

SUB-THEMES OF THE SEMINAR

- ◆ Evaluation of Higher Education System
- ◆ ICT facilities and Higher Education
- ◆ CBCS and Higher Education
- ◆ MOOCS and Higher Education
- ◆ New Education Policy 2020 and Higher Education
- ◆ Quality improvement in Higher Education.
- ◆ Autonomy in higher education,
- ◆ Liberalisation, Privatisation and Globalisation and its impact on Higher Education,
- ◆ Access, Quality and Employability in Higher Education
- ◆ Total Quality Management (TQM) in Higher Education and the role of NAAC
- ◆ Knowledge and Information Security Management of E-resources and E-archives
- ◆ Management of Digital Libraries and Institutional Repositories
- ◆ Professional Development of teachers at Higher Education, Academic Performance Indicators (API), Career Advance Scheme.
- ◆ Innovative Approaches to Knowledge Management, Plagiarism.
- ◆ Media & Education, ICT enabled Education, E-learning, Virtual Education
- ◆ Gender Bias and Higher Education
- ◆ Government measures for the promotion of Women Researchers in Higher Education

CALL FOR PAPERS :

Papers are invited in the areas related to the theme and sub-themes for presentation. Participants are requested to send their abstracts in about 250 words in English, Typed in MS- word, Times New Roman, 12 Font with 1.5 spacing on A4 size paper with author affiliation and e-mail id. Selected full length papers will be published in the form of proceedings with ISBN. The authors are required to send their papers in not exceeding 3000 words including references. The selected papers will be published as seminar proceedings after peer review .

Send abstracts to following Email Id: ggcicq2018@gmail.com

IMPORTANT DATES :

Submission of abstracts : 12-03-2020
Submission of full papers : 15-03-2020

REGISTRATION FEE :

Faculty & Academicians : 500/-
Research Scholars : 300/-
PG Students : 100/-

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INTERNAL QUALITY ASSURANCE CELL(IQAC)

GIRRAJ GOVT. COLLEGE (A)

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GIRRAJ GOVT. COLLEGE
(Autonomous),

(Reaccredited with "B" Grade by NAAC)

NIZAMABAD

One Day National Seminar

on

CHANGES AND QUALITY
IN HIGHER EDUCATION

Sponsored by

U.G.C. Autonomy Grants, New Delhi

on

21st March, 2020



Organized By

INTERNAL QUALITY ASSURANCE CELL(IQAC)

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About The College:

The GIRRAJ GOVERNMENT COLLEGE was established in the post independent era in 1956 and was named after Girraj malji Agarwal, one of the prominent philanthropists who helped in its inception by donations. It was taken over by the Government of Andhra Pradesh in 1959. The college is located in a sprawling 29.6 acres of land on the outskirts of Nizamabad town. It is an autonomous institution accredited by NAAC with Grade B. It is affiliated to Telangana University, Nizamabad. The college is offering 36 Under Graduate Courses and 9 Post Graduate Courses with 5000 students' on rolls at both UG and PG levels. It has state-of-the-art laboratories and two libraries with huge number of books. The college envisions to impart qualitative education among the students of the region which is predominantly agrarian. The institution has a qualified, committed and service oriented staff who make untiring efforts for integrated development of the students and the institution.

The qualitative and quantitative results of the college substantiate its strength; keeping in view of the changing trends and values, the dynamism and vision of the faculty made to initiate a number of programmes for the benefit of students empowering them to face the challenges of future.

ABOUT THE IQAC

The college Internal Quality Assurance Cell was established in 2005. The cell has been functioning actively for the Academic and Administrative activities. IQAC takes the feedback from stakeholders for taking corrective measures to ensure quality sustenance and enhancement in the college. IQAC initiates, facilitates and supports the organisation to conduct workshops/seminars for quality enhancement and encourage research aptitude in young minds. The college Internal Quality Assurance cell is a catalyst for accelerating growth in the years to come. The active involvement of stakeholders is highly appreciable and sought for up-keeping and promoting quality in the progress of the college.

ABOUT NIZAMABAD:

The Nizamabad town is located in the north-west region of Telangana State. It is one of the municipal corporations of the State with two International Hotels. The town is just 160 km away from Hyderabad, the capital of Telangana and is well connected with road and railway line to Hyderabad and Nanded, a city in the eastern Maharashtra. A good number of trains run connecting Nizamabad with Vizag, Tirupati and Bhubaneswar. The perennial peninsular river, Godavari and its major tributary, the Manjeera flow along the north and

the west borders of the district respectively making the entire region more alluvial fertile and evergreen. Thus, the two major irrigation water reservoirs, the Sriram Sagar Project and Nizam Sagar are built on these two rivers. The confluence of the Manjeera with the Godavari occurs at a holy place, Kandakurthy which is just 35 kilometers away from Nizamabad. Furthermore, the Gnana Saraswati temple is located on the banks of the Godavari at Basara which is 35 kilometers away from Nizamabad. The eastern and southern parts of the district are predominantly occupied with typical sub-tropical deciduous rain forests bordering the erstwhile Karimnagar and Medak districts.

ABOUT THE SEMINAR

Higher education is extremely diverse and the challenges and issues faced by higher education institutions are found to be very crucial and multifaceted in the present scenario. India has 864 university-level institutions, 40,026 colleges and 11,669 stand-alone institutions. The number of university-level institutions has grown by about 25 per cent and the number of colleges by about 13 per cent in the last five years. The private sector accounts for a large share of these institutions, managing 36.2 per cent of universities, 77.8 per cent of colleges and 76 per cent of stand-alone institutions in 2016-17. India's higher education GER (calculated for the age group, 18-23 years) increased from 11.5 per cent in 2005-06 to 25.2 per cent in 2016-17. However, we lag behind the world average of 33 per cent and that of comparable economies, such as Brazil (46 per cent), Russia (78 per cent) and China (30 per cent).² Korea has a higher education GER of over 93 per cent. In addition, regional and social disparities continue to exist in higher education: GER varies from 5.5 per cent in Daman & Diu to 56.1 per cent in Chandigarh. GER in terms of gender and social groups. GER is 26.0 per cent for males and 24.5 per cent for females, with females constituting 46.8 per cent of the total enrolment of 35.7 million. While the GERs for scheduled castes (SCs), scheduled tribes (STs), other backward castes (OBCs) and minorities have been increasing, these are still below the overall average in most cases. Quality is a challenge in higher education in India. Few Indian institutions feature in the top 200 in world rankings. In comparison, China has seven universities in the top 150 (3 in top 50) of the Quacquarelli Symonds (QS) world rankings. Implementation and continuation of the centrally sponsored scheme, Rashtriya Uchchatar Shiksha Abhiyan (RUSA). This scheme seeks to improve access, equity and quality in state higher education institutions through a reforms-based approach and links funding to performance.⁴ The continuation of RUSA was recently approved until March 2020 with an almost three-fold increase in allocation compared to that in its first phase (2013-17). The second phase of RUSA puts a premium on quality enhancement and addresses concerns of access and equity in the aspirational districts identified by the NITI Aayog.

Issues such as Access, Equity, Inclusion, Quality of Research, Privatization and financing etc. are integrally related with higher education. On the other hand, basic problems such as inadequate infrastructural facilities, less number of faculty, low enrolment rate, outdated teaching methods, declining research standards, low level of motivation among students, ethnic imbalances, gender bias, students drop out etc. persist in higher education. Besides, some other leading challenges such as continuous upgrading of curriculum, globalization, mushroom growth of private institutions, scarcity of funds to meet the demand of various novel programmes etc. has large impact on our higher education. Therefore, an attempt is made in this Seminar to arrive at a reasonable solution of the changes and quality in higher education in India.

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. The emphasis in the tertiary level of education lies on science and technology. Distance learning is also a feature of the Indian higher education system. The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources. Critical appraisals by governmental committees and independent academicians have highlighted the crisis confronting the system. The emergence of a worldwide economic order has immense consequences for higher education more so under the changes that have taken place in the recent past with regard to Globalization, Industrialization, Information Technology Advancement and its impact on education aided to these are the policy changes that have taken place at the regulatory bodies from time to time to accommodate these development and yet maintain quality in higher education. Expansion, inclusion and excellence were the three objectives of higher education policy of India. The government had taken many steps to increase student enrolment in higher education and quality improvement in higher educational institutions. The government after pursuing neo-liberal policies for the last three decades is keen to open the higher education sector to the private providers, either through public-private participation or Foreign Direct Investment (FDI) in higher education. While one section is opposed to co-modification of education, the other section thinks that involving the private sector is the only way out. It is time for all those who are concerned with policymaking, planning, administration and implementation of Higher Education to revitalize the very thinking on the subject and put it on the right track. It is high time that this topic be deliberated upon in the context of contemporary Indian Higher Education. In order to contribute to this debate, IQAC Girraj Govt college(A) in collaboration with UGC Autonomy grants has decided to hold a one day national seminar on changes and Quality in Higher Education.