He has published widely in research journals, blogs etc. and has been involved in both national and international research studies on poverty and public institutions, caste-based atrocities, and discrimination. Apart from the classroom, he is also actively involved in grassroots peoples' struggles.



Mr. Vidyasagar Sharma is a Senior Research Fellow at the Department of Political Science, University of Delhi. His research focuses on spatial identity, belonging, higher education, and social justice. He has been associated as an Urban Fellow at the Indian Institute for Human Settlements, Bengaluru. Simultaneously, He is actively engaged in building an academic network and solidarity for social justice in higher education. He is the founder of an academic group, "Speaking from Margin", which helps research students from marginal backgrounds to connect with the faculty and scholars engaged with contemporary discourses of social sciences.

Educational Status of Women and Girl Child: Gender Discrimination in Modern India

Professor Ramdas Rupavath, *Professor*, Department of Political Science,
University of Hyderabad, India

Abstract

Education is the key catalyst to the development of human resources. For the tribals, education is the pivot on which their success depends. Education disseminates knowledge. Knowledge gives inner strength which is very essential for the tribes for attaining freedom from exploitation and poverty. Due to ignorance arising out of illiteracy, the tribal have not been able to take advantage of new economic opportunities. Opening of the tribal areas to the development process, the education become the very essential to realize their capabilities, as Amartya Sen Views on development in terms of “human capabilities”, and that human capabilities can realized by the Education. The education is the key to tribal and that can only make meaningful to life of the people. To study the educational status of Lambadi’s and its impact on their socio-economic conditions, to study the effecting factors of their dropout, to find out the gender disparity within the family and in the society and to study the parent’s attitude towards their girl child and their education.



Professor Ramdas Rupavath is Head, Centre for Human Rights, Department Political Science, School of Social Sciences, University of Hyderabad, and Hyderabad. His areas of specialization include Indian political processes, democracy, development, tribal politics, education and politics, pluralism and politics of accommodation and comparative politics in indigenous societies. He did his M.A., M.Phil and Ph.D from Jawaharlal Nehru University, New Delhi. He has published ten books and a number of articles in national and international journals. 1) *Politics of Education in India: A Perspective from Below*, Routledge India, Global Edition, 2022; 2) *Tribal Education: Deprivation, Poverty, Disposition*, Routledge India, Global Edition, 2022; 3) *Indian Politics: Institutions and Processes*, Rawat Publications, India, 2022; 4) *Tribal Land Alienation and Political Movements: Socio-Economic Patterns from South India*, Cambridge Scholars Publishing, United Kingdom, 2009; 5) “Telanganalo Girijanulu- Tiugubatlu, Vishalandhra Publishing House, Hyderabad, 2014; 6) *Democracy, Development and Tribes in India: Reality and Rhetoric*, Gyan Publication, New Delhi, 2015; 7) *Democracy, Governance and Tribes in the Age of Globalized India: Reality and Rhetoric*, Gyan Publication, New Delhi, 2015; 8) *Democracy of the Oppressed: Adivasi Poverty and Hunger*, Cambridge Scholars Publishing, United Kingdom (U.K), 2020. He also researched for a brief period at the Department of Government, Uppsala University, Sweden (2009).

Online Education, Digital Capitalism and the Question of Equality in Indian Higher Education

Professor Dilip Vasanttrao Chavan, *Professor*, Department of English, Swami Ramanand Teerth Marathwada University, India

Abstract

Given that communication has always been embedded into structures of inequality in class societies, any thought pertaining to the use of technology in communication and its relation to the idea of dissemination of ideas and education calls for critical reappraisal. Also, given that educational policy and institutions in any given society are an organic outgrowth of the social structure, introduction of new technology in the field of education also calls for reconsideration of the educational policy vis-à-vis new technology.

New communication technology, which has forced the Indian education system to embark on digital learning, has grown as part of digital capitalism, which itself is an attempt to overcome the deepening crisis in capitalism. Indian education system, which has already been mired into varying kinds of inequality marked by caste, class, patriarchy, etc. is bound to suffer further erosion, if it continues to be dominated by the new technologies. The present paper aims to address the impact of online education on the Indian education system in this context. It argues for the need to question the attempt of limiting the debate on online education to the context of digital divide and hopes to situate the debate on online education in the context of digital capitalism.



Professor Dilip Vasanttrao Chavan is graduated from Ahmednagar College, Ahmednagar with distinction and post-graduated from Fergusson College, Pune with first class. In order to become a lecturer in English, I decided to give up a government job in Mumbai, which I had earned by qualifying an examination conducted by the MPSC. Soon after this, I qualified SET in English.

In the early part of career, I decided to write in Marathi. I could write over 10 tracts on various educational and historical issues. I earned Ph. D. in English from the Savitribai Phule Pune University for the thesis entitled as 'Language Politics under Colonialism:

Caste, Class and Language Pedagogy in Western India' in 2009. A revised version of this thesis was published by Cambridge Scholars Publishing, England in 2013.

Presently, I am working as Professor of English at the SRTM University, Nanded. Three of my books are due for publication.

Discussant

Dr. Mousumi Mukherjee, *Associate Professor & Deputy Director*, IIHED, O.P. Jindal Global University, India



Prof. (Dr.) Mousumi Mukherjee is an Associate Professor and Deputy Director of the International Institute for Higher Education Research and Capacity Building, and Founding Executive Director of the Centre for Comparative and Global Education at O.P. Jindal Global University. She is also an Honorary Senior Fellow of the University of Melbourne Graduate School of Education. She has successfully held leadership positions with many professional societies. Currently, she is the Vice-President of Research and Partnerships Development of the STAR Scholars Network, and a Research Standing Committee Member of the World Council of Comparative Education Societies.

She has published over 30 internationally peer-reviewed journal articles, book chapters and a co-edited book with reputed publishers, such as Routledge, Brill-Sense, Sage, Springer and Oxford University Press. She is a distinguished Fulbright alumna, who has also worked as educational consultant with national and global organizations, such as NCERT, UNESCO-IIEP and the World Bank.

Rapporteur

Dr. Binay Prasad, *Deputy Advisor*, Unit for International Cooperation (UIC), NIEPA, India



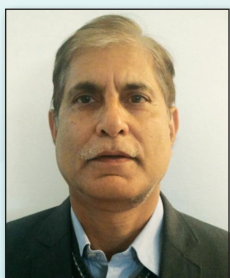
Dr. Binay Prasad, Ph.D. in Latin American Studies from Jawaharlal Nehru University, New Delhi. His area of research includes Latin American diplomatic history, and he has conducted extensive archival research in India and in Brazil.

At UIC, Dr. Prasad is responsible for activities related to India's cooperation in the field of education with the Europe region, as well as European Union (EU) and Organisation for Economic Co-operation and Development (OECD). His research theme is "Internationalisation of European Higher Education Area (EHEA): Experiences of non-EHEA countries and the Bologna Policy Forum".



Session 4

11:15-13:00	<p>Plenary Session 4: Higher Education and Equitable Employment Outcomes</p> <p>Chairperson: Sudhanshu Bhushan, <i>Vice-Chancellor (I/c), Professor and Head, DHPE, National Institute of Educational Planning and Administration, India</i></p>
11:15-11:30	<p>Keynote Address : Sukhadeo Thorat, <i>Professor Emeritus, Jawaharlal Nehru University, India</i></p>
11:30-12:30	<p>Speakers</p> <ol style="list-style-type: none"> 1. Miguel Antonio Lim, The University of Manchester, United Kingdom, Icy Fresno Anabo, Deusto University, Anh Ngoc Quynh Phan, University of Auckland, Mark Andrew Elepaño, Far Eastern University, Gunjana Kuntamarat, Deusto University. 2. G.D. Sharma, Society for Education and Economic Development (SEED), India 3. Nivedita Sarkar, Dr. B. R. Ambedkar University, India, & Anuneeta Mitra, USA 4. Khalid Khan, Indian Institute of Dalit Studies, India <p>Discussant: Neetha N., <i>Professor, Centre for Women's Development Studies, India</i></p>
	<p>Open for Discussion</p> <p>Rapporteur: Jinusha Panigrahi, CPRHE/NIEPA, India</p>



Chairperson: Professor Sudhanshu Bhushan, *Vice-Chancellor (I/c), Professor and Head, DHPE, National Institute of Educational Planning and Administration*

Professor Sudhanshu Bhushan is Vice-Chancellor (I/c) of the National Institute of Educational Planning and Administration (NIEPA) and Professor and Head of the Department of Higher & Professional Education in NIEPA. He specializes in Internationalisation of Higher Education, Policy issues in Higher Education and Educational Planning. His recent contributions include Quality Assurance of Transnational Higher Education: Australia and India Experiences, Public Financing and Deregulated Fees in Indian Higher Education, and Restructuring Higher Education in India. He is the co-editor of a book on Teaching and Learning in Higher Education in India and Australia published by Routledge in 2018. His book on the Future of Higher Education in India has been published by Springer in 2019. His present responsibility is to conduct and guide research and to provide policy support to the Government. He is the recipient of Amartya Sen Award 2012 for distinguished Social Scientist, an award instituted by Indian Council of Social Science Research, New Delhi.

Keynote

Linkages between Education and Employment: What cause interpersonal and intergroup inequality in employment outcomes

Professor Sukhadeo Thorat, *Professor Emeritus*, Jawaharlal Nehru University, India

Abstract

Using recent data, the keynote address on “Education and Employment outcomes” will discuss the inequality in the pattern of employment in terms of types of occupation and sector, at the aggregate level and the by level of education. It will provide empirical evidence on interpersonal and intergroup (caste, tribe and religion) inequality in the pattern of employment. It will also discuss the linkages between level and type of education with the pattern of employment in terms of occupation and sector, and inequality in the linkages. We then try to capture sources of inter-personal inequality in employment outcomes in term of unequal access to wealth and income. In unequal employment outcome across social groups, among other factors, the role of caste discrimination in employment and occupation is examined. It is argued that the interpersonal and inter-group unequal outcomes in employment and its pattern are mainly caused by unequal access to wealth and income and caste discrimination and failure of policy to ensure equal access to education in general and skill and professional education in particular, and failure to ensure creating fair employment capabilities.



Professor Sukhadeo Thorat is Professor Emeritus at Jawaharlal Nehru University, K.R. Narayanan Chair for Human Rights and Social Justice at Mahatma Gandhi University, Kerala (Honorary). Professor Thorat is also a chairman at Indian Institute of Dalit Studies, New Delhi and Institute for Social and Economic Change, Bangalore. He has more than forty years of teaching and research experience. Her research is international and comparative, focusing on Agricultural Development, Rural Poverty, Institution and Economic Growth, Problems of Marginalized Groups, Economics of Caste System, Caste Discrimination and Poverty, Human Development, Human Rights Issue, Thoughts of Ambedkar, Slums, Education. Prof. Throat has published 22 books and more than 100

articles in reputed national and international journals. His latest publications include: *Politics of Representation: Historically Disadvantaged Groups in India's Democracy* Palmgrave Macmillan, and *Caste and Labour Market: Employment Discrimination of the Scheduled castes and Its Impact on Poverty* Oxford (forthcoming).

Professor Thorat has received multiple awards for academic achievement and social service. He is the recipient of Padmashree by the Government of India. He was awarded Dr Ambedkar National Award for Social Understanding and Upliftment of Weaker Sections, by Dr Ambedkar Foundation, Ministry of Social Justice and Empowerment, Government of India; Dr Bhimrao Ambedkar Ratna Award, by Government of National Capital Territory (NCT); Mother Teresa International Award, for Outstanding Achievement and contribution towards the people of our nation, by All India Minority and Weaker Section Council, Kolkata; Dr. Ambedkar Chetna Award, by Manwatawadi Rachana Manch Jallunder, Punjab in promoting the cause of Dalits; Award by Maharashtra Sahitya Academy, Pune, Maharashtra; India Matters- Selected as one among the 100 prominent persons by India Matters; Dalit Eminence - Selected in the list of 10 eminent Dalits who occupied the higher position for the first time under series of Dalit eminence.

Equality, Diversity, and Inclusion in Southeast Asian Higher Education: A Regional Policy Review

Dr. Miguel Antonio Lim, *Senior Lecturer*, University of Manchester, England

Dr. Icy Fresno Anabo, Deusto University, Bilbao, Spain

Ms. Anh Ngoc Quynh Phan, University of Auckland, New Zealand

Mr. Mark Andrew Elepaño, Far Eastern University, Philippines

Ms. Gunjana Kuntamarat, Deusto University, Bilbao, Spain

Abstract

Southeast Asia (SEA), a region composed of 11 nations, is among the most diverse in the world. There are over a thousand ethno-linguistic groups and various religious backgrounds including Christianity, Islam, and Buddhism. There is also significant socio-economic diversity both between and within countries, with some countries among the richest in the world and others facing significant development challenges. SEA policy makers aim to build an inclusive, harmonious, and equitable community with a single market that is integrated into the global economy for the benefit of the region's close to 700 million, mostly young, increasingly urban, and diverse people. The higher education (HE) sector is seen as a key sector to achieve these goals. HE is positioned by SEA leaders as a vector for regional harmonisation and increased innovation and economic growth. This paper analyses the key HE policy developments and updates the field's knowledge of regional HE policies since the last regional review in 2006 (SEAMEO RIHED, 2006) when issues of equity, diversity, and inclusion (EDI) were less developed in regional HE policy agendas. Our content analysis of 275 academic articles and 122 stakeholder reports identified important themes and trends affecting EDI in HE. These include: rapid massification of HE in the region, the rise of private HE provision, the increasing importance of online platforms, and declarations to promote participation of all 'target groups' and 'gender'. Furthermore, our results collect and synthesise recommendations for policymakers and HE institutions and contribute to the debate on regional policy coordination for EDI in HE.

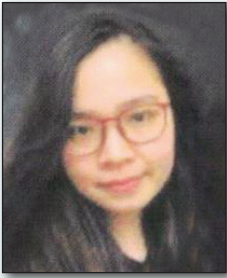


Dr. Miguel Antonio Lim is Senior Lecturer in Education at the Manchester Institute of Education at the University of Manchester. He is co-convenor of the Higher Education Research Network at the University of Manchester and the International Research and Researchers Network of the Society for Research into Higher Education (SHE). At the University of Manchester he has served as impact coordinator and co-research coordinator of the Manchester Institute of Education. He is also a contributor to the University's External Relations Strategy Group. His research interests include internationalization of higher education, East Asian and transnational higher education, university rankings and performance metrics. Previously, he was EU-Marie Curie Fellow at Aarhus University, Denmark, and task force leader on migration and higher education at the EU-Marie Curie Alumni Association. He has worked and taught at Sciences Po-Paris, the London School of Economics (LSE), and University College London (UCL).



Dr. Icy Fresno Anabo is a Research Associate at the University of Deusto, Spain. Her research interests include international higher education, employability, and critical perspectives on education. She worked as a research consultant and research editor for universities and organizations in Europe and the ASEAN region, including the European Union Support to Higher Education (EU-SHARE) and the ASEAN Foundation. She specializes in international higher education, graduates' careers and employability, and diversity and inclusion in education. She holds a Ph.D. in Education from the University of Deusto in Spain. She completed her Erasmus Mundus Joint Master Degree in Lifelong Learning: Policy and Management at the UCL Institute of Education in the UK and the

University of Deusto. She also has a Bachelor of Science degree in Occupational Therapy from the University of the Philippines Manila.



Ms. Anh Ngoc Quynh Phan is completing her PhD in Education at The University of Auckland, New Zealand. Anh's research interests include transnationalism, migration, mobility, diaspora, identity, and higher education. She is familiar with various post-qualitative methodologies, such as critical (collab-orative) autoethnography, and poetic inquiry. An has published extensively on leading journals of the field: Journal of Gender Studies; Globalisation, Education and Societies; Studies in Continue Education, and many others.



Mr. Drew Elepaño is an education professional who works towards improving the quality of and access to education in the Philippines. He holds a master's degree in Lifelong Learning: Policy and Management from the UCL Institute of Education in the UK. He is currently the Director for Academic Affairs at the Far Eastern University High School where his work focuses on school operations planning and management. Drew also has extensive experience in education policy research having worked as consultant for various multilateral organizations such as the Asian Development Bank and the United Nations Development Programme.



Ms. Guniana Kuntamarat completed her Erasmus Mundus Joint Master Degree in Lifelong Learning: Policy and Management at the UCL Institute of Education in the UK and the University of Deusto. She conducted research on various topics related to social justice during her studies. For the past 6 years, she has been working as an English teacher for young learners in Spain while serving in the World Education Research Association Secretariat.

Professor G.D. Sharma, *President*, Society for Education and Economic Development, India



Professor G.D. Sharma has served as professor and Head Higher Education Unit, in National Institute of Education Planning and Administration, New Delhi for a long period. He was also Director, Indian Institute of Education, Pune; Secretary, University Grants Commission, New Delhi and Director, Consortium of Educational Communication, New Delhi. He was awarded D.Litt. Hon. Causa by Nagarjun University, AP. He has published 12 books more than 50 research papers and several research reports. He has been consultant to UNESCO, Paris; Cambridge Education Consultant, UK; DFID, UK and Educational Consultant India Ltd., New Delhi and other organizations. He visited more than 20 countries on various assignments in UNESCO, UNDP and for international seminar and workshops. He has also advised industrial houses for setting up institutions of higher education.

Leadership in Higher Education: Pathways to Improved Institutional Performance

Dr. Nivedita Sarkar, *Assistant Professor*, Dr. B. R. Ambedkar University Delhi, India

Dr. Anuneeta Mitra, *Independent Researcher*, USA

Abstract

Gender is one of the most pervasive and enduring factors of inequalities in India; and labour market is not an exception. Inequalities and discrimination stemming from patriarchal social norms are evident in the form of low labour force participation, wage gap, dead-end and insecure employment.

Wage discrimination has been defined as the gap that remains in earnings across groups after accounting for all observable characteristics (Blau and Kahn, 2000). Wage gaps, not favouring females, are an issue that both developed and developing countries are grappling with till date, although the gravity of inequalities is quite different across various economies. On average, the global gender wage gap stands at 20 per cent (ILO, 2018), implying that females earn 80 per cent of wages earned by their male counterparts. India is not an exception.

Further, the nation is observing a secular fall in the female labour force participation rate (FLPR) in recent years, despite robust economic growth, rising incomes, fall in fertility rates, and improvement in female literacy levels. This precarious trend has received much attention; while many argued that this trend should be seen in a positive light as now females are aspiring for a better future and getting enrolled in higher education (Thomas 2012, Rangaranjan et al. 2011, Abraham 2013), others contested this claim. The U-shaped hypothesis, which traces the relationship between education and FLPR [FLPR is high at very low levels of education, plunges into a downward trajectory at the mid-level of educational attainment, and rises again at a higher level of education] has been reaffirmed in many studies (Klasen and Pieters 2013; Andres et al. 2017). However, the National Sample Survey data pertaining to the year 2015-16 found an inverse U-shape relationship meaning higher education level doesn't translate into better labour market outcomes in terms of FLPR.

Therefore, in this context, the study aims to examine the current FLPR and wage gap in the Indian context using the nationally representative large-scale data to capture the plausible reasons for such distortions – does it stem from educational factors, occupational segregation, or is it sheer discrimination.



Dr. Nivedita Sarkar is faculty member at the School of Education Studies in Dr. B. R. Ambedkar University Delhi, India. She holds a Ph.D. in Economics of Education and her research interest lies in Economics of Education, Higher education, Applied Econometrics, Issues on inequality and Educational Financing. Earlier she worked at National Institute of Educational Planning and Administration, National Institute of Public Finance and Policy and Delhi University. Her current research focuses on skills and labour market outcomes, shadow education, privatisation in higher

education and inequality in access to higher education. She is in the Editorial board of Contemporary Social Sciences (Taylor & Francis) and Frontiers in Education. She has presented papers in various international and national conferences and published in academic journals, books and written popular articles.



Dr. Anuneeta Mitra is currently an independent researcher based out of Chicago. She holds a Ph.D. in Economics of Education and her research interest lies in Economics of Education, education and labor market linkages, higher education and inequality in access, financing of education, shadow education, employability. Earlier she worked at Centre for Policy Research in Higher Education (NIEPA), New Delhi and has taught a course on quantitative research methods as guest faculty at Indian Institute of Technology (Jammu). She has presented papers in various international and national conferences and published in academic journals, books and written popular articles.

Higher Education and Employment Outcomes: Mapping the Disadvantages

Dr. Khalid Khan, *Assistant Professor*, Indian Institute of Dalit Studies, India

Abstract

This paper, based on the quantitative evidence, presents an analysis of higher education and unequal access to labour market outcomes. The study is based on the periodic labour force survey data from 2019–20 and the 75th round of the National Sample Survey, 2017–18, data on enrolment in higher education. This paper maps access to higher education from the vantage point of the labour market. In the first stage, access to higher education by socio-economic background is analysed. The analysis reveals that the socio-economic background of the students plays an important role in determining their access to higher education. However, a notable part of the inequality is determined by socio-religious identity and gender as well. In the second stage of the analysis, the labour market outcomes in terms of access to quality employment and earnings are investigated. The analysis further reveals that the labour market outcomes are also determined by socio-economic factors. However, identity also constrains their labour market outcomes.

The analysis shows that the overall enrolment rate in India follows the identity-based pattern, with the underprivileged group lying at the lower level of the hierarchy. Inequality in higher education exists across social and occupational backgrounds as well. However, equal access in higher education does not ensure equal labour market among different gender, social and religious groups. Rather, unequal labour market outcomes exist despite a similar improvement in the level of higher education. This is indicative of the unequal quality of higher education and/or identity-based discrimination existing in the labour market. In fact, the unequal labour market outcome itself works as a disincentive for the underprivileged from pursuing higher education. Such disincentives may lead to the self-exclusion of students from underprivileged groups in the face of a low chance of success in the labour market, regardless of whether or not identity discrimination exists. Thus, any policy towards ensuring equal labour market outcome should take identity based constraints into consideration.



Dr. Khalid Khan is working as an Assistant Professor at the Indian Institute of Dalit Studies, New Delhi. He has more than six years of Post Ph.D. research experience that spans over areas of education economics, labour economics, inequality and discrimination. He has proven track record of handling research projects and publishing research articles. His further expertise lies in handling large scale primary and secondary data using advanced econometric methods.

His research has appeared in reputed journals and his professional association spans in different capacities across reputed institutions such as Oxfam India, Institute of Economic Growth, Giri Institute of Development Studies, India Development Foundation, Kirorimal College and OP Jindal Global University.

Discussant

Professor Neetha N., *Professor, Centre for Women's Development Studies*



Professor Neetha N. is Professor at the Centre for Women's Development Studies (CWDS), New Delhi. She was Associate Fellow & Coordinator, Centre for Gender and Labour at the V.V. Giri National Labour Institute, NOIDA during 1998-2006. Her work focuses on the analysis of women's employment, issues of women workers in the informal sector, domestic workers, unpaid care work and labour migration. She has published extensively in national and international books and journals. She has recently edited two books 'Working at Others Homes: The Specifics and Challenges of Paid Domestic Work' (ed), Tulika Books (2018) and Migration, Gender and Care Economy, (2019, co-edited with Irudaya Rajan), Routledge. She is one of the Lead Authors of the chapter on Pluralising Family of the International Panel on Social Progress Report, 2018.

Rapporteur

Dr. Jinusha Panigrahi, *Assistant Professor, Centre for Policy Research in Higher Education, NIEPA, India*



Dr. Jinusha Panigrahi, M.Phil. and Ph.D. in Economics of Education from Jawaharlal Nehru University, New Delhi and UGC-NET qualified in Economics. Currently, she is also the Co-Chair Person (2018-2021), Economics and Finance Education - SIG, CIES, USA. She was nominated by the U.S. Department of State Washington DC as an International Visitor under the prestigious International Visitor Leadership Program (IVLP), for 'Furthering U.S. - India Relationships in Higher Education'. Prior to joining CPRHE, she was an Assistant Professor in the Institute for Studies in Industrial Development. She taught economics in several colleges of the University of Delhi. She also worked as a researcher with government organizations; National Institute of Public Finance and Policy and Indian Institute of Foreign Trade. She has published in various journals and edited books and presented research papers in national and international seminars and conferences. Her current research focuses on financing of higher education.



Session 5

14:00-15:30	<p>Plenary Session 5: Institutional Leadership, Equity Polices, and Institutional Practices to Support Student Success.</p> <p>Chairperson: Kumar Suresh, <i>Professor</i>, National Institute of Educational Planning and Administration, India</p>
14:00-14:15	<p>Keynote Address: Satish Deshpande, <i>Professor</i>, Delhi University, India</p>
14:15-15:00	<p>Speakers</p> <ol style="list-style-type: none"> 1. Sanghmitra Acharya, Jawaharlal Nehru University, India 2. Smriti Singh, Indian Institute of Technology Patna, India 3. Rabi Narayan Kar and Kusha Tiwari, Shyam Lal College, India 4. Kamal Raj Devkota, Tribhuvan University, Nepal 5. Akha Kaihrii Mao, Dr. B.R. Ambedkar University, India <p>Discussant: M.H. Qureshi, <i>Former Professor</i>, Jawaharlal Nehru University, India</p>
15:00-15:30	<p>Open for Discussion</p> <p>Rapporteur: Santwana G. Mishra, Department of Educational Planning, NIEPA, India</p>



Chairperson: Professor Kumar Suresh, *Professor*, Department of Educational Administration, NIEPA, India

Professor Kumar Suresh, Professor and Head Department of Education Administration, NIEPA. In recognition of his contribution academic research and publications as well as and rich experience in academic administration he has also been appointed as an Honorary Professor at the Central University of Kerala, Kasargod. Professor Suresh has also served as Registrar(I/c). NIEPA for more than two years.

Prof. Suresh academic career spans over 30 years. During his long academic career in teaching and research he has significantly contributed to the system of knowledge through his research and publications. His research training started at the Centre for the study of Social Systems at Jawaharlal Nehru University. He holds Ph.D. in Federal Studies from the Center for Federal Studies, New Delhi. He was awarded Diploma with Suma cum Laud (High Distinction) in federalism, decentralization and conflict transformation from the Institute of Federalism, University of Fribourg, Switzerland. He served as member of different expert committees of the University Grant Commission (UGC) and ICSSR. Also served as a member of the advisory and governing boards of universities, colleges and other institutions as well as academic bodies like academic council, board of studies etc. He has a rich experience of collaborative activities with a number of national and international projects of UNESCO, Africa- Asia Dialogue (Hiroshima University) and competence development training programmes sponsored by international agencies including the Forum of Federations, Canada, GTZ and the Bergoff Foundation for Conflict Studies, Germany; visited Switzerland, Canada, USA, Serbia, Sri Lanka, Nepal in different international academic programmes. He is a member of the Editorial Boards of a number of Journals including Journal of International Cooperation in Education (Hiroshima University & Emerald). He has also contributed a large number of papers in reputed national and international journals and has supervised a large number of M.Phil. and Ph.Ds.

Keynote

Professor Satish Deshpande, *Professor, Delhi University, India*



Professor Satish Deshpande, M.A. (Economics) (J.N.U.), M.A., Ph.D. (California), is Professor of Sociology. His research interests include caste and class inequalities, contemporary social theory, politics and history of the social sciences and south-south interactions. He is the author of *Contemporary India: A Sociological View* (2003) and co-author (with Ghanshyam Shah, Harsh Mander, Sukhadeo Thorat and Amita Baviskar) of *Untouchability in Rural India* (2006). He has edited *The Problem of Caste* (2014), and co-edited the following volumes: *Anthropology in the East, Founders of Indian Sociology and Anthropology* (2007, with Patricia Uberoi and Nandini Sundar); *Beyond Inclusion:*

The Practice of Equal Access in Indian Higher Education (2013, with Usha Zacharias); and *Sectarian Violence in India: Hindu-Muslim Conflict, 1966-2015* (2019, with Sanjay Palshikar).

Addressing Health and Wellbeing in New Education Policy– Challenges and Pathways

Professor Sanghmitra S. Acharya, *Professor*, Centre of Social Medicine and Community Health, Jawaharlal Nehru University, India

Abstract

The New Education Policy (NEP) envisages to create a conducive environment for preparing ‘good, successful, innovative, adaptable, productive human being’ (NEP 4.23, p. 15). This is in confirmation of the intrinsic connect between health and education for the development of societies and nations. The NEP has taken cognizance of health as an indispensable and integral element for educational attainment. This cognizance cuts across levels of education. It acknowledges the provision of functional toilets, and clean drinking water (Section 5.9) as important for learning in schools. This calls for ensuring decent work and learning conditions across the learners and the providers of learning and other related services. The NEP also considers health science universities and institutions for healthcare education as important constituents of the higher education system. Given that people exercise pluralistic choices in healthcare, the healthcare education system must be integrative so that students of all streams of medicine get a basic understanding of the systems other than the one which they are learning. For instance, students of Allopathic must have basic knowledge of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. The NEP also envisions arts and culture as factors which enhance cognitive and creative abilities for inducing happiness and well-being.

Therefore, it is imperative to examine these connects and deliberate on the plausible pathways for a viable policy and its execution towards a system of health and wellbeing based on institutions of learning for health sciences and health care. The proposed paper will focus on the integrative and pluralistic healthcare education through sensitisation to service providers and cognitive and creative knowledge for happiness and well-being. The methods and materials used for the papers will be drawn from existing data sets and literature for review and analysis.



Professor Sanghmitra S. Acharya taught at International Institute for Population Sciences during 1990-99. She was Director, Indian Institute of Dalit Studies during 2015-18. She was a Visiting Fellow at CASS, Beijing; Ball State University, USA and UPPI, Manila; East West Center, Honolulu and University of Botswana. She was awarded Asian Scholarship Foundation fellowship in 2005; and Shastri Indo-Canadian Institute Grant in 2019. She has travelled to Sri Lanka, Bangladesh, Germany, The Netherlands, UK, USA, Canada, Thailand, Belgium and Finland for academic purposes. She has participated in national and international conferences, presented papers; and published in peer reviewed journals on issues of health and discrimination; youth; gender in urban spaces; women and children in Western India; and North East India. She has been invited for lectures at institutions within the country and outside. Some of them include Maulana Azad national Urdu University, Jamia Millia Islamia, Ambedkar University Delhi, International Institute for Population Sciences, Chinese Academy of Social Sciences, Shanghai, Centre of Women’s Studies, University of the Philippines, and College of Health, Ball State University, Indiana, USA.

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Equity policy and Institutional Leadership

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Abstract

In contemporary India, higher education is undergoing a major shift and this shift is necessitated by the need to make higher education more inclusive and diverse. This should also lead to the creation of an equitable system. Though India has followed the system of reservation in educational institutes, we still find evidences of it partially succeeding. Though the Right to Education Act, 2009 managed to increase enrollment in schools, the country is still plagued by inequity and exclusion. Access to quality education is still a dream. While NEP 2020 focusses on various ways of increasing diversities in education, many provisions seem utopian in nature. Today, if we look at the number of differently abled in higher education, it is nothing to feel proud of. Another is the issue of gender inclusivity, both women and transgenders. Thirdly is the issue of inclusion of minorities like tribals and other religious and social minorities in higher education. If we are to focus on creating equity and inclusivity in higher education based on the above, a lot is required in terms of institutional leadership. There is a need to focus on leadership styles and training. The discussion will focus on institutes of higher education and on the relationship between leadership styles and student enrolment and performance. The paper will discuss what steps can be taken to make higher education more inclusive for all.



Professor Smriti Singh is in the Department of Humanities and Social Sciences at IIT Patna. She works in areas of English Language and Literature with special focus on English Language Teaching. She has a book and a couple of edited books to her credit and numerous papers. She was a Fulbright Foreign Language Teaching Assistant at the University of Texas at Austin during the year 2005-06. Currently she is the Chair of Postcolonial Studies Association, UK. She has guided 6 PhD researches and is working with others in various areas.

Steering Institutional Leadership, Equity Policies and Institutional Practises to Support Student Success: A Case Study of SLC, University of Delhi

Professor Rabi Narayan Kar, *Principal*, Shyam Lal College, India

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Abstract

Institutional leadership focuses on establishing and protecting institutional values and character while progressing as envisioned in its vision and mission. Selznick emphasizes on how institutional leadership requires strategies of change that realise the needs and aspirations of the organisation. Institutional leadership is reflected in those vibrant institutions where equity policies are engraved in their values, institutional practices and community outreach programs are noticeable, academic and administrative innovations are amplified and stakeholders are continuously engaged. This automatically contributes towards institutional development and student progression. However, there are several challenges that confront colleges and universities in making campuses more progressive, equitable and inclusive range from crafting strategies to address long neglect of the institution to bring in qualitative changes in the overall engagement of the students in the campus life. Some institutions excel in this exercise and emerge out to be a leader on the academic arena. By engaging, a case study of Shyam Lal College (SLC), University of Delhi, this paper focuses on how leadership initiatives harnessing equity policies and bringing best practices helped institutional turnaround and support student success.

Keywords: Institutional Leadership, Equity Policies, Institutional Turnaround



Professor Rabi Narayan Kar is a product of Utkal University and University of Delhi. He is also a Senior Fellow of the Institute of Company Secretaries of India (ICSI) and a recipient of many academic scholarships including University Grants Commission Junior Research Fellowship. Recently, Prof. Kar conferred with a Faculty Fellow of Georgia Tech Center for International Business Education & Research (CIBER), GT, USA. He has seven books, several book chapters and research papers to his credit in journals and publications of repute including *Revue Organization Responsible (ROR)*, Edward Elgar, Taylor & Francis, Sage, Springer, Macmillan Advance Research Series and Bloomsbury. Prof. Kar has completed

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Neoliberal Forces in Deescalating Equity in Higher Education: Politicization, Marketization and Englishization at Public Universities in Nepal

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Abstract

This paper examines how neoliberal forces prominently politicization, marketization and Englishization deescalate equity in higher education in Nepal. Nepal does not mark a longer history of higher education development. Tribhuvan University founded in the late 1950s remained a single unchallenged higher education institution of the nation almost for the next three decades of its establishment. However, the political changes of the 1990s challenged this single-university mindset creating an open space for the establishment of multiple universities and their constituent and affiliated campuses in both urban and rural settings across the nation. Higher education mostly initiated along with the mass education movement seven decades back is now widely understood as the vital mechanism of modernization and development of the nation (Devkota, 2021; Thapa & Maharjan, 2019; Kolbel, 2013). However, despite some noticeable changes in student enrollment (UGC, 2021), 'access' and 'quality' in higher education are still alarming (Upadhyay, Tiwari & Ghimire, 2018; Simkhada & van Teijlingen, 2010). Especially, equity initiatives which are stated in the higher education policies and programs, and are understood to strengthen equitable access and quality participation of the students from rural, marginalized and disadvantaged communities (like Dalits), are far from effective implementation.

In this situation, the study conducted using Critical Policy Analysis (CPA) of the higher education policies and policy enactments (Young & Diem, 2018; Taylor, 1997), and interviews and focus group discussions with university stakeholders (officials, teaching faculties and students) unfolds that three overriding neoliberal forces always deescalate equity in higher education in Nepal. Politicization reinforces *bhagbanda*¹ and favoritism, and weakens the effective implementation of equity initiatives. Marketization reinforces the privatization of higher education which ultimately pushes the citizens of marginalized and disadvantaged communities to experience inequities and injustices in access and quality participation. Finally, Englishization essentializes English language communication skills and Western knowledge as the 'authorized knowledge, which seriously destabilizes indigenous knowledge, skills and practices, and enforces the students from indigenous and local communities to experience inequitable learning situations. Therefore, this study suggests that universities should take a lead in critiquing these neoliberal forces in their policies and programs, and promote equity initiatives for ensuring access and quality participation of students from rural, marginalized and disadvantaged communities.

Keywords: Equity, neoliberalism, politicization, marketization, Englishization, higher education.

¹ Process of dividing executive positions to be appointed at the university and affiliated campuses.

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The need for Equity Policies and Innovative Institutional Practices to Support Students' Success

Mr. Akha Kaihrii Mao, Associate Professor, Dr. B.R. Ambedkar University, India

Abstract

The paper examines the kind of leadership that is expected especially at the higher educational institutions while situating the institutions in context of a diverse social and cultural reality in India. It will also try to look into the various state policies being followed towards ensuring equity for representations of stakeholders (students, faculty and staff) from diverse background in public educational system especially in higher education institutions. Apart from the constitutional guarantees, the New Educational Policy 2020 has also emphasized on the need for social inclusion. Thus, while analyzing the equity policies the paper would also throw light on some of the challenges while implementing such policies and practices. Taking examples from the author's current place of work, which is a state funded public university, the paper would present some of the experiences about the schemes and policies adopted by the institution to support students' success especially from those belonging to the marginalized sections of the society.



Mr. Akha Kaihrii Mao is an Associate Professor in the School of Vocational Studies (SVS), in the Dr. B. R. Ambedkar University Delhi (AUD). Currently he is the Deputy-Dean, School of Vocational Studies and also the Director (Officiating) Equal Opportunity Office and the Liaison Officer (ST & SC) in AUD.

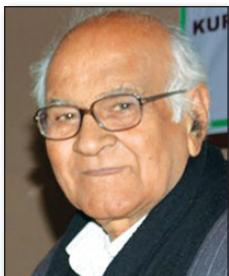
He has an MA in History, B.Ed, M.Ed. and M.Phil in Education from University of Delhi. His areas of research are in Traditional and Indigenous system of Education among the Nagas, Teacher Education, History of Education and Sociology of Education.

Prior to joining Ambedkar University Delhi, he has worked as a Trained Graduate Teacher in Social Sciences in Mahavir Model Sr. Sec. School, Delhi (2004-05). He worked as a Research Associate, (from Aug. 2005 – Nov. 2006) with the Prime Minister's High-Level Committee, (Justice Sachar Committee) to study the status of Muslim Community in India.

Apart from Teaching and Research, Mr Akha Kaihrii Mao has actively being engaged in administrative responsibilities too. He has been a member of various Administrative and Academic Committees both at the school level and the University level. He had served as the Convenor of the Proctorial Committee (2012-15) of Ambedkar University Delhi; Programme Coordinator of the Master programme in the School of Education Studies; Member of the Board of Studies (BoS) in SES and SVS; Member of the University level Sports Committee (2012-14), OSD of the Karampura campus, AUD (2017-18).

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Professor M.H. Qureshi, *Former Professor of Geography*, Jawaharlal Nehru University, India



Professor Mohammad Hashim Qureshi is former a Professor of Geography at the Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi. He has taught geography for more than 40 years after obtaining his M.A. degree from the University of Allahabad in 1961. He started his teaching career from St. John's College Agra and subsequently moved to the University of Jodhpur in 1963. In 1975, he joined Jawaharlal Nehru University and developed the curriculum design and evaluation methods for M.A. and M.Phil./Ph.D. courses. He then went to join the University of Addis Ababa, Ethiopia, as an associate professor from 1981 to 1983. He also served the Department of Geography, University of Bremen, Germany, in 1996. His academic interest has been in economic geography, agricultural geography, environment, and resource geography. He has supervised 20 Ph.D. theses and 47 M.Phil. dissertations. He has published research papers in international Journals such as Environmental Management and Environmental Conservation. He has also published his research works quite widely in national journals. He has published six books on various aspects of geography. He has been the chief advisor of the School Textbook Development Committee of National Council of Educational Research and Training, New Delhi, for 9th to 12th standard geography books under the National Curriculum Framework, 2005. After his superannuation from Jawaharlal Nehru University, he has also worked as a consultant to the University Grants Commission (2009–2010), Chair Professor A. M. Khwaja Chair, Jamia Milia Islamia, New Delhi (2010–2015), and Member, Indian Council of Social Science Research, New Delhi (2011–2014). He has also an honour to be the president, National Association of Geographers, India (2010–2011) and the president, Institute of Indian Geographers (2015–2016).

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Dr. Santwana G. Mishra is Associate Professor at Department of Educational Planning, NIEPA, New Delhi. She has completed her Master degree in Physics followed by Master in Education and Ph.D. in Education. She has done courses in software engineering and information technology. Her core competencies include teaching, training and consultancy in the area of research methodology, quantitative techniques and educational psychology. She has presented her research work at various national and international forums and published her research papers in reputed journals. Dr. Mishra has visited many countries for different academic purposes. She is actively involved in designing and testing innovative teaching-learning methods.

Session: 6

15:45 - 17:30	<p>Open Panel and Valedictory Session: Future Perspective on Strategies for Equity in Higher Education</p> <p>Chairperson: N.V. Varghese, <i>Former Vice-Chancellor</i>, National Institute of Educational Planning and Administration, India</p>
15:45-16:45	<p>Panelist:</p> <ol style="list-style-type: none"> 1. K. Ramachandran, <i>Senior Advisor</i>, Unit for International Cooperation (UIC), NIEPA, India 2. Geetha Venkataraman, <i>Professor</i>, Ambedkar University Delhi, India 3. Jose-Luis ALVAREZ-GALVAN, <i>Programme Specialist-Head of Policy and Advocacy</i>, UNESCO MGIEP, India 4. Graeme Atherton, <i>Director</i>, National Education Opportunities Network, United Kingdom
16:45-17:15	<p>Open for Discussion</p>
17:15-17:30	<p>Concluding Observations: Sudhanshu Bhushan, <i>Vice-Chancellor (I/c), Professor and Head</i>, DHPE, National Institute of Educational Planning and Administration, India</p> <p>Vote of Thanks: Nidhi S. Sabharwal, <i>Associate Professor</i>, CPRHE/NIEPA, India</p> <p>Rapporteur: Anupam Pachauri, CPRHE/NIEPA, India</p>



Chairperson: Professor N.V. Varghese, *Former Vice-Chancellor*, National Institute of Educational Planning and Administration, India

Professor N.V. Varghese was the former Vice-Chancellor of the National University of Educational Planning and Administration, New Delhi. He holds a doctoral degree in Economics with specialization in educational planning. He was the founding Director of the Centre for Policy Research in Higher Education (CPRHE/NIEPA), New Delhi (2013-2019); Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris (2006-2013); Head of its Training and Education Programmes at IIEP, Paris (2001- 2006) and Head of higher education and specialized training, at IIEP, Paris (1999-2001). He was responsible for designing and introducing the IIEP Master's programme in educational planning and management. While at IIEP, he was the Secretary General and responsible for the secretariat of the International Working Group on Education (IWGE) which is a network of funding agencies in education.

In the 1990s he was Professor and Head of Educational Planning at NIEPA, New Delhi. He was also Head of the DPEP Cell in NIEPA. He was responsible for managing an Asian regional network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. He was responsible for developing methodologies of decentralized planning and was leading activities associated with educational planning at the federal and decentralised levels in India. He was also responsible for the design and development of externally funded education projects in India during 1992-1999.

He has been member of several International Boards/Committees and editorial Boards of Journals. He is also the Chief Editor of the Journal for Educational Planning and Administration. He has directed several national and international research projects; carried out research projects in several countries of Africa, Asia, Latin America and CIS region; published more than 30 books and research reports, and more than 200 research papers and articles in academic Journals in the areas related to educational planning, financing and higher education.

Professor K. Ramachandran, *Senior Advisor*, Unit for International Cooperation (UIC), NIEPA, India



Professor K. Ramachandran, Professor, NIEPA is an eminent educationist. He is the Senior Advisor, Unit for International Cooperation (UIC), at present, working as Advisor, India-Africa Institute of Educational Planning and Administration (IAIEPA), National Institute of Educational Planning and Administration (NIEPA), New Delhi. During the period 1990-2008, he worked with UNICEF as Senior Education Specialist and Senior Programme Coordinator. Prior to this, he was a member of faculty of the National Council of Educational Research and Training (NCERT), New Delhi (from 1975 to 1990)". He has contributed in preparing many reports on state of education in India including "India: Education for All – Towards Quality with Equity" and "Teachers in Indian Education System – How We Manage Teacher Work Force in India".

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Her research interests are in various aspects of finite group theory. She is also deeply interested in popularising mathematics, mathematics education, issues related to women in mathematics, women in leadership in academia. She has served on editorial boards of journals devoted to mathematics and science. She has been a member of several national committees related to mathematics and education.

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Professor Jose-Luis is the Head of Policy and Advocacy at the Institute. For the past 11 years, Jose-Luis has led the conception of tools and projects to support policy design and implementation in countries in Europe, America, Africa and Asia. The aim of his work is to provide countries with evidence-based policy advice that also promotes strong stakeholder engagement. Jose-Luis holds a PhD from the LSE (UK), a MA from the University of Massachusetts (US) and a BA from the National University of Mexico (UNAM). He worked at the OECD before joining UNESCO MGIEP.

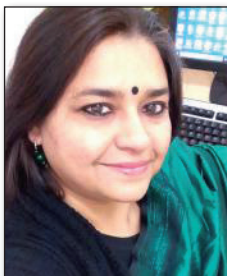
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Professor Graeme Atherton is Director of the Centre of Inequality and Levelling Up (CELUP) at the University of West London, leads the National Education Opportunities Network (NEON) which is the UK professional organisation for access & equity in higher education (HE) with over 100 universities as members and has also founded the World Access to Higher Education Network (WAHEN). He is a trustee of the National Union of Students (NUS) and holds visiting professorships at the Centre for Higher Education Research, Sunway University, Kuala Lumpur and Amity University London. He has produced over 200 publications and conference papers.

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Dr. Anupam Pachauri, Ph.D. in Education from the University of Sussex, UK and was a Commonwealth Scholarship awardee. She has a wide range of professional experience of around 12 years, working in reputed government and non-government institutions in India in the field of teacher education and educational research. She has been an Assistant Professor at the Institute of Advanced Studies in Education (IASE), Department of Education, University of Delhi and a Research Associate at the Centre for International Education, University of Sussex. She has published articles in international journals and presented several research papers at international conferences. Her current research is

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