

**Government of Maharashtra**  
**Department of Higher & Technical Education**

# **STATE LEVEL RESPONSE ON NEW EDUCATION POLICY**

**November 10, 2015**

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**Theme I: Governance Reforms for quality**

**T1Q1. What steps can be taken for enhancing faculty performances and their accountability?**

**State response:**

- Enhancing faculty performance through
  - Conducting continuous professional and motivational training for updating knowledge and skill
  - Framing policy for centralised recruitment at Central/State/University level
  - Providing financial assistance and infrastructural support coupled with modern technology for faculty development
  - Focus on achieving global competency and academic reputation
  - Encouraging teacher-market interface
  - Counseling and mentoring by internationally acclaimed faculty
  - Conducting peer reviews
  - Instituting rewards and recognition
  - Adopting performance-linked incentives
  - Performance-linked CAS
  - Strict enforcement of service conditions related to performance (withholding increments followed by disciplinary actions for non-performance)
  - Instituting formal student feedback processes
  - Encouraging undertaking inter-disciplinary orientation
  - Opportunity for International exposure (faculty exchange)
  - Encouraging teachers to undertake innovative, industrially/ socially relevant research leading to creation of intellectual property (patents), consultancy and extension services
  - Offer opportunity to participate in framing policies and developing solutions for socio-economic problems
- Accountability
  - Set measurable performance outcomes in terms of teaching-learning process, research papers published, projects, patents, technology developed, consultancy offered, etc.
  - Strictly enforce code of conduct and strict service conditions, academic audit of the department/ teacher

**T1Q2. What action is suggested against teachers who do not teach?**

- **Remove, transfer, counseling, engage in extracurricular activities, any other**
- **In case, punitive action of removal is decided, would you support the decision? If not why?**

**State Response:**

Counseling

Yes, in the following order:

- Counselling and mentoring by experts/ seniors followed by opportunities for improvement through training
- Continuous monitoring of their performance ailing which, disciplinary action as per the provision in the service conditions

**T1Q3. Should the College Principal and the Governing body be given responsibility for expenditure, and be accountable for it.**

**State Response:**

Yes.

Both should be held responsible. Moreover, Governing Body should consist of representatives from different stakeholders. There should be internal and statutory audits of expenditure. It should be applicable to all aided and unaided institutions. For this, necessary provision should be made.

**T1Q4. Which of the following reforms will create better governance structures in State Universities**

- **Revamp the affiliating system**
- **Ensure multi-stakeholder governing bodies**
- **Clearly defined roles for various governing bodies**
- **Greater accountability through transparency**
- **Greater academic, administrative and financial autonomy**
- **The ability of institutions to charge appropriate fees from students who can afford to pay and at the same time having a means blind system for the needy students**

**State Response:**

Greater accountability through transparency

**T1Q5. Which of the following reforms will create better governance structures in Centrally Funded institutions**

- **Changes in the composition of governing bodies such as having local representatives, industry, civil society etc.**
- **Re-align the regulatory functioning in a way so as to promote autonomy of institutions**
- **Single over-arching regulatory authority**
- **Collegium mode of decision making for common issues of autonomy**

**State Response:**

Re-align the regulatory functioning in a way so as to promote autonomy of institutions, with accountability fixed.

## **Theme II: Ranking of institutions and accreditations**

### **T2Q1. What changes could be suggested in the accreditation systems:**

- **Having Independent quality assurance frameworks**
- **Having an unified higher education qualification framework**
- **Role of State Higher Education Council and State Accreditation Council**
- **Changes in methods of existing accrediting /regulatory agencies such as NAAC, NBA, UGC, AICTE, COA, DECI, NCTE etc.**

#### **State Response:**

Changes in methods of existing accrediting /regulatory agencies such as NAAC, NBA, UGC, AICTE, COA, DECI, NCTE etc.

### **T2Q2. What are the hindering factors that make our higher education institutions fare poorly in world rankings?**

#### **State Response:**

- Teacher-student ratio in some of the academic programs
- State-of-the-art infrastructure that does not meet international standards
- Attracting international faculty and international students
- Quality research publications with good impact factor and citation index
- International reputation/ branding
- Industry / Employers' perception of institutions
- Industry-Academia linkage
- Financial resources/ funding
- Gross Enrolment Ratio

### **T2Q3. Suggest ways to help our Universities to achieve global standards**

- **Curricular and academic reforms – CBCS, credit transfer, student and faculty mobility etc.**
- **Promoting inter-disciplinary studies, research, innovation, entrepreneurship**

#### **State Response:**

- Policy framework encouraging development of global competencies.
- International exposure
- Promoting inter-disciplinary studies, research, innovation, entrepreneurship
- Institutions having performance at par with global standards should be encouraged and supported for participation in global ranking exercises.

### **Theme III: Improving the quality of regulation**

#### **T3Q1. Can quality of regulation be improved by the following:**

- **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**

#### **State Response:**

Norm based funding instead of demand based grants

### **Theme IV: Pace setting roles of central institutions**

#### **T4Q1. What kinds of mentoring activities can CFI's perform**

#### **State Response:**

- Mentoring for research and post-doctoral research
- Curriculum design and execution
- Capacity building for faculty

#### **T4Q2. How can CFI's do hand holding for educational institutions in and around their local areas?**

#### **State Response:**

- Making their resources available to local institutions
- Extending expertise
- Transmitting their culture of excellence across all levels to the local institutions
- Undertaking collaborative projects
- Help improve overall academic and research performance

#### **T4Q3. Should each CFI identify their USP and Strengths**

#### **State Response:** Yes

#### **T4Q4. What specific activities can both students and faculty of CFI's undertake in their local areas to improve the quality of life in that region?**

#### **State Response:**

- Undertake surveys and data analysis on various social, economic, environmental issues relevant to the region
- Perform research to develop appropriate technology to meet the local needs
- Offer training to local population for skill development
- Identify traditional database and develop for societal welfare
- Motivate school children for undertaking higher education and help improve GER

#### **T4Q5. Suggest ways how CFI's can help to promote and spread academic excellence**

#### **State Response:**

By mentoring and extending their expertise in relevant areas to the neighboring institutions

#### **T4Q6. Suggest ways of how CFI's can help the school education in their areas?**

#### **State Response:**

- Motivate school children for undertaking higher education.
- Organize inspirational summer camps for school children to inculcate social values/scientific temperament
- Help identify reasons for school dropouts and suggest remedies
- Adopt a school in the area for all round development

## Theme V: Improving State Public Universities

### **T5Q1. In what way will giving autonomy to colleges improve their performance?**

#### **State Response:**

- Help in achieving higher degree of excellence through sustainable quality assurance and enhancement
- Help attract quality students nationally and internationally to pursue higher studies
- Offer opportunity to establish more collaborations with industry and institutions in India and abroad
- Help in designing courses which are in demand (socially/locally/regionally and globally)
- Make the management of autonomous colleges more responsible and accountable
- Performance of students will be improved by implementing structured teaching-learning process
- Help achieve national and international ranking, strengthening all resources such as academic, financial, infrastructure, human resources, etc.
- Improve upon the NAAC gradation

### **T5Q2. Is it desirable that fees be increased with waiver for needy students?**

#### **State Response:**

Yes.

- Fee waivers for needy students
- There should be a link between cost of education and fee structure to bring in economic viability on sustainable pattern
- There should be a fee regulating authority for deciding the fee structure (course wise and institute wise) on certain predetermined norms with the help of a technology-enabled economic model

### **T5Q3. Should Governing body be empowered with decisions making powers?**

#### **State Response:**

Yes, subject to an efficient monitoring mechanism to be evolved by the Government/ University

### **T5Q4. Whether lack of infrastructure is a major factor for lack of quality in state colleges? if so what are the requirements**

#### **State Response:**

Yes, in most of the colleges.

Colleges should provide infrastructure facilities as per the norms and standards prescribed by the apex bodies such as UGC, AICTE, NCTE, State Government, University, etc. and monitored by competent authorities.

### **T5Q5. Whether poor quality faculty is affecting institutional and student performance? What solutions can be offered?**

#### **State Response:**

Quality of faculty has a profound impact on institutional and student performance. Solutions to improve quality of faculty include:

- Faculty performance can be enhanced by continuous training, motivation, performance-based incentives
- Competency should be retested periodically with the help of technology
- Optimal student-teacher ratio
- Formal student feedback mechanism (Semester-wise) should be established along with students' attendance
- Teachers should be encouraged and facilitated to visit ideal and standard institutions
- Appointments should be made by evolving a centralised recruitment mechanism at University level to ensure transparency
- Code of conduct for all teachers should be strictly implemented

- Conducting peer reviews, instituting rewards and recognition
- Mandatory annual activity reports by the faculty (the key instrument of faculty accountability)
- Performance based renewal of appointments
- Academic audit of the teacher is to be made compulsory
- Participation in extension, outreach programmes should be a part of performance evaluation
- Counseling and mentoring of faculty by senior faculty
- The teacher should be engaged in inter-disciplinary research

**T5Q6. Should administrative & financial autonomy be given to the State Universities?**

**State Response:**

Administrative and financial autonomy to the State Universities have been in existence to some extent. Complete administrative autonomy is desirable. However, complete financial autonomy is not advisable due to lack of financial viability.

**T5Q7. Should Universities be given academic autonomy for offering new academic programmes?**

**State Response:** Yes.

**T5Q8. Is the lack of infrastructure and faculty the main reasons for poor quality of State Universities?**

**State Response:**

Yes, in some of the State Universities.

Universities should provide infrastructure facilities and faculty as per the prescribed norms.

**T5Q9. Should State Universities be guided by State Higher Education Councils for carrying out academic & curricular reforms**

**State Response:**

Yes. A State Council for Higher Education can be the planning, monitoring, coordinating, and evaluating authority and act as a think tank for the progress and development of higher education including technical, medical and professional education in the State.

**T5Q10. What kind of changes are needed in the assessment and examination systems in State Universities**

**State Response:**

- Reforms in examination system with respect to pre-examination work, conduct of examination and post-examination work is the need
- Extensive use of technology
- Effective implementation of provisions governing examination process
- Establishment of a separate autonomous university-wise Board of Examinations for affiliated colleges
- Standardisation of examination pattern across the State Universities

**T5Q11. How can State Universities improve their financial performance?**

**State Response:**

The State Universities can improve their financial performance in the following ways:

- By prudent financial management using end-to-end IT-enabled solution
- Augmenting financial resources by increasing fees, Research consultations, affiliation fees, offering corporate training, alumni contributions, endowments and philanthropic donations, etc.
- By encouraging industries to partner with Universities through their CSR activity, by sponsoring students, by funding their employees to take up specific programs in the University



## **Theme VI: Integrating Skill Development in Higher Education**

### **T6Q1. Should skill based courses be made a part of regular courses so as to increase employability?**

#### **State Response:**

Yes.

- Identified skills based (on market demand) as a part of regular course designed in partnership with industry may increase employability
- Soft skills should be made mandatory to increase employability
- Modules of skill developments should be made mandatory at college and university campuses
- Depending on the manpower requirement in different categories and numbers, the education system should be categorised to incorporate required degree of skill and depth of knowledge

### **T6Q2. What are the other ways in which skill can be integrated with Higher Education?**

#### **State Response:**

- Credits can be awarded to specific skills based on National Skill Qualification Framework (NSQF) which will increase employability
- Need based, locally-relevant courses be introduced, lateral entry from skilled based education to conventional courses be permitted
- The students should be promoted for the entrepreneurship, industrial trainings and interne ship programs for the skills based curricula
- Online courses for skill development be offered to students
- On job training can be introduced where ever possible
- By collaborative activities with Industry and service sector. Skills may be integrated with Higher Education system

### **T6Q3. Should it not allow entry at any stage and temporary exit at the end of any semester?**

#### **State Response:**

- The credit accumulation and transfer system that will be integrated in the NSQF will allow people to move between education, vocational training and work at different stages in their lives according to their needs and convenience.
- It will be possible for a student to leave education domain, get some practical experience in industry and return to studies to gain qualifications to progress higher in his chosen career
- There should be the provision for the student to get migrated from one skill based to another skilled based according to his comfort and choice
- Vertical and horizontal mobility should be ensured subject to merit and availability of seats
- Online ICT based teaching, learning and evaluation should be made available

### **T6Q4. 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?**

#### **State Response:**

Yes. Some colleges in the district can be converted into Community Colleges for skill development. The necessary infrastructure and teaching faculty should be made available with the help of industry and society. The traditional colleges can start community college as additional skill development programs.

### **T6Q5. 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)**

#### **State Response:**

- Colleges nearer to industrial belts, business areas, medical sectors, agricultural universities, etc., can start off their courses on skill development
- In the industrially backward regions, the colleges may develop skill-based programs based on local demand, resources and expertise

**T6Q6. In your State, which skill based courses would be appropriate?**

**State Response:**

- In the state, the following skill based courses would be appropriate: Energy, IT, Electronics, Automotive, construction, agriculture and food processing, hospitality/tourism, maintenance and repair, mechanics, bakery, hair dressing, and apparel design skills for potential self-employers

**T6Q7. Should B. Voc be encouraged with different specializations in Universities**

**State Response:**

Yes. B.Voc specializations should be formulated based on local needs and market demand for specific skills.

**T6Q8. What are the practical difficulties in allowing multiple entry & exit**

**State Response:**

- Eligibility and equivalence between different courses for multiple entry and exit
- Absorption, evaluation and credit transfer

**T6Q9. How can Universities harmonizing skills based courses within existing curricula**

**State Response:**

- Skill based courses should be made compulsory and be integrated with existing academic programs with allotment of proper credit weightage
- Necessary provision in relevant ordinance should be made for teaching and evaluation scheme of skill-based courses

**T6Q9. Should Universities indicate the employability index of all courses offered by them**

**State Response:**

Yes, to maximum possible extent with the help of inputs from employers and alumni.

## Theme VII: Promoting online courses

### **T7Q1. Assess the current status on online education available in your State:**

#### **State Response:**

- No formal policy in this regard
- No mechanism to recognize and approve online courses
- A few initiatives undertaken by local bodies like Mumbai Municipal corporations, other municipal corporations for the primary education, DTE, MSBTE, etc.
- For professional courses, students and teachers are using technology enabled tools such as NPTEL, spoken tutorials, MOOC platforms, etc.

### **T7Q2. Do the colleges and Universities in your State have connectivity either through the NMEICT or NKN?**

#### **State Response:**

All major Universities and colleges have connectivity either through NMEICT or NKN in the state.

### **T7Q3. Would you suggest promoting online courses such as MOOCs and or subject specific online courses? If yes, could you suggest in which disciplines online courses would be useful in your State.**

#### **State Response:**

Yes. MOOCs have definitely great potential to be used as a complementary resource in higher education and particularly would be useful in Science and Technology courses.

### **T7Q4. What impediments are likely for implementing online courses and how can they be resolved?**

#### **State Response:**

- Impediments:
  - Infrastructure
  - Financial resources
  - Awareness
  - Policy
- Can be resolved by developing necessary infrastructure through financial assistance and conducting awareness programs
- Necessary policy frameworks be evolved.

**Theme VIII: Opportunities for technology enabled learning**

**T8Q1. Do students and faculty understand the need and potential of TEL, if so how they wish to integrate it for optimal use.**

**State Response:**

Yes.

In order to integrate it for optimal use, regular training and technical support is required for successful application of technology in TEL.

**T8Q2. Are the necessary infrastructure available for transacting education through technology**

**State Response:**

Partially.

**T8Q3. Has NPTEL, e-content of NMEICT or any other electronic content been used by institutions and if so what are the advantages and disadvantages**

**State Response:**

TEL is used in certain areas particularly for professional courses.

Advantage:

- Enhance learning
- Improve quality of teaching
- Online assessment in marginal way
- Strong student information management system
- Gamification can be used to develop interest in the subject

**T8Q4. Please list specifically how TEL can help colleges and universities in the educational instruction and research**

**State Response:**

- Sharing of databases
- Access to repositories of learning materials
- Training in emerging areas

**T8Q5. Share any best practices, if any**

**State Response:**

- Development of virtual classroom
- E-Content development
- Lessons on demand

### **Theme IX: Addressing Regional Disparity**

#### **T9Q1. How many degree colleges are there in your state**

**State Response:**

4621 institutions

#### **T9Q2. Whether setting up a college be more beneficial or a polytechnic or is there a need for both.**

**State Response:**

Setting up of both college as well as polytechnic with need based courses.

State Government had appointed a committee under Dr. Narendra Jadhav for giving guidelines for Universities to prepare comprehensive perspective plans for equitable distribution of opportunities in Professional and Traditional streams in Higher Education.

#### **T9Q3. How can we address the regional backwardness in education?**

- **Create more colleges**
- **Strengthen the existing colleges**
- **Create more polytechnics**
- **Strengthen existing polytechnics**
- **Provide better transportation facilities**

**State Response:**

Strengthen existing colleges

## Theme X: Bridging Gender and Social Gaps

### **T10Q1. What are the reasons for students of the disadvantaged groups not going for higher education?**

#### **State Response:**

- Financial constraints. Provisions already existing should be further strengthened by popularizing schemes and facilities provided to them.
- Lack of awareness, guidance and counseling (parents and students)
- Gender bias and cultural aspects
- Lack of accommodation and transport facilities
- Language barrier because most higher education courses are conducted in English medium

### **T10Q2. What steps can be taken to ensure that students from deprived classes who pass out school join colleges and complete studies?**

#### **State Response:**

- Introducing policies and practices that are sensitive to the needs of a diverse population
- By creating suitable social environment, introducing earn while learn schemes to ensure sustainability, liberal fellowships and scholarships.
- Adopting zero tolerance of discrimination and exclusion
- Flexible open-exit system at various levels should be introduced.
- Providing accommodation and transport facilities
- Creating awareness among the students and parents about various schemes available to support their higher education
- Providing assurance about safety
- Providing scholarships and insurance coverage of education
- Provision of campus interview and employment cell
- College should start online digital center for the participation in competitive examination or job applications of complete studies
- Providing skill based training in colleges
- Night/Evening colleges should be started
- Providing remedial and mentoring services

### **T10Q3. How to ensure that the girls join colleges or polytechnic?**

#### **State Response:**

- Financial assistance
- Awareness at the societal, parental and student level
- Security, accommodation, food and transportation facilities
- Mentoring facilities

### **T10Q4. Which of the following will improve girls' participation: Hostel ? Scholarship?**

#### **Assurance of safety?**

#### **State Response:**

Scholarship

### **T10Q5. Can we bridge Social Gaps by providing**

- **Hostels**
- **Scholarship**
- **Computing Devices & Connectivity**

#### **State Response:**

Scholarship

**T10Q6. Can we bridge Gender Gaps by providing**

- **hostels.**
- **financial assistance for accommodation and /or for travel**
- **computing devices & connectivity to get over quality problem of teaching.**
- **skill training so that they can earn while learning with flexible entry and exit.**

**State Response:**

Financial assistance for accommodation and /or for travel

**T10Q7. Any other suggestions to bridge gender and social gaps**

**State Response:**

- Preparing Diversity Index
- Special schemes for specific target groups: Identifying the most vulnerable or disadvantaged groups drawing from the diversity index (those who are least represented in access to education, or those with the highest drop- out rates, or those who find the learning environment disabling)
- Special schemes for bridging gender and social gaps in access as well as completion of studies: In order to ensure that the institutional environment is enabling for the students from socially disadvantaged groups, the following can be done:
  1. Formation and regular functioning of the equal opportunity cells
  2. Formation and regular functioning of the internal complaints committee (against sexual harassment)

**T10Q8. What affirmative action could be suggested to reduce gender and social disparities in HE**

**State Response:**

In addition to the affirmative action, as a commitment to equality, and powered by drivers such as legislative requirements or reputational benefits, institutions review their strategy and core policy. This process can be undertaken as part of an equality impact assessment, or as an independent process that focuses on quality enhancement and the development of best practice. In both cases, the use of appropriate qualitative and quantitative data is essential in identifying where change may be needed.

**T10Q9. Should remedial coaching be encouraged in all higher education institutions**

**State Response:**

Yes but need based.

## **Theme XI: Linking higher Education to Society**

### **T11Q1. While pursuing their education, how students can contribute to your community, village?**

#### **State Response:**

- The educated youth should create the importance and awareness of the higher education in the rural society
- Students can be involved in teaching children and adult education during vacations.
- Educating villagers about hygiene, cleanliness, safety, good health, need for gender balance and sensitisation, prevention of addiction, counselling for better society
- Through social service and outreach activities. NCC, NSS, Sports, Cultural Activities, Legal Aid, Legal Awareness and Participation in community activities.
- Creating environmental awareness

### **T11Q2. How can students improve the general quality of life in your village or community? Examples of sanitation facilities, hygiene, roads.**

#### **State Response:**

- Creating awareness about resource conservation and optimal utilisation
- Demonstration of rural and appropriate technology
- Creating awareness about user-friendly technology
- Striking balance between traditional and modern technology
- Promoting freedom from superstition, corruption, malpractices, illiteracy
- Promote hygiene and sanitation to prevent open defecation, spitting on roads, littering, etc.
- To create general awareness
- Starting legal advisory centers at every level.
- implementing government schemes
- To start libraries

### **T11Q3. How can students contribute after being employed.**

#### **State Response:**

- By spending some time in social work, by sharing what they have learnt. by spending a part of their salary for society
- Motivate deprived students
- Can share their experiences, guide rural youth, organized various program to raise social accountability and create scientific temper in the society
- Alumni groups in their area of expertise can give training to present students, can organize campus interviews and career fairs
- Adopt needy students
- They can mobilise financial assistance through CSR/ philanthropic donations

### **T11Q4. Which of the following can help Students to engage with community?**

- o **NSS**
- o **NCC**
- o **Social work**
- o **Community outreach programmes**

#### **State Response:**

Social Work



**T11Q5. Presently, colleges and Universities in –Yes/No. If yes, which of the following**

- o Community activities like greening activities, cleanliness, sanitation, roads,
- o Sports
- o Awareness drives through talks, street plays
- o Literacy programmes
- o Any other

**State Response:**

Yes.

Community activities like greening activities, cleanliness, sanitation, roads,

**T11Q6. How can Universities foster social responsibility in their students**

**State Response:**

- By organizing lecture series on Social Issues such as health awareness, literacy, AIDS awareness, cleanliness, etc.
- By organizing workshops on Social Responsibility
- By introducing a skill-based certificate course on 'Social Responsibility'
- By encouraging students to take part in NCC, NSS, DLLE and other extension activities

**T11Q7. Which are the various ways of community engagement presently followed by Universities**

**State Response:**

- Extension activities
- Community outreach programs like blood donation, medical camps, tree plantation, energy conservation, literacy, slum development, health issues awareness, de-addiction and superstition removal programs, social and environmental awareness, etc.

**T11Q8. Can we have some models presently being followed, such as University of Pune's Nirmal Gram project etc.**

**State Response:**

Many colleges affiliated to Universities in Maharashtra adopt villages/ slum areas on the lines of the Nirmal Gram Project

## Theme XII: Developing Best Teachers

### **T12Q1. Appoint local teachers on contract and develop them.**

#### **State Response:**

- Teachers be appointed on permanent basis
- Merit and competency should be given preference

### **T12Q2. Best teachers appointed centrally should be posted.**

#### **State Response:**

- Yes.

### **T12Q3. Teachers should have continuous training and retraining periodically.**

#### **State Response:**

- Yes teachers are life-long learners. Continuous training will enthuse them to acquire new knowledge. Training can be in emerging areas/thrust areas/ life skills/ new technology
- Teachers can also be sent to Institutions of repute to learn their best practices and adopt them in their Institutions
- Vocational training to teachers in Industries, Research laboratories, Universities, etc.
- Online training courses should be preferred for enrichment of the teachers
- Yearly announcement of Training programmes

### **T12Q4. Ways of incentivizing talent to join teaching profession**

#### **State Response:**

- Teachers should be rewarded in terms of early promotions for performance
- Seed money for undertaking research projects, purchasing books, IT tools, etc.

### **T12Q5. Are refresher/ orientation programmes serving their intended objectives? If not, what changes are needed?**

#### **State Response:**

The programmes are meeting their objectives to some extent. Hence the courses should be strengthened

### **T12Q6. How to retain best teaching talent in the profession through sustained methods**

#### **State Response:**

- Minimize the attrition ratio by providing adequate facilities
- Adopting a transparent and efficient recruitment and promotion process
- Recognition and awards for high-performing teachers
- Opportunities for international exposure
- Motivational training programs

### **T12Q7. Is it feasible to allow faculty to pursue teaching and research in a flexi-mode manner with appropriate changes in the service conditions**

#### **State Response:**

Yes but with appropriate changes in lien period, study leave, duty leave, on-duty period, deputation, sabbatical, etc.

### **T12Q8. What other changes can be suggested to encourage greater faculty autonomy and participation in educational conferences, etc.**

#### **State Response:**

- Freedom for pursuing higher studies, research and capacity building
- Encouraging teachers to attend technology enabled conferences, workshops, etc.
- Should be given freedom to attend conferences while adhering to funding guidelines

### Theme XIII: Sustaining Student Support Systems

**T13Q1. Will universal soft loan scheme help students as universal scholarship is not possible?**

**State Response:**

Universal soft loan scheme will help students. The soft loan should be provided at reasonable rates of interest, considerably below the prevalent market rates. The loan scheme should be extended to students on two criteria, higher merit and lower economic status of parents or guardians. The beneficiary should return the loan within a fixed time frame, say 5-10 years. The lending process should be transparent and fast. Nationalized bank should give financial help at least for some needy students on merit basis.

**T13Q2. Is interest subsidy of 5% adequate?**

**State Response:**

The interest subsidy of 5% is adequate only if the soft loan scheme with lesser interest rates is implemented.

**T13Q3. Apart from affirmative scholarship, a need based scholarship should be linked up to what kind of earning per family.**

- o Rs.1 lakh & below
- o Rs.1 lakh to 1.5 lakh
- o Rs.1.5 lakh to 2 lakh
- o Rs.2 lakh to 2.5 lakh

**State Response:** Rs.2 lakh to 2.5 lakh

**T13Q4. Since it is not possible to give scholarship to all students, how can meritorious students be supported so that they are not denied access to higher education. What is the minimum percentage it should be linked to:**

- o Graduation: Minimum 60% or 65% or 70% or 75%
- o Post Graduation: Minimum 50% or 55% or 60% or 65%
- o Other than financial support, what academic support do students need such as academic counseling , study room facilities, multi-media facilities

**State Response:**

Graduation minimum 70% and post-graduation minimum 65%  
Other than financial support, students need academic support such as:  
1) Such as academic counseling

**T13Q5. Should there be differential income slabs for existing student financial assistance schemes**

**State Response:**

Yes.

**T13Q6. Has the interest loan subsidy scheme helped the poorest of poor in accessing higher education? If not, what changes need to be effected?**

**State Response:**

Some universities currently provide subsidies to students jointly with banks. However, such schemes need to be implemented on a larger basis.

**T13Q7. Open Universities have student support services at local levels, how can local bodies and other similar agencies help to improve services offered at these centres**

**State Response:**

By providing infrastructure, good study material and guidance by local bodies

#### **Theme XIV: Promote cultural integration through language**

##### **T14Q1. How can cultural integration take place through language?**

###### **State Response:**

- Languages encourage cultural exchange and it will be ideal to organize cultural events for promoting cultural integration. It can motivate students from other countries to learn various cultures.
- By conducting workshops on religion diversity culture language and value education in their languages.
- There is a need of Multi-lingual curriculum, due to which the student knows many language which enables him or her to exchange their ideas with the society.
- To prepare small groups of language communicators.
- To translate historical events in different languages.
- Developing language labs in colleges.
- Deliberate effort to avail coaching of foreign languages.
- Forming various literary associations and giving students and teachers related assignments.
- Through Student exchange program, short term courses in communication scheme organisation and participation of students in cultural activities.
- For Gadchiroli District regional languages as Madia, Gondi, Telgu, Bengali and Halbi. These are very important for the people who are located in the border area of the Maharashtra

##### **T14Q2. Would you suggest curriculum changes in language education to educate students about the role and importance of languages in pluralistic societies**

###### **State Response:**

- Practical orientation of global language like English should be made compulsory in all streams.
- Business correspondence in corporate world.
- Oral presentation with audio-visual aids.
- Vocabulary building exercises should be priority than theory teaching.
- Public speaking sessions should be made regular in classrooms.
- Atleast some modules of the courses designed under Skill Sector Culture be brought into operation in the Higher Education system: Knowledge Heritage: A Model of Sanskrit Studies, Intangible cultural Heritage, Expressive Culture, Museum Techniques, Conservation, Traditional Design, Archaeology
- Encourage study of Indology i.e. academic study of the history and cultures, languages, and literature of the Indian subcontinent (most specifically the modern-day states of India, Pakistan, Bangladesh, Sri Lanka, Maldives, Nepal and the eastern parts of Afghanistan)

##### **T14Q3. Should Universities include foundation courses on cultural integration**

###### **State Response:**

Yes. Foundation courses in the form of an open elective is necessary for all the faculties.

##### **T14Q4. How can inter-linkages between education, culture and language be brought about in HE institutions**

###### **State Response:**

- Through programs like STUDY INDIA
- Conducting inter-state student exchange program
- Language should be made compulsory to technical courses also.
- By strengthening Anthropology Department / Department of Linguistics.

### **Theme XV: Meaningful partnership with Private sector**

#### **T15Q1. What kind of partnership can be done with the Private Sector?**

- o **Construction of buildings**
- o **Construction of only Labs & Library**
- o **Maintenance of Building**
- o **Maintenance of College**
- o **Maintenance of Labs**
- o **Hostels**
- o **ICT facilities**
- o **Recreation**
- o **Transportation**

#### **State Response:**

Types of partnership:

- Constructions of only Labs & Library
- Maintenance of Building
- Maintenance of Labs
- Hostels
- ICT facilities
- Transportation

#### **T15Q2. Details of any existing examples of private sector participation in your district.**

#### **State Response:**

- In Dhule district, Phonex Company, encourages students to carry out their projects and are partly funded, esp professional student
- In Solapur district, Lokmangal Group has supported the educational sector for Agro-biotech, Plant tissue culture, Agricultural products, Fertilizers, sugarcane industry, nursery, and dairy
- In Palghar, Lupin Laboratories Ltd. have agreed to give their machinery worth 70 lakhs and train students through well designed short term course in consultation with the industrial experts and college staff
- In Nagpur, the Bajaj group has financed the construction of MBA building in GS College
- In Kolhapur, TCS trains students in soft skills
- In Aurangabad, MNC Ajanta Pharma Pvt. Ltd. provides some basic facilities to the gov. medical college and research while the Maulana Azad Education Society runs hotel management course in collaboration with TATA Group of Hotels
- In Ahmednagar, L & T Company established ICT labs at Pimpalgaon Malvi as a CSR activity.
- In Thane District, Century Rayon provides complete support to Birla College, Kalyan

#### **T15Q3. Why has PPP models not been so effective in education sector**

#### **State Response:**

- The terms and conditions of PPP model are not attractive to the private sector
- Due to lack of philanthropic approach by the private sector
- Hence, revisiting the policy of PPP model in education sector is needed

**T15Q4. Can there be more role for the private sector except providing ancillary services**

**State Response:** Yes.

- Providing professional expertise in management and development of institutions
- Bringing in industry-relevance to courses
- Providing transfer of technology to industry for commercial benefits
- Providing training, placement, consultancy projects, R&D projects, etc.
- Providing financial and other support

**T15Q5. Would you suggest changes in the “not for profit” policy with safeguards for better PPP arrangements**

**State Response:**

Revisiting the policy of PPP model in education sector is needed

**T15Q6. Is PPP only relevant to technical/ professional education and not for general education**

**State Response:**

Preferably for professional and technical education

**T15Q7. Are there good working models of PPP in higher education which can be replicated**

**State Response:**

Maharashtra State is in the process of establishing some institutes on PPP mode.

### **Theme XVI: Financing higher education**

#### **T16Q1. What are the innovative ways of financing HE.**

- o **Enhanced Central Sector spending**
- o **Enhanced State funding**
- o **Corporate sector participation**
- o **Student fees**
- o **Any other**

**State Response:** Corporate Sector Participation

### **Theme XVII: Internationalization of higher education**

#### **T17Q1. Suggest strategies for cross border higher education**

**State Response:**

- Partnership of Foreign Institutions with Universities in India
- Process of Standardization of academic programs
- Fees Structure should be standardized
- Creation of online course, collaborative academic programs, students & faculty exchange, collaborative research projects
- Choice based credit system
- Developing infrastructure facilities of international standard to attract students and faculty from abroad
- Accreditation of academic program by international accreditation agencies
- Framing policy and regulations in this regard

#### **T17Q2. Encouraging foreign education providers**

**State Response:**

- Providing an atmosphere conducive for operating in the State
- Identifying the areas of mutual interest
- One window approach and expediting the processes of clearance for FEP
- Establishing an international cell at State level for promoting internationalization of higher education in the State

#### **T17Q3. Improving infrastructural facilities on university campuses such as student facilitation centres, international student's hostels, faculty guest houses.**

**State Response:**

Adequate financial provision be made for improving infrastructural facilities on University campus

#### **T17Q4. Suggest changes in the student faculty exchange programmes and institutional/research collaborations**

**State Response:**

- Providing conducive atmosphere with single window clearance
- Financial support for faculty and student exchange programs
- Provision for sharing the outcomes of research collaborations
- Strengthen research facilities under collaborative research

### **Theme XVIII: Engagement with industry to link education to employability**

#### **T18Q1. How can Industry academia linkages help for start ups and entrepreneurial ventures**

##### **State Response:**

- Undertaking market survey and formulating project reports for starting up viable enterprise
- Undertake incubation, pilot study for scale up study to develop commercial projects
- By sharing expertise and financial resources of Industry and Academia, techno-economically viable projects can be developed promoting joint venture, profit making companies
- Collaborating to enable technology transfer between Industry and Academia
- Setting up incubators to provide technical and consultancy support to startups
- Periodically organizing skill fairs, technology expositions, motivational workshops, etc.

#### **T18Q2. How can Industry orient students to develop entrepreneurial skills**

##### **State Response:**

- Periodically organizing skill fairs, technology expositions, motivational workshops, etc.
- Organizing competition on industrial problems for students to develop feasible solutions
- Discuss case studies with students about successful entrepreneurs
- Students visit to the industry, guest lectures/ interaction with successful entrepreneurs

#### **T18Q3. Should Industry representatives be included in the governing bodies of Universities/ colleges**

##### **State Response:**

Yes and it will add value and dimension both in framing/setting the policies or syllabus of Universities/ colleges. This will also not only make the thinking and decision making in the universities relevant to what is happening in industry but will also earn trust of potential industry partnership.

#### **T18Q4. How can industry help in framing industry relevant courses for enhancing student employability**

##### **State Response:**

- Representation by industry on Board of Studies or Academic Council.
- There should be bridge course program as per the need of the industry.
- Internship during course should be included in the curriculum.
- Industries of the local area should be requested to provide more training the students of the college through CSR.



### Theme XIX: Promoting research and innovation

**T19Q1. Which of the following Strategies need to pursued for promoting research & innovation**

- **Outcome based research financing.**
- **Liberal research grants for both social sciences and basic sciences.**
- **Setting up Incubation Centers with Seed Money to do innovative research**
- **Research leading to creation of intellectual property.**
- **Setting up Research Parks in central educational institutions.**
- **Joint appointments of faculty – enabling researchers to teach and teachers to engage in research.**
- **Inter-disciplinary research – Institutions must come together for creating new knowledge at the intersections of existing disciplines.**

**State Response:**

- Outcome based research financing.
- Setting up Incubation Centers with Seed Money to do innovative research
- Setting up Research Parks in central educational institutions.
- Research leading to creation of intellectual property

**T19Q2. How can we make India become a favoured destination for R&D projects. How can we explore getting grants from abroad for R&D.**

**State Response:**

- Establishment of global innovation centers in India for international R&D projects
- Creating a database of processes and products developed in Indian Universities
- Creating a pool of competent scientific manpower available in the country
- Policy framework regarding security of intellectual property (facilitating process)
- Formulate research projects of global relevance and compete for international grants

**T19Q3. Do we need to reconsider setting up Innovation Universities?**

**State Response:**

Yes. In addition to Innovation Universities, innovation clubs should be set in all institutes to inspire and motivate young minds.

**Theme XX: New Knowledge**

**T20Q1. Which are the new domains of knowledge in the global scenario?**

**State Response:**

Climate change, disaster management, sustainable consumption and production, energy security, food security, environmental protection, material science and engineering, new economic model, nano-bio technology, yoga and philosophy, biodiversity, alternate materials and green technology, etc.

**T20Q2. Do our Universities/ CFI have the faculty to offer such programmes? If not how can their capacities be built?**

**State Response:**

Few faculty are available to offer such programs. However, through collaborative research and sharing of expertise and facilities, training programs, etc., their capacities can be built further.

**T20Q3. What steps are needed to collaborate with foreign institutions offering new/ niche knowledge courses**

**State Response:**

- Strengthening inter Disciplinary Research.
- Incubation Centre and HRD Centre.
- Necessary policy framing