

**NATIONAL SEMINAR
ON
'QUALITY CONCERNS IN INDIAN HIGHER EDUCATION:
EMERGING CHALLENGES AND OPPORTUNITIES'**

(Sponsored by the National Assessment and Accreditation Council-NAAC, Bangalore)

22- 23 FEBRUARY 2018 at AGRA COLLEGE AGRA (NAAC Grade 'A')

Jointly Organized by

**Internal Quality Assurance Cell (IQAC) Agra College, Agra and
UP Political Science Association (UPPSA)**

- **THEME**

India's Higher Education System is placed at the apex of education structure. It is mandated with providing opportunity for reflection on critical social, economic and moral issues; promoting national development through dissemination of specialized knowledge and skills; and producing teachers for education system (*NPE: 1986*). The Indian higher education system with 799 Universities, 39071 colleges, 11923 Stand Alone Institutions and 34.6 million enrolled learners (*AISHE 2015-16*) is struggling hard to fulfill above mandate. In the process, ensuring *quality*; *expanding institutional infrastructure* to meet diverse growing needs; and *assuring equity* have been and remain as three core concerns of higher education in India. The interplay between these three factors shapes the dynamics of higher education in India. The Higher education in India over the years, since independence has experienced expansion, diversification and specialization with the changing needs of the society. But its qualitative dimensions have not matched pace with its growth and diversification. However, it is the quality of higher education that makes it attractive and competitive in the globalized world. The need for quality in higher education in India requires no justification. India, as a rising economy cannot sustain its 'rise' without ensuring quality of higher education. The quality is the first condition for ensuring relevance and utility of higher education in India.

In fact, quality in education is an end product, rather it is a continuous process. Quality is a process of making continuous efforts to achieve excellence in the entire domain of higher education, so that its core objectives are realized effectively and efficiently. The process of quality begins as and when we commit to it and it continues without ending as quality and excellence have no limits. Quality in higher education has many dimensions: policies, programs and management of higher education, design and up-gradation of courses, entry of teachers and learners in the institution, teaching learning process, evaluation of learners and their placement. The innovation, supervision and monitoring, effective implementation, and commitment to quality norms are keys to ensuring quality at each level. The moot question is how efficiently and innovatively we have utilized available human and physical resources to strive for quality in higher education? The real test of quality and also the opportunity for its improvement lies in the grass root teaching-learning process that takes place in the institutions of higher education. Thus, among other things, the improvement in all aspects of teaching learning process with the help of modern tools and methods as well as innovative approaches is essential for quality in higher education. Thus the prevailing status of teaching-learning process needs to be assessed, evaluated, and improved.

There have been many efforts at various levels to improve quality of higher education in India. The subject of 'education' finds place in the Concurrent List of the Constitution; whereas the subject of 'coordination and determination of the standard in the institutions of higher education' is mentioned in the Union List of the Constitution. Thus, both the States and the Union governments have stakes in the management, operation and quality of higher education. However, since the Union government has the

authority to determine the standards in higher education, it bears the major responsibility in the promotion of quality in higher education. Accordingly, many measures have been initiated in recent decades to promote quality in higher education. Some of these measures are: granting autonomy to selecting institutions of higher education; supporting institutions having potential for excellence; setting standards for recruitment and career advancement of teachers; devising mechanism for assessment and accreditation of educational institutions; framing model and standard courses; promoting uses of information and communication technology for the management and delivery of content in higher education; and more recently launching of Rastriya Uchchatar Shiksha Abhiyan (RUSA) and other such initiatives to promote research and innovation in higher education. These initiatives have direct bearing on the quality in higher education and have produced mixed results. Yet, much needs to be done to address the quality concerns of higher education in India.

Meanwhile new challenges and concerns have surfaced which affect all aspects of higher education including its quality. These concerns are: the process of globalization and need for quality and competitive human resources; privatization of higher education and concerns for quality and public interest; increasing bureaucratization of educational administration amidst demands for quality, innovation and autonomy; and finally overall relevance of higher education in face of changing national and international conditions. Some of these challenges may be turned into new opportunity for promotion of higher education in India. The innovative use of information and communicational technology, greater exposure and learning from global best practices, strength of our own educational capital of innovation and research, better targeting of private initiatives in higher education, fast growth and diversification of Indian economy etc are some of the drivers, which may be used for promoting quality and required diversification and growth of higher education in India.

- **DISCUSSION THEMES**

In view of the broad theme and objectives mentioned above, this Seminar proposes the following sub-themes:

A. Overview of practice of quality in Higher Education in India

- (i) Growth and diversification of Higher education in India in post-independence period
- (ii) Status of quality in Higher education and its various dimensions
- (iii) Quality dimensions of teaching-learning process in institutions of higher educations

B. Initiatives for quality improvement in higher education

- (i) Status of recent quality initiatives in higher education
- (ii) Evaluation of recent quality measures like accreditation mechanism, RUSA etc
- (iii) Role of various national agencies in quality improvement in higher education

C. Emerging concerns and quality in higher education

- (i) Globalization and quality concerns of higher education
- (ii) Privatization and challenges to quality in higher education
- (iii) Bureaucratization Vs Autonomy and quality in higher education

D. New opportunities and suggestions for quality in higher education

- (i) Status of ICT in higher education

- (ii) ICT and teaching learning process
- (iii) Teacher as a catalyst for quality in higher education
- (iv) Suggestions for improving quality in higher education

- **OBJECTIVES**

Within this thematic framework, the proposed National Seminar is a small exercise to understand, analyze, and sensitize about the quality concern of higher education in India. The Seminar is proposed to realize the following objectives:

1. To understand, assess and evaluate the concept, parameters and status of quality in Indian higher education;
2. To appreciate and sensitize about the need for quality and relevance in higher education among all stakeholders;
3. To identify, understand and analyze the internal and external challenges, which undermine the quality process in higher education;
4. To identify and articulate the available opportunities for promoting quality in higher education;
5. To suggest measures for the improvement of quality in general with focus on teaching-learning process and evaluation of learners.

- **SUBMISSION OF ABSTRACTS:** The Abstracts not exceeding 500 words should be submitted only online to the email uppsa1980@gmail.com positively by **10 February, 2018** (in English Times New Roman font size 12 and in Hindi Kruti dev font size 14)

Last Date for Submission of Full Paper: 23-02-2018.

- **REGISTRATION:** Through Proforma, to be downloaded from the given websites. The scanned copy of the signed and filled in proforma along with proof of fee deposit (scanned copy of the Bank Draft/ Cash Receipt/ Transaction ID of RTGS Transfer) may be sent by email- uppsa1980@gmail.com. Registration is mandatory for participation.

Fee: *Regular Teachers: 700/-Self-Finance Teachers & Research Scholars: 500/.* The Registration fee may be deposited by one of the following methods:

1. Demand Draft in Favor of “**Department of Political Science, Agra College, Agra,**” Payable at **Canara Bank, Raja Ki Mandi, Agra College, Agra**
A/C No- **2481101027287, IFSC Code-CNRB0002481 MICR- 282015018**
2. RTGS Transfer as per the above bank details
3. By Cash at the Department of Political Science, Agra College, Agra

- **ACCOMMODATION AND HOSPITALITY:** Free of cost accommodation shall be provided for the two nights to all the out-station participants if they register for seminar by 10 February, 2018 and clearly mention the accommodation requirement in the registration form. The organizers shall arrange hospitality for two days during seminar.

- The selected papers shall be published in the forthcoming book on higher education. We solicit your participation in and kind support to this academic endeavour.

THE ORGANIZING COMMITTEE

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