



**VISVA-BHARATI
SANTINIKETAN**

NOTIFICATION

Sub : Formulation of the New Education Policy (NEP)

The undersigned is directed to convey for information of all concerned that in terms of the communication made by Dr. Ved Prakash, Chairman, University Grants Commission (UGC), New Dehli vide his letter D.O.No.F.1-7/2015 (CM) dated 21.07.2015, the Ministry of Human Resource Development has initiated the process of consultations for formulating the New Education Policy (NEP) and in this regard 20 themes pertaining to Higher Education have been identified by the Ministry. In this connection, the Ministry has desired that UGC will hold a Consultation Meeting for detailed discussions on the following two themes on 11.08.2015 at 10.00 am at Vigyan Bhawan, Maulana Azad Road, New Delhi :

1. Improving the Quality of Regulation
2. Integrating Skill Development in Higher Education

All Provosts / Principals of Bhavanas / Vihhagas, Heads of all Departments / Centres and all Faculty members of the University are hereby requested to kindly send their feedback/suggestions / recommendations on the above two points to the Pro-Vice Chancellor by email [swpndatta@yahoo.com] with a copy of the same to the Vice-Chancellor by 5.00 pm of 7th. August, 2015.

All concerned are requested to extend their cooperation.

This may please be treated as **most urgent**.

No.REG/Notify/156/171
Date : 03.08.2015


Registrar
Visva-Bharati

To :

1. All Provosts/Principals of Bhavanas/Vihhagas, Heads of all Departments/Centres and all Faculty Members of the University

Copy to :

1. Pro-Vice Chancellor
2. C.S. to the Vice-Chancellor
3. Assistant Registrar, Office of the Pro Vice Chancellor
4. P.A. to the Registrar
5. University Webmaster – To upload it in the University Website.

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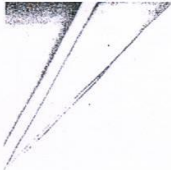
Theme	Block	District	State
Theme III: Improving the quality of regulation			<ul style="list-style-type: none"> • Can quality of regulation be improved by the following: <ul style="list-style-type: none"> ➤ Move from regulation to facilitation ➤ Norm based funding instead of demand based grants ➤ Single point/window clearances ➤ Better internal and external monitoring mechanisms ➤ Need for restructuring or providing flexibility in 10+2+3 pattern for certain programmes

III: Improving the quality of regulation

The main objective of regulation in higher education is to meet the three objectives of equity, expansion and excellence as stated in the Twelfth Five Year Plan. There is a multiplicity of regulators in India and there are separate regulators for higher education, technical education and professional education. However it is felt that a single regulatory body would be more effective as it is often the implementation of the regulations rather than the regulations themselves which poses the problem.

The issue of quality of governance is closely related to the issue of autonomy enjoyed by the institutions. Starting from the first Commission on higher education (Radhakrishnan Commission in 1948) there has been a strong argument for granting of more autonomy and less interference from the government in the governance and management of universities. Commissions on higher education emphasized on the legislative framework of the universities and a strong governing body with external members leaving the universities 'free from interference'. Universities were supposed to be self-regulating entities and to voluntarily adhere to standards determined by the UGC.

There is a need to enable institutional autonomy by transforming the role of government from command and control to an evaluative and steering role. In this scenario there is a need to increase the capacity of the higher education system to govern itself by coordinated regulatory reforms. However regulation is needed in some areas in the higher education sector: granting permission to enter, permission to operate-decide on the intake of students and introduction of courses, monitoring its overall performance including issues related to governance and management and levels of student learning. Also more transparency is needed in both public and private institutions by requiring them to disclose important standardized information related to admissions, fees, faculty, programs, placements, governance, finance, business tie-ups and ownership.



As we move from an elitist structure to massification we have the proliferation of private higher education institutions. Some of these universities and colleges lack proper infrastructure and faculty strength and have poor academic standards and take exorbitant fees from students. However measures need to be introduced to ensure that private institutions are committed to quality, equity and transparency through regulatory reforms. The current regulatory framework needs to be reframed to: (i) encourage serious private philanthropy and investment to innovate and provide high-quality education; (ii) promote better availability of information on private institutions to the public; (iii) ensure that institutions that indulge in unfair practices are dealt with swiftly. The system of accreditation will be central to such reforms and needs to be transparent and function in a time bound manner.

There have been cases like the judgment in 2005 in Chhattisgarh ordered closing down of 117 private universities as they did not follow the regulations stipulated by UGC in 2003. Recently 41 deemed universities had their deemed status withdrawn after a physical inspection found them lacking in infrastructure facilities which are needed to provide quality education.

There is also a need to reform the affiliating system since majority of the teaching takes place in affiliated colleges. Institutional reforms are needed whereby affiliating universities will be required to revamp their college development councils and give greater autonomy to their colleges in all academic, administrative and financial matters.

Questions for discussions

- Has the present system of regulation stifled the growth of our institutions? Would it be better to reduce the number of regulatory bodies and/or should they undergo massive restructuring so as to function effectively. Please examine in detail.
- How do we ensure accountability measures while granting autonomy to institutions of higher education?
- Are the existing regulations sufficient and how to enforce regulations?

- How autonomous should the regulatory bodies?
- Should Inspectorate function be discharged by accreditors?
- Should systems be put online for accreditation and videographic evidence be accumulated by regular for ascertaining what ranking to be given to which institution?
- What are the anomalies/challenges thrown to education sector by private sector which converts education into a profit making enterprise at the cost of students and academics?

Theme	Block	District	State
Theme VI: Integrating Skill Development in Higher Education	<ul style="list-style-type: none"> • Should skill based courses be made a part of regular courses so as to increase employability? • What are the other ways in which skill can be integrated with Higher Education? • Should it not allow entry at any stage and temporary exit at the end of any semester? 	<ul style="list-style-type: none"> • Should skill based courses be made a part of regular courses so as to increase employability? • What are the other ways in which skill can be integrated with Higher Education? • Should it not allow entry at any stage and temporary exit at the end of any semester? • Can some of the colleges in the Dist. be converted into Community Colleges for skill development? If so, do they have infrastructure and teaching faculty? • Which colleges are well located to start off their courses 'Skill development' for regular students (Requirement in faculty should be available close by to be engaged on contract) • In your district, which skill based courses would be appropriate? 	<ul style="list-style-type: none"> • Should skill based courses be made a part of regular courses so as to increase employability? • What are the other ways in which skill can be integrated with Higher Education? • Should it not allow entry at any stage and temporary exit at the end of any semester? • Can some of the colleges in the Dist. be converted into Community Colleges for skill development? If so, do they have infrastructure and teaching faculty? • Which colleges are well located to start off their courses 'Skill development' for regular students (Requirement in faculty should be available close by to be engaged on contract) • In your State, which skill based courses would be appropriate? • Should B. Voc be encouraged with different specializations in Universities • What are the practical difficulties in allowing multiple entry & exit • How can Universities harmonizing skills based courses within existing curricula • Should Universities indicate the employability index of all courses offered by them

VI: Integrating Skill Development in Higher Education

With increasing unemployment among the educated, the need for giving due attention to employable skills in secondary and higher education is being felt increasingly. As skilled workforce is considered the most important human capital required for the development of a country, both vocational education and skill development are known to increase productivity of individuals, profitability of employers and national growth. Vocational education aims to develop skilled manpower through diversified courses to meet the requirement primarily the unorganized sector and to inculcate self employment skills in children through a large number of diversified vocational courses. Given that only 7 to 10 per cent of population is engaged in formal sector of economy, development of vocational education will provide skilled labor force in the informal sector which would further enhance the productivity. The Central Advisory Board on Education (CABE) and National Knowledge Commission (NKC) have also emphasized the need to improve access and participation to vocational education and recommended the flexibility of vocational education within the mainstream education system. There is need to look into the innovative delivery models including strengthening of public private partnership (PPP) in forging linkage between skill development and economic development.

With the impact of technology and globalization on the labor market, the work environment has become more complex, requiring new skills to navigate successfully within a world of work marked by constant change. But the education system is not able to respond to the demands of the labor market. A key issue is to improve the effectiveness of the system in order to enhance the employability skills of the workforce and engender more employment opportunities. Moreover, developing skilled workers enhances the efficiency and flexibility of the labor market. India has set the target of skilling 500 million people by 2022. In view of the policy priority and harnessing the

potential of young people, skill development assumes great importance in the domain of educational planning and management.

Several measures can be taken up in linking education and skill development. There are possibilities of aligning and developing skill courses – NSQF.; Establishment of Community Colleges in General Colleges and Polytechnics; The country may start vocational Studies programmes at the under-graduate level and introducing skill credit transfer to facilitate vertical/horizontal mobility, We may introduce KAUSHAL – Bridging Diploma-Degree Divide and promoting region specific skills. Similarly, the Polytechnics education may focus on employable skills.

Questions for discussion

- At what level of education should skill be introduced?
- Should not skill be introduced in higher education?
- What efforts should be made to introduce need based employable skill courses?
- In what ways, bridge between general and vocational courses should be established to enhance employability of the educated?
- What institutional mechanisms should be established to make provision for certification of skills already in the informal sector?
- In what ways, linkages should be established between educational and industries to promote skill based education.
- What guidance and counseling should be provided to the prospective youth for opting skill based courses?
- Should not Associate Degrees be introduced in the Community Colleges as in the U.S.A.?
- Should not higher education allow entry at any stage and temporary exit at the end of any semester?
- Should regular course enable modules of skill which will increase employability?