TWO-DAY NATIONAL SEMINAR ON
QUALITY CONCERNS IN HIGHER EDUCATION
(10th & 11th September, 2015)

Central University of Kashmir, Jammu & Kashmir, India
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SEMINAR REPORT

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I. Report on Inaugural Session

A two-day National Seminar on “Quality Concerns in Higher Education” was organized by IQAC and School of Education, Central University of Kashmir in collaboration with NAAC. The inaugural session began with the University Tarana of CUK followed by the Welcome Speech delivered by Prof. M. Afzal Zargar, the worthy Registrar of CUK. In his welcome address, Prof. Zargar highlighted the undisputed value of quality education in shaping the future of its consumers on desirable lines. He raised various vital issues and concerns related to higher education system in India. Prof. Zargar observed that current higher education system in India is unable to do justice in terms of meeting the demand and supply ratio, establishing a meaningful and productive interaction between industries and institutions of higher learning as compared to the developed part of the world. He also touched upon other quality concerns in higher education in India like use of outdated pedagogical approaches, traditional curricula, memorization oriented mode of assessment and evaluation.

Prof. N.A. Nadeem, Coordinator IQAC and Dean, School of Education, CUK, made a comprehensive presentation covering a broad range of aspects including, NAAC and its functioning, dynamics of Higher Education system in India, IQAC of CUK and the work done by it during the last 8 months. The presentation also gave an insight into 2-Day Seminar. In his presentation, Prof. Nadeem gave some crucial data like state wise list of universities and colleges which were accredited by NAAC, grade wise distribution of Accredited Universities across the country, breathtaking expansion of higher education system in India with reference to the current statistics showing 719 universities and 37,204 colleges with an enrolment of 16.5 million male and 13.12 million female students. He observed that higher education in India has expanded almost 35 times during post independence period with GER standing at 21.1% and PTR (Pupil Teacher Ratio) at 1:23. Prof. Nadeem also reiterated the failure of Indian universities in getting recognized as world class institutions at the global level. He felt that NAAC can play an instrumental role in improving the standard of these universities and bringing them at par with the world class universities. He suggested various steps which, if followed in the true spirit, can lead to the achievement of world class institutions of Indian origin. Creation of Quality Circles at Zonal, regional, continental and global levels shall help to a large extent in achieving the much desired goal of higher global ranking for Indian Universities and other institutions of higher learning. The identified institutions at zonal level with highest CGPA score may serve as Model Institutions for promoting excellence in all the institutions of the respective zones. In step 2nd, the identified model institutions may be allowed to compete at regional levels e.g., SAARC. In the next step, the best one can be considered to compete at continental level. e.g. Asia and finally, the one which reaches the apex level can be considered to compete at a level which is truly global in nature.

Prof. Nadeem also spoke at length about various achievements of CUK in the context of getting ready for NAAC assessment and accreditation in near future. Prof. Nadeem hoped that CUK would submit self-study report (SSR) to NAAC in October 2015. He concluded his presentation by remarking that learning is a life-long process and this process should continue at all levels like students, teachers and administrators.

Prof. Lokesh Verma, Head and Dean, Department of Educational Studies, Central University of Jammu, delivered the Keynote Address. He endorsed various issues and concerns which were raised by Prof. Zargar and Prof. Nadeem in their speeches. Apart from that, Prof. Lokesh Verma commented that India has witnessed a tremendous expansion of higher education institutions in quantitative terms only. He felt that higher education system in India is trying to make progress on trial and error basis only. He observed that every stakeholder is responsible for deteriorating higher education system in India. Prof. Verma observed that reorientation of education system is very important for growth and development of our nation. He regretted that the Indian higher education system is plagued by shortage of qualified staff, highly centralized system of governance, inappropriate and inadequate funding by state governments, lesser allocation of GDP devoted to higher education, unplanned rather outdated curriculum and unfavourable teacher pupil ratio. Faculty recruitment is not always based on merit, API score is losing its sheen and essence. Prof. Verma emphasized the sustainability of educa-
tion system in India. He commented that teachers should be highly accountable and responsible toward their duty. Lack of autonomy is playing havoc with institutional development at higher level. He also observed that there is little coordination between regulatory bodies and universities are overburdened by the affiliation system. Prof. Verma quoted that, according to NASSCOM, only 25% graduates are employable in IT sector. He reminded the audience about the lack of emphasis on research activities in universities, poor institution industry interaction, digital divide and so on.

Prof. Ajaib Singh Brar, the Honourable Vice Chancellor of Guru Nanak Dev University, was a Chief Guest for the occasion. In his address, Prof. Brar began by making a bold statement that “best institutions in India are not governed by any external regulatory bodies”. He quoted the examples of Indian Institute of Science, Bangalore and IITs. He remarked that there is a great shortage of creative teachers and students because the over regulated system of education in India is killing the very potential of creativity among them. They are supposed to follow a very rigid system of rules and regulations in their formal day today functioning. Prof. Brar remarked that teachers and students are not working hard here as compared to their counterparts in the developed countries. Teachers are not dutiful towards their students. He also stated that our university structure is highly regulated. Performers are not usually reinforced by the system and non-performers are not punished by the same. Students have marks oriented rather than knowledge oriented approach toward their education. Punctuality usually takes the back seat. Teachers and administrators are not always appointed on merit. Prof. Brar also expressed his views about the need for introducing drastic changes in university administration like making Academic Council, Syndicate and Executive Council more powerful as internal regulatory bodies.

Towards the end of the session, Dr. Nazir Ahmad Gilkar, Associate Coordinator, IQAC, delivered the vote of thanks. The anchoring of the inaugural session was done by Dr. Mohammad Sayid Bhat, Asst. Prof. Department of Education, CUK.
II. Technical Session 1 (Auditorium – 2.30pm to 4.30pm)

Technical Session 1 on Challenges and Opportunities In Indian Higher Education was chaired by Prof. Ajaib Singh Brar, Vice Chancellor, Guru Nanak Dev University, Amritsar. The Co-chairperson of the session was Dr. Nazir Ahmed Gilkar, Controller of Examination, Central University of Kashmir. The session was anchored by Bilal Ahmed Ganai, Assistant Professor, Dept. of Politics and Governance, Central University of Kashmir. The Repporteur of the session was Nasir Mohammad Bhat, Research scholar, Department of Education, Central University of Kashmir. During the session, six presentations were made by the presenters. Each presentation was followed by a question answer session and fruitful interactions and feedbacks from the chairpersons and the audience.

Dr. Geer Mohammad Ishaq, Senior Assistant Professor, Dept. of Pharmaceutical sciences, University of Kashmir presented his paper entitled “Ten Strategic Reforms In Higher Education System Of Jammu And Kashmir”. The author presented a ten point proposal to renovate and restructure the higher education system of J&K state calling for a paradigm shift in various key aspects in order to enable it to face the global challenges in terms of quality and relevance. He presented his paper with the ten headings as Innovation and diversification, Modernization and augmentation, Integration and interaction, Extension and application, Assessment and accreditation, Insentivization and hormonization, Partnership and privatization, Transparency and accountability, Planning and implementation, and Reorientation and consolidation. In his paper, he highlighted the major defaults that have engulfed our education system at present, such as large scale academic corruption, undue political interference in academic decision making, redundancy of curriculum, poor quality of teaching as well as research and so on. The author emphasized therefore, the call for substantial restructuring of education system across the spectrum.

Mr. Zafar Ahmad Nadaf, Research scholar, Department of Education, Aligarh Muslim University presented the paper entitled “Issues And Challenges In Higher Education”. In his paper, he highlighted emerging issues and challenges in the sphere of Higher education in India, especially in the provincial and semi urban ranges. The issues highlighted were Globalized economy, Heterogeneous education system, teaching of English in the multilingual context, Interference of political factors and lack of moral values. He discussed only issues and skipped the remedial measures for the same.

Mr. Ismail Thamarasseri, Assistant Professor, Dept. of education, Central University of Kashmir presented the paper entitled “Indian Higher Education Institutions And Their Tryst With Contemporary Changes”. The author discussed the educational institutions and their tryst with the contemporary changing scenario in Indian higher education, the need to reform the quality management system, functions of the universities in the changing world, and Indian universities and their tryst with global rankings. The author mentioned the India’s huge pool of young people might be considered its biggest strength but unfortunately India is far from having its act together when it comes to figuring out how to educate these young people. To be a major global player, India needs to take a hard look at its educational system and work towards quality enhancement.

Dr. John K Babu, Assistant Professor, Dept. of Convergent Journalism, Central University of Kashmir presented his paper entitled “Media Advocacy for The Promotion of Higher Education”. In his paper, the author concentrated on media and its role in promoting higher education and what Media advocacy means for India’s democracy. He mentioned that advocating for the higher education goals, quality measures, identifying barriers to strategic policy implementation, and sharing current research through news making, all help policy makers and the general public to more fully engage in creating systemic change that improve the higher education.
Mr. Gawher Ahmad & Gulshan Wani, Research Scholar, Dept. of Education, University of Kashmir, presented the paper entitled “Higher education in India Issues and Challenges”. The author provided an overview of Higher education in India with reference to issues and challenges, present eminence, background and changing policy on higher education. He highlighted that the system is facing many issues such as right of entry, fairness, excellence, research, set of courses, pedagogy and so on.

Sajad Ahmad Mir, Ph.D scholar, Dept. of Education, Central University of Kashmir presented the paper entitles “A Study On Problem Solving Of Undergraduate Students In Kashmir Valley”. In his paper, the author presented the status of problem solving of undergraduate students of Kashmir and the ways of promoting the problem solving ability among students. He mentioned that the problem solving ability is a natural ability, still we as teachers or parents can develop this skill in students. He highlighted that various co-curricular activities can be arranged in a way to promote qualities like trust, cooperation, patience and so on. The author presented the major findings of his study. His study supports the findings as undergraduate Commerce students have above average Problem solving abilities, the Science students have average and the Arts UG students have below average problem solving ability.

III. Technical Session 2 (Conference Room 1 from 2.30pm to 4.30pm)

In Technical Session 2 after brief introductory remarks by Chairperson Prof. Syed Fayaz Ahmad, Head, Department of Tourism Studies, Central University of Kashmir Six papers were presented.

Sayed Zahoor Ahamed Geelani, Associate Professor, MANUU, Presented paper on “Boosting Higher Education in India: A study with special reference to the RUSA” analysed the need of renovation of Higher education in India with regard to funding to fulfil the increase of Access, Quality, Retention in higher education. He showed the pathetic conditions of higher education of J&K. He argued for more funding in higher education for J&K.

The paper titled “Need for revitalizing Education system of India with special reference to quality” by Mubashir Majid Baba, Research Scholar, School of Management Studies, University of Kashmir, tried to highlight the need of rethinking of quality concerns of higher education in India. He also emphasized different benchmark regarding improvement of higher education with reference to national and international scenario.

Mr. Javid Aziz Bhat, Research Scholar, Department of Linguistics, University of Kashmir presented paper on “Linguistic scenario in the higher education institutions of Jammu and Kashmir State: An appraisal”, in which he focused need of linguistic unity and priority with reference to tribal languages. He argued that learning of language should be learning through, learning about and learning by language.

Dr. Showkib Bilal Ahmad Gul presented a paper on “Teacher education and its present problems: A prospective view of teacher education of Jammu and Kashmir” tried to highlight the drawback of present teacher training courses of India particularly J&K. He argues a change from theoretical, bookish approach of teacher training and emphasised more practical oriented approach. He also suggested that teacher student ratio should be 1:10 and that importance of Socially Useful Productive work (SUPW) should be introduced in Teacher Education.

Mr. Hilal Ahmad Najar, Assistant Professor, School of Legal Studies, Central University of Kashmir, presented a paper on “Reservation Policy of Jammu and Kashmir: A critical Appraisal”. He pointed out the different reservation policy practiced by different universities of J&K with regard to Admission and Recruitment. He argued with proper legal reference that reservation policy operating in J&K is illegal.

Mr. Tariq Ahmad Wani, Research Scholar, Department of Ed-
ucation, University of Kashmir, presented a paper on “Frame work for priority Action for changes and development of higher education”. He analysed the concept of quality in higher education. He suggested different priority area to improve quality with regard to Access, Quality and Retention in national and international scenario. He pointed out that merit should be the base for access to higher education.

The session was concluded with some remarks by chair about papers presentations with a formal vote of thanks by anchor Mr. G.M Soi, Assistant Professor, Department of Mathematics, Central University of Kashmir.

IV. Technical Session 3 (Conference Room 2 from 2.30pm to 4.30pm)

The technical Session 3 on Issues in Higher Education was chaired by Prof. Kiran deep Kaur, Punjabi University and Prof. Nighat Basu, Baba Ghulam Shah Badshah University. Total six papers were presented in this session.

Dr. Nasreen Qusar, Assistant Professor, Department of Education (Teacher Education) presented a paper on Choice based Credit System: The potential and challenges. She suggested that, CBCS should be a simple and clear method easy for the teacher to operate and the student to understand. It also should be based on clear distinction between letter grades so that the assessment is as precise as possible and fair to the student. She added that, If necessary for the final grading at the end of the programme proper software should be devised to ensure precision as well as speed of evaluation.

Ms. Sameena Mushtaq, Ph. D. Scholar Dept. of Education, Central University of Kashmir presented a paper on Gloomy Picture of women in India. The presenter suggested that, Special provisions should be made for reservation at the entry level of education and employment and in promotional avenues for women. Counseling sessions, meetings, Group discussions conducted by successful women could be arranged for motivating girls. Increase the number of women teachers in co-educational institutions. Introduce stipends, scholarship and fellowships for women studying in higher educational institutions. Research institutions should be established in every state which should focus on identifying the effects of gender gaps on the country. Developing strategies and programmes to close existing gaps, monitoring implementation and holding individuals and institutions accountable for results. Above all attitudes of the male oriented society must be changed, this will undoubtedly help in increased women participation in higher education.

Sameena Basu and Mudasir Basu of MANUU presented a paper on Gender equality and Higher Education Facts Figures. The presenters recommended that, put in place gender sensitive employment and promotion process in Higher Education be introduced. Research initiatives on Higher Education particularly from a gender viewpoint to produce receptive and appropriate policy. Revive the implementation of scholarship programs and pre-service courses aimed at motivating and upgrading the skills of girls interested in pursuing science programs. Accelerate gender policy dissemination and translate the policy into tangible action. Early marriage and child bearing increases the workload and responsibilities of women (students and teachers) in universities and institutes. Availability of crèche and childcare facilities is acknowledged as a positive practice in higher education.

Manzoor Ahmad Parey, Research Scholar, Dept. of Education, Central University of Kashmir presented Relevance and importance of Environment Education in Higher Education. He suggested that, Environmental Education at Higher level should aim at developing innovative solutions to the environmental problems for public policy implementation, professional practice or both. Teaching of Environmental Education at Higher Education should be organized effort to teach
students about how natural environments functions and how human beings manage their behavior in ecosystem in order to live life in a sustainable manner. Government of Jammu and Kashmir should take serious initiative to introduce a basic module on environment across higher education so that they will be able to make this part of world worth living again.

Iram Asraf Allai M. Phil Scholar, Dept. of English, University of Kashmir presented a paper on Language Issue Within the Language. The presenter suggested that, Daily newspapers and magazine reading should be included in the teaching-learning process. Students should be encouraged to listen English news on regular basis. Teachers should make students learn new words so as to increase their vocabulary. Teachers should teach through Communicative Language Teaching (CLT) or Task Based Language Teaching (TBLT) instead of teaching only through grammar translation method. This will bring about quality enhancement in their teaching methodology. Special programs should be conducted by teacher training institutes to develop their language efficiency. This will help in yielding better teaching-learning outcome.

V. Technical Session 4 (Auditorium – 4.30pm to 6.30pm)

Nahida Naseem, PhD Scholar, School of Education, Central University of Kashmir presented a paper on Social awareness among formal and distance Mode Learners. A comparative Study. The paper indicated that distance mode learners and formal mode learners do not differ on the economic, religion, polity, kinship and social evils dimension of social awareness. The study also revealed that there is a significant difference among distance mode learner and formal mode learners on the education dimension of social awareness. The main score favored the formal mode learners. Studying in a distance mode and formal mode of learning does not effect the awareness of students.

Tariq Ahmad Bhat and Tawhida Akhter presented a paper on Emerging Trend to Combat Environmental Hazards through Education. the paper indicated that Environmental Education should arouse social consciousness and make community aware of the fact that the good of the individual and that of community are both harmed by ecological disruptions. Government should take necessary steps to examine major environmental issues from local, national, regional and international point of view. Special attention must be paid to school going children and women as they are to be made aware of health, family planning nutrition, rural development slum improvement sanitation, hygiene water and food contamination etc. Non Government Organization has to play its vital role in the directory of the department of the environment in the area of environmental education awareness.

With an objective to analyse the quality of higher education, the IQAC and School of Education, Central University of Kashmir in collaboration with NAAC, organized Two-Day National Seminar on Quality Concerns in Higher Education from 10th to 11th September 2015, a special technical session was held on the “Emerging Trend in Higher Education” at conference hall, Central University of Kashmir, Nowgam Campus.

During the Technical Session IV (Parallel), after brief introductory remarks by Chairperson Prof. N.A. Nadeem, Dean & Head, Department of Education, Central University of Kashmir and Co-chairperson Dr. Parveen Akhter Pandit, Principal, Government College for Women, Baramulla, five papers were presented.

The paper presenter Ms. Shahnaz Akhtar, Assistant Professor, Department of Tourism Studies, Central University of Kashmir deliberated on “Competency Based Tourism Education In India: An Industry-Academia Perspective” wherein she discussed that management competencies and manpower planning have important implications that enable the tourism professionals to perform desired functions effectively and efficiently. She pointed out that lack of professionalism and skilled man power are the major challenges faced by tourism industry. She suggested that there is a need for qualified management and professionalism in tourism industry. She also recommended that curriculum of tourism should be revised and designed in such a manner that orientation courses and internship opportunities for students are introduced and also competency based education system is given due place to reduce the gap between theory and practice.

The paper titled “Professional Development of Teachers in Higher Education and Role of Faculty Development Institutions” by Bilal Kaloo and Saima Bashir, Assistant Professors, Faculty of Education, University of Kashmir highlighted the need and importance of professional development of teaching
faculty in higher education in contemporary ICT-driven educational system with a focus on role of different stake holders associated with professional development of teachers in higher education. Faculty Development Institutions face the challenge to prepare teachers in higher education with richness of knowledge and methodology with a flexible and accommodative attitude to adapt and adjust with innovations in teaching-learning process. The professional development of teachers in higher education system is not to be seen as activity based endeavour but as an ever-evolving process that needs to be continuously oriented in line with the latest trends in teaching-learning arena across the globe. He also suggested to introduce skill based training programme instead of traditional one and also improve the content, methodology and traditional teaching methods of resource persons of training programme. Faizan Ashraf Mir, Assistant Professor, Department of Tourism Studies, Central University of Kashmir Presented a paper on “Personality Factors of the Teacher’s of Central University of Kashmir: Application of the Big Five Personality Model” wherein he analysed the dominant personality factors of Central University of Kashmir Teachers in accordance with the big five personality model. He showed that teachers (male) scored high on extraversion than female and recommended that the number of female teachers should be increased to provide then a congenial outgoing and social space, so that they can sprout academically. He also analysed that teachers in the higher age-group scored high on conscientiousness indicating that higher degree of structuring and organisation which is lacking in younger age group teachers. He also used openness to show senior age group teachers were scoring high on ‘openness to experiences’ which is also lacking in younger age group and suggested that free environment to be provided to younger age group teachers.

The paper titled “Core Life Skill Education: Relevance and Importance” by Mustafa Majid Sheikh, Research Scholar, School of Education, Central University of Kashmir, tried to highlight the importance of life skills, life skill education and the benefits of imparting life skill education in our curriculum. To make youths the valuable assets of the society and to transform them with high capabilities and potentialities, educational system needs to be reformed and reconstructed by giving due importance to life skill education which may help in general well-being and psychosocial competence of the individual. He also emphasized that life skill will facilitate in empowering the young people to take rational decisions and promote healthy and positive social relationships.

Nasir Mohammad Bhat, Research Scholar, Department of Education, Central University of Kashmir presented paper on “Counselling of Higher Education Students”, in which he focused on the problems that students face especially in academic career decisions and other personal problems while seeking higher education at university/ colleges to achieving their goals and counselling services offered on campus. He argued that there are number of educational institutions, counselling centres and other sources working for eliminating various issues pertaining to students.

The session was concluded with some remarks by chair and co-chair persons about paper presentations with a formal vote of thanks by anchor Dr. Nasreen Qusar, Assistant professor, Department of Education, Central University of Kashmir.
VI. Technical Session 5 (Conference Room 1 from 4.30pm to 6.30pm)

The technical session 5 held on the theme Total Quality Management in Education. The Session chairperson for this session is Prof. Abdul Gani, Head & Dean, School of Business Studies, Central University of Kashmir. And co-chaired by Prof. Noor Ahmad Baba, Department of Politics & Governance, Central University of Kashmir.

The seminar proper started with a chairman of this session namely. He presented a brief but valuable information regarding importance of process and maintenance of total quality management in higher education.

Five papers have been presented during the session. The first presentation has been started by Dr. Mehraj ud Din Sheikh, Assistant Professor, School of Education, Central university of Kashmir, on Importance of total quality management in higher education. The paper basically attempts to highlight the general principles and importance of TQM approach in order to improve the quality of academic institutions. The author made a strong point maintaining quality should be our culture and this can be only done when we are genuinely concerned to take practical initiatives and measures to look after the total quality.

Mehnaz Shafi, Ex. M.A. Education Student, Department of Education, Central University of Kashmir, Jammu and Kashmir, presented paper on Quality assurance in Indian Higher education. The focus of this paper was on the key factors influencing quality in higher education and how can academic excellence be achieved. The paper address the issues pertaining to quality and made a mention that in order to generate good quality educational output, our country should raise sufficient public and private sectors and allocate them sufficiently. In the conclusion the author had suggested certain smart and innovative steps for improving quality of higher education in our country like continuous change in curriculum, financial support, innovations, planning governance and check on mal-practices.

Bilal Ahmad Bhat, Department of Education, Aligarh Muslim University, Aligarh, and Zaffar Ahmad Nadaf, Department of Education, Aligarh Muslim University, presented paper on Teachers perception towards total quality management in secondary schools and the main purpose of this paper in Kulgam district (Jammu and Kashmir) regarding Total Quality Management (TQM) in Education. It was an attempt to get perception of secondary school teachers and to understand how these perceptions vary by demographic variables such as, subject specialization (Arts and Sciences) and gender. For this, data were collected from 160 high school teachers from Kulgam district (Jammu and Kashmir) on the Bonstingle’s conceptualization of Demming’s 14 points Total Quality Management (TQM) in Education (1992) and were analyzed using SPSS version 20.0. The data collected were analyzed through Analysis of Variance (ANOVA) and it was found that there is a significance difference between variables subscales. The female teachers were having higher mean than male teachers and also there was a significant difference found between male and female teachers in the perception of total quality management. There is no significant difference between Arts and Sciences secondary school teachers in the perception of TQM in education.

Dr. Twinkle suri and Dr. Asma Shaw presented paper on Enhancing quality in higher education: A paradigm shift towards global consciousness. She made a mention of some important points that how should we implant quality and gave some clear points related to it. For example learner centric approach, Edusat laboratory for functional English, video conferencing, research and development cell, regular motivation to teachers to undergo research. Internal audit programmes, feedback power, and gender sensitivity.

Dr Majid Hussain Qadri, Asst. Professor, the Business School, University of Kashmir, Academic-leadership development: A strategic challenge for the emerging Indian higher education ecosystem. The author made relevant and important analysis that world is increasingly moving towards a knowledge Society and their has been a shift of focus in our higher education towards nation’s abilities and resources to produce and generate new knowledge that can place it on top of the global power hierarchy. But the present scenario of Indian higher education is at crossroads, as none of the Indian university figured in the top 200 of the prestigious Times Higher Education List. The present higher education ecosystem is challenged by quality, access, regulation, governance, privatization, faculty scarcity,equity, fairness and inclusiveness and there are many challenges faced by the academicians and the public policy makers alike, and to harness this dividend becomes strategically important to achieve the potential of the country in the emerging new world order. Academic leadership is fundamental in achieving competitive advantage in the higher education ecosystem as this variable is provider to successful structure,
design, deliver and oversee quality higher education. The focuses of this investigation is to develop effective academic leadership. In the present situation of globalization, academic excellence is often related to being World Class University. Leadership effectiveness is more related to situational leadership style in universities and in a global context. Hence situational leadership models such as Hersey and Blanchard and Yetton-Vroom are analyzed. The author suggested that effective academic leaders use the four styles proposed by Hersey and Blanchard that includes “telling, selling, participating and delegating”. These styles should be used in relation to ability and willingness of followers to perform the assigned tasks.

The purpose of this paper is to present the perception of secondary school teachers of Kulgam district (Jammu and Kashmir) regarding Total Quality Management (TQM) in Education. It is an attempt to get perception of secondary school teachers and to understand how these perceptions vary by demographic variables such as, subject specialization (Arts and Sciences) and gender. For this, data were collected from 160 high school teachers from Kulgam district (Jammu and Kashmir) on the Bonstingle’s conceptualization of Demming’s 14 points Total Quality Management (TQM) in Education (1992) and were analyzed using SPSS version 20.0. The data collected were analyzed through Analysis of Variance (ANOVA) and it was found that there is a significance difference between variables subscales. The female teachers were having higher mean than male teachers and also there was a significant difference found between male and female teachers in the perception of total quality management. There is no significant difference between Arts and Sciences secondary school teachers in the perception of TQM in education.

VII. Technical Session 6 (Conference Room 2 from 4.30pm to 6.30pm)

The Technical session 6 on the theme of Economics of Education was Chaired by Prof. G.M Bhat, Dean School of Social Science, CUK and Co-Chaird by Dr. Farooq Ahmad Shah. Associate Professor, CUK.

Mr. Mudasir Abdullah, Research Scholar, Department of Education CUK with respect to liberalization, privatization and globalization and its influence in revitalizing higher education identifies the different recent trends to overcome the complexity in Indian higher education in order to address to the quality concerns. He suggested that International academic mobility, Faculty exchanges programmes and Collaboration and coordination between institutions of higher learning and centers of higher education (UNESCO).

Nafizul Altaf, Research Scholar, School of Business Studies, Central University Of Kashmir presented a paper entitled ‘Econometric Analysis pertaining to Dynamics of Education. In his paper he focused to investigate the dynamics of education, expenditure, education status, and GSDP in Jammu and Kashmir state. the author has found a significant relationship between EEXP AND GSDP. Further he has found negative relationship between GER and GSDP.

Linjarg Mallick assistant professor Department of Economics MANUU presented the paper entitled as ‘Does expenditure on education really cause economic growth in major Asian countries’. The Paper focused on pedronic co-integration that tests a long run equilibrium relationships existence between expenditure on education and economic growth. The author highlighted the impacts of the above said test on educational expenditure to address the concerns of higher education.

Tasleem Araf Cash, Assistant Professor, Department of Economics CUK presented a paper on Economics of higher education India. The paper analyzed the expenditure on education in general and on higher education in particular and its impact on higher education. The paper focused on low gross enrolment ratio and lower per capita expenditure on higher education as compared to other countries. He suggested that, there is an urgent need for government to spent 6% of GDP on education and ½% of GDP should be spent on higher education to address the quality concerns.

Ms. Ridwana, Research Scholar, School of Education Central University of Kashmir, presented her paper on impact of globalization on Higher education. In order to address the quality concerns at institutions of higher learning there is an urgent need for faculty exchange programmes .the author further stresses to have a close cooperation between developed and developing countries like India for technology transfer and exchange of educational inventions and discoveries.

Mr. Dinesh Kumar, Assistant Professor, School of Education Central University of Kashmir presented a paper entitled as
'Foreign Direct Investment in Higher Education. The author stressed responsibility of democratic state and mandatory obligations imbibed in constitution with regard to provision of education. He argued the proposed advantage of FDI already ensured by different commission/policies/programmes/schemes by government of India.

VIII. Technical Session 7 (Auditorium - 11-09-2015 from 10am to 12pm)

Technical session 7 was held on the theme of Knowledge Management and Dissemination. The Session Chaired by Prof. Lokesh Verma, Head & Dean, Department of educational studies central university of Jammu. The co-chairperson of the session was Prof. Nandita Shukla Singh chief coordinator, Institute of Educational Technology & Vocational Education, Punjab University Chandigarh. Dr. John K Babu Assistant Professor Department of convergent Journalism was Anchored the session.

The session started with the address of Prof. Nandita Shukla Singh. In her address she stressed on the research for knowledge production. She said that knowledge generation is very important. She said that Chandigarh is an important place where number of institutions is in the process of creating knowledge. Chandigarh emerged as an important cluster of knowledge creation. She also stress on the association amount institution for creation of knowledge.

Professor Lokesh Verma stressed on the importance of online courses. He says that Knowledge is expanding and it is expanding exponentially. He stress on enrollment on line courses for improvement of skill and knowledge.

Reyaz Ahmad Wani makes presentation on the title “A study of effect of Self-Concept in Senior Secondary School Students in relation to their Academic Achievement.” The main findings of the study were the academic achievement of male senior secondary school students was found to be significantly greater than the academic achievement of their female partners. The level of self-concept of male senior secondary students was found to be significantly higher than the level of self-concept of female senior secondary school students. The academic achievement of male senior secondary students, with higher level of self-concept, was significantly greater than the academic achievement of male senior secondary students with lower level of self-concept. The academic achievement of male senior secondary school students, with higher level of self-concept, was not found to be significantly greater than the academic achievement of female senior secondary school students with higher level of self-concept.

Dr. Mohammad Sayid Bhat Assistant Professor Department of Education, Central University of Kashmir presented paper on the title “Emotional Maturity of Regular Students and Distance Learners of Kashmir Valley” the paper compare the emotional maturity of the regular and distance student learners of the Kashmir valley. The study found out certain factors which are affecting the emotional maturity such as hereditary factors, maturation, education, training, health, goals, family relationship, social environment, social participation, control over emotions, age, appearance, gender, culture, socio-economic status, environment, and parental education and most importantly peaceful society.

Mr. Irfan Ul Haq, Technical Assistant Department of Education Central University of Kashmir presented paper on the title Digital information Management and open source digital library management software- An over view. The paper stress on the use of digital library in the country because it save cost and time. The paper suggests some open source software. The paper high lights the importance of digital libraries with the use of open source software and suggest paradigm shift from traditional to digital.

Mr. Haziqu Jeelani & Syed Fayaz Jeelani School of computer science Golgotha's University Presented paper on the title “Landscape Education : A review of emerging technology technologies and their integration in education”. In this paper a study of different emerging technologies in the learning domain is presented and how they are changing the landscape of education. The study also notes some of the major initiatives that are making the use of these technologies and how they are contributing to the growth of technology based learning. In the closing address Prof Lokesh Verma stressed on the use of new technology in the education such remote sensing. He said that technology is changing very fast and Technology makes students understand effectively. There is need for establishing smart class room. He said that there is a problem in
our country such as weak infrastructure and finance etc. that is why we are not getting benefit from the new technologies. Dr. Farooq Ahmed Shah Associate Professor Department of Management Studies and Prof Nighat Basu Dean School of educational studies Baba Ghulam Shah Badsha University Rajouri were also present in the technical session.

IX. Technical Session 8 (Conference Room 1 - 11-09-2015 from 10am to 12pm)

The Technical session 8 (parallel)- ICT in Education was Scheduled on Friday, 11th September, 2015 pm 1’0.30- 12.30 pm at Room No. 413, Third Floor, CUKmr, Nowgam. Session Was Chaired by Prof. V. Verma, Dean, faculty of Engineering, Shri Mata Vaishno Devi University (SMVDU) Katra and Co-Chairperson was Dr. A. M. Wani, Head, Department of IT, CUK

The paper presented by Shahnawaz Ali Khan, entitled, “the role of ICT, Emerging Web Technologies and the role of Student Feedback in Ensuring quality Education at Higher Education Level” the author highlighted that the role of ICT in education is becoming more and more important and this importance will continue to grow towards augment quality in teaching, accessibility of education, learning motivation, child centred education, quality of research etc.

Ajaz Ahmad Magray presented the paper entitled, “ICT integrated Higher Education: Prospects and challenges”, suggested that teachers and students are millenial learners and digital natives as they constantly rely on technology to enhance understanding. It was proposed to increase potential of ICT for enhancing the quality and access and equity of higher education.

Tahir Hussain Bhat presented paper entitled, “Impact of ICT in Higher Education: Opportunities and Challenges”, suggested that there are number of Government Initiatives to facilitate the use of ICT in Higher Education. Higher education in India has gained momentum due to advancements in ICT however there are challenges which need to be resolved. Challenges such as increase funding, implement policies will draw private sector for ICT development and frequent workshops.

Afaq Alam Khan presented paper on, “Designing smart date sheet to Facilitate Examinations in Choice based Credit System”, He suggested that CBCS in higher education institutions adds value to the overall system but at the same time it makes certain procedures more complex. It was suggested that Higher Education institute and its departments prepare and publish a clash free institute wide time table before the actual semester registration begins. He also discussed some problems of students regarding CBCS and provided fullledged suggestions to overcome those problems.

Miss Khyrun Nisa Presented Paper on “ Impact of Social Networking on Educational Awareness and Achievement of PG Students’, the investigator highlights that social networking correlates with general awareness however, social networking have positive impact on scholastic achievement of university students. Strategies should be made to improve learning styles and make access to those web portals which enhance their awareness and scholastic achievement.

Mr. Asif Khan presented paper on, “Understanding Convergence in Media” suggested that the communicatation technology advancement are responsible for the emergence of convergence. Media practitioners are facing multiple challenges in market and workplace. It thus becomes imperative to understand the basic models and structures underlying the concept of convergence.

Ab Mohsin Bhat presented paper entitled, “ICT in Education System” the paper presenter suggested to strength and make digital, content, Governance, Training and Capacity-Building Initiatives more effective, efficient and sustainable. To identify and evaluate relevant strategies in national and international research and initiatives related to measuring and demonstrating the effective use of ICT for education with regard to the teaching learning process; ICT and quality and accessibility of education; ICT and learning motivation. ICT and learning environment and ICT to enhance the quality of education system.
Technical session 9 is based on the theme of Assessment, Evaluation and Examination reforms. The session was headed by the chairperson Prof. Mubarak Singh, Dean, faculty of education, university of Jammu and co-chairperson Prof. Mahmood Ahmad Khan, Faculty of education, university of Kashmir. The session started with the presentation of first speaker Mehraj Ahmad Bhat. The Recommendations of the paper is there should be effective end to end use of technology. Further;

- There should be secure delivery of papers.
- There should be online examinations.
- Plagiarism needs to be checked.
- There should be shift from rote learning to application of knowledge.
- There should be permanent faculty in affiliated colleges.
- Question bank approach should be followed by universities for setting university papers.

Ruqaya Ahmad presented a paper on Fate of CBCS in Kashmir. She highlighted that students are not motivated in Kashmir. CBCS serves as a tool for fighting educated unemployment. It’s useful for there is transfer of credits and semester grading system. It gives autonomy to students in selecting subjects. It helps in taking care of individual differences.

- Teachers should be provided adequate training.
- Proper infrastructure and teaching material should be provided to facilitate teaching learning process.

Mr. Sunil Kumar Mannil presented a paper on Direct Grading: A model and observations. He explained how to convert marks into grades and came up with the recommendation that evaluation should be centralized.

Mr. Arsheed Ahmad Parray presented on the relevance of open book Examination in Higher Education. He highlighted the role of open book examination in higher education. He came up with the recommendations that there is need to change the style of question. There should be questions that demand critical thinking. There should be less questions de-
manding on memory. There is need to introduce open book system at higher education level.

Ms. Goussia Nissar presented a paper on teaching of English as a second language: problems and remedies. She observed that, the faulty method of teaching English can be checked through orientation programmes. There should be special recruitment of English teachers. The examination pattern should reviewed to discourage the practice of cramming. There should be sufficient availability of different type of audio visual aids to improve teaching-learning of English. The quality of text books should be enhanced.

Dr. Nazir Ahmad Gilkar presented a paper on Emerging Trends in Examination and Evaluation. Examination and Evaluation cycle must be as shortest as possible. He stated that there is need for all stake holders who are associated to higher education must be ethical to their activities.

Mr. Ajaz Reshi in his paper CCE: An appraisal observed that teachers are lacking proper training facilities and he added that lifelong learning need to promoted.

XI. Valedictory Function (Auditorium - 11-09-2015 from 2.30pm to 4.30pm)

The valedictory session began with the welcome speech made by Prof. N.A. Nadeem, Dean & Head, School of Education, CUK. In his welcome address, Prof. Nadeem warmly welcomed all the guests and the general audience at large for the final session of Two-day National Seminar on Quality Concerns in Higher Education. Prof. Nadeem also presented the Seminar Report that covered all the events which took place in all the prior sessions of this seminar.

Prof. Lokesh Verma, Head & Dean, Department of Educational Studies, Central University of Jammu, delivered a Special Address. In his address, Prof. Lokesh Verma reflected upon the various issues and challenges confronted by the prevailing higher education system in India. He emphasized that quality of higher education in our country need to be enhanced at any cost. He asserted that Input, Process and Output are the fundamental ingredients of quality control at every level of education. Prof. Verma emphasized that faculty development programmes should serve as real avenues for promoting excellence and efficiency among the faculty of higher education. He maintained that students must be assessed along the lines of CCE, curriculum needs to be revised periodically, flexibility in higher education system should be generated through Choice Based Credit System and merit should always gain upper hand in the process of recruitment. Prof. Verma reiterated the need and importance of meaningful interaction between teachers and taught in the teaching/learning processes. He also talked about his apprehension about the quality of research being conducted in higher educational institutions in India and suggested the execution of more checks and balances in publishing research works in different journals and/or periodicals. Last but not the least, Prof. Verma highlighted the importance of library in satisfying the learning curiosity of its visitors.
In the capacity of Guest of Honour for the occasion, Prof. Ashok Aima, Hon’ble Vice Chancellor, Central University of Jammu, spoke about various quality concerns in higher education in India. He began his talk by stating that 83 percent of engineering graduates are produced by private sector in India but, in terms of quality of the output, much more needs to be done.

Prof. Aima observed that each institution of higher learning is working in a unique environment and accordingly should work on those parameters which will lead to the effective solution of various problems confronted by the neighbouring society. He highlighted the need for strengthening the cooperation and coordination among institutions of higher learning, addressing the problem of unemployment in educated youth, have passion for excellence in order to achieve excellence, construct need-based curriculum, let teachers play an instrumental role in framing curriculum and so on. Prof. Aima commented that present day class rooms have become theaters of learning because of the changes, in the quality of interaction between teachers and taught, brought about by the use of ICT in teaching/learning processes.

He emphasized that information and knowledge need to be looped together, mentoring should replace instructional teaching and learning-groups should be created by the students. Prof. Aima deliberated upon four aspects of quality assurance at higher level. They were; 01. Moral Imperative, 02. Professional Imperative, 03. Competitive Imperative and 04. Accountability Imperative. He also delved upon the damage being done by apparent value of API score in affecting the quality and intent of research at higher level of education in India. Finally, Prof. Aima showed his concern about how to bring the vocational character into the stream of higher education in India.

Prof. Mehraj-ud-Din Bhat, the Hon’ble Vice Chancellor, CUK, delivered the Presidential Address for the occasion. In his address, Prof. Bhat mentioned that teacher has been honoured as a key person in the coming New Education Policy at national level. He observed that the teacher should be given freedom in academic arena in order to achieve the goal of excellence. He said that induction programmes for teachers can be instrumental in making them highly relevant for the society at large. Prof. Bhat observed that teachers can be categorized into three fundamental groups viz; 01. Doubters, 02. Dreamers and 03. Doers. He further sub divided ‘Doers’ into; (i) Teachers who only Teach, (ii) Teachers, whose teaching is based on their own research and experience and (iii) Teachers who extend their teaching and research into solving the real-life problems of the surrounding society. Finally, Prof. Bhat urged the teaching community to work hard and fast in order to contribute something positive and productive towards nation building.

Reflections and Feedback were received from each and every participant of the whole event followed by distribution of certificates among the speakers, paper presenters, etc.

Dr. Fayaz Ahmad Nika, Associate Prof., Department of Management Studies, CUK, gave the Vote of Thanks and Dr. Mohammed Sayid Bhat, Asst. Prof., Department of Education, CUK, anchored the whole session of Valedictory Function.
The seminar discussed the different aspects of higher education in detail. The major recommendations of the seminar are summarized as below:

1. University Grants Commission (UGC) as the nodal agency at the national level should be strengthened further to monitor and promote higher education in India.

2. The implementation of Rashtriya Uchitar Shiksha Abhiyan (RUSA) and National Knowledge Commission (NKC) recommendations may be assigned to the UGC for speedy and effective implementation across the country.

3. Quality Circles at Zonal level in the country (North, South, West and Central) may be created by identifying excellent institutions of higher education in concerned Zones on the basis of Highest Institutional CGPA. These identified institutions including one academic University, one Technical University, one Engineering College, one Medical College and one College of Education may be treated as ‘Model Institutions’ for all the institutions located in that region. These identified institutions at Zonal level may serve as ‘Model Institutions’ for the purpose of initiating, promoting & monitoring the process for quality and excellence in all the institutions of the respective zones.

4. The challenge of achieving global ranking in the first 100 may be taken in a systematic and methodical manner by preparing the institution for competitions on quality parameters at regional level, continental level, and finally at global level. This entire process of creating quality circles and preparing institutions for high-end competition may be handed over to the NAAC which has established an excellent track record over the last two decades.

5. All Campuses may be declared as “Politics free zones”. Active Political activity may be banned and instead student councils may be allowed to operate through duly elected class representatives of various departments.

6. Quality of teacher to a large extent determines the quality of education. Therefore, it is suggested that recruitment policy of the teachers in higher education may be made more objective and systematic.

7. The scheme of PIA may be reviewed and the performance of the teacher on the job may be assessed on year to year basis creating some weightage for student evaluation of their teachers as well.

8. The system for rewarding the teachers doing excellent job in teaching, research and extension may be introduced.

9. The number of higher educational institutions accredited by the NAAC especially the universities being on the lower side, it is suggested that NAAC assessment and accreditation may be made mandatory. Universities may be encouraged to get their institutions accredited for ‘cycle one’ latest in the first seven years of their establishment.

10. A meaningful and productive interaction between industries and institutions of higher learning may be established.

11. The issue of shortage of senior faculty may be addressed to and necessary measures may be taken accordingly.

12. UGC-HRDCs (ASC) should conduct a Comprehensive Induction Programme (CIP) for a period of 3 months (60 working days) for newly recruited teachers in colleges and universities to orient them towards latest pedagogies, policy perspectives in higher education, issues and problems, new and innovative practices in examination and evaluation, dynamics of professional development etc. In order to sustain the interest of the participants, at the end of this programme, the participants should be required to qualify the Post Inductive Test (PIT) and a Gross Viva (GV) by a team of experts. The other programmes of orientation / refresher courses may also reviewed in order to bring more meaningfulness and seriousness and for tangible results.

13. In order to decentralize the examination activities, Colleges with grade ‘A’ and proven academic record and examination conducting reputation may be allowed to conduct their own examinations for all years. These institutes shall also evolve their own methods of assessment of students’ performance, the conduct of examinations and notification of results. Universities should evolve proper supervisory capacity (including measures like third
party audit) to ensure proper conduct of examinations by such colleges. For other institutes, the university may conduct the final year examinations and may consider decentralizing the examination process for pre-final years.

14. In order to ensure accountability in the system, it is suggested to implement reports and recommendations of various expert committees and statutory bodies like UGC, AICTE, Higher Education Department in letter and spirit. Alongside providing better perks and remuneration to teachers in the colleges, they should be made more accountable. Transparency in educational institutions should be increased and teachers should have a greater realization of their responsibilities towards the society. Recruitment and transfer procedures and policies in educational institutions should also be made more transparent. Admission policy in colleges need to be streamlined and made fool-proof. Political interference in academic matters like admissions, appointments, promotions, transfers etc has to be got rid of. There should be a provision for incentives for better performance so that right kind of talent gets nurtured and commitment to work gets duly appreciated. Craving for administrative positions by the senior faculty needs to be done away with. Transparency and accountability among non-teaching staff too needs to be enhanced to a very large extent. Honest and dedicated people across the spectrum must be suitably honoured and rewarded.

15. The tech savvy era creates wonders and paves way for innovations that result in emergence of creative way of providing quality education to meet the challenges of privatization and globalization. A country like India shows much interest in privatization of both school and higher education. This creates more gap between the poor and rich. The problem of access, quality concerns of the prevailing education programmes etc. is a barrier to the right of the individual in obtaining higher education. To an extent MOOCS, a newest technology supported educational programmes will be of great help to individuals irrespective of region, social status and economic conditions.

16. Governmental bodies, Private, NGO’s, Social Reformers, and all welfare agencies should work together to improve the condition where the main focus is on to develop a culture of gender parity. Sensitization, awareness and programmes should be organised especially in rural areas, about the importance of education of women in general and higher education in particular. They need to be made aware that imparting education to women is a great service to society. There is a need for affirmative and real action in their favour which will ensure the women to right to food, shelter, health, education and employment.

17. Confronted with declining standards, primarily due to expansion of higher education system, the question of quality become critical. Teacher education system is not the exception of it. Teacher education programme/curriculum should be improved, modified & updated so that it can meet the challenges of the day.

18. There is a need for providing a proper ICT infrastructure at all levels. ICT integration in Education has suffered a lot of impediments, it is suggested that a collaborative research needs to be undertaken to explore the possible solutions for the fullest possible integration of ICT in education. Information and communication Technology (ICT) should be effectively used for management of examinations system in Universities to usher in greater efficiency, transparency and reliability. Use of ICT shall also lead to enhancement in quality of services being provided to the students in colleges an university departments etc. by introducing services through online web portal, computerized counter at college/university, mobile , helpdesks, Common Service Centers etc. and online availability of information. The end-to-end integrated examination management system can manage the entire operation of examinations in Universities. There is a need for the professional development of educators, administrators, etc so that the perception regarding the use of ICT in education is changed. More financial inputs are needed for the long term and far reaching integration of ICT in education. Cost effective ICT services needs to be provided so that they are within the reach of the less privileged people of the country.
ORGANISING COMMITTEE

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6. Dr. Mohammad Sayid Bhat, Assistant Professor, Dept. of Education, Co-ordinator

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*Guests, Chair Persons, Co-Chairpersons*

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**Special Invitees**

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Central University of Kashmir, 2-day National Seminar on Quality Concerns in Higher Education, 10th & 11th Sept., 2015 - Seminar Report

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14. Prof. Seema Naz, Govt. College of Education, Kashmir
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