



**REPORT OF THE TWO DAY NATIONAL CONFERENCE
ON
SOCIAL TRANSFORMATION IN HIGHER EDUCATION**

8TH AND 9TH MARCH, 2018



**ORGANISED BY THE
DEPARTMENT OF EDUCATION, UNIVERSITY OF MUMBAI
IN ASSOCIATION WITH
MAHARASHTRA UNDERPRIVILEGED TEACHERS ASSOCIATION
(MUPTA)**



**REPORT OF THE TWO DAY NATIONAL CONFERENCE
ON
SOCIAL TRANSFORMATION IN HIGHER EDUCATION**



COMPILED BY

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ACKNOWLEDGEMENTS:

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The Conference Director & Organizing Secretary Dr Sunita Magre would like to place special gratitude to the Advisory Committee Prof. Ashok Bansod, President, MUPTA; Prof. R P Deore, MUPTA PG Unit, President, University of Mumbai; Dr. Mrudul Nile, Former Director Student Welfare & Associate Professor Department of Civics and Politics, University of Mumbai for their esteemed association and support. Special thanks to Dr. Sandesh Wagh, MUPTA, PG Unit, Secretary, University of Mumbai; Dr Vijay Pawar, Secretary, MUPTA

A special gratitude to the eminent speakers Prof. Suresh Mane, Founder President BSRP & Department of Law, University of Mumbai; Dr. G.G. Wankhede, Former Dean TISS, Mumbai; Dr. Ramesh Kamble, Associate

Social Transformation in Higher Education

Professor, Department of Sociology, University of Mumbai; Dr. Sandesh Wagh, Co-ordinator of Forum SC and ST Legislations and Parliamentarians, Maharashtra State Chapter of National Advisory Council of Forum. Their thoughts enlightened on the key aspects, issues of reservation and the impact of the same in social transformation.

A special thanks to all the participants who wholeheartedly came forward to be present at the National Conference, the presenters who gave an array of thoughts on social transformation in higher education through conceptual and research based papers and all the untiring hands and minds who worked together towards the success of this event.

The Conference Director & Organizing Secretary wishes to thank the support staff, all the well-wishers, participants for their undaunted support and co-operation

Social Transformation in Higher Education

Few glimpses...



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1. INTRODUCTION

“One important part of historical recording is to get people of another generation to understand the feelings, the passion that went into social transformation. That's why oral history is so valuable”.

Alix Kates Shulman

The world changes according to the way people see it, and if you can alter, even by a millimetre, the way people look at reality, and then you can change the world. Every act makes a difference and each one of us to work towards it. Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has brought in the change. It is important to lay one brick at a time, take one step at a time, Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible. The freedom and human capacities of individuals must be developed to their maximum but individual powers must be linked to democracy in the sense that social betterment must be the necessary consequence of individual flourishing. India is the second largest population and is home to the third largest higher education system in the world by volume of learners enrolled. Government of India through Ministry of Human Resource Development (MHRD) under the Department of Higher Education shapes the policies related to higher education. The process of social transformation in India has been conceived through transition of various aspects of society structure, culture, institution and ideology. The objectives social transformation in India as envisaged ideologically could be characterized as 'revolutionary' in content and 'evolutionary' in strategy.

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete”.

Richard Buckminster Fuller

Social Transformation in Higher Education

The model of social transformation that India gave to itself is contained in the constitution. It lays down the normative principles which are the overriding elements in the entire strategy for social change .the social transformation envisaged through the Indian constitution is pluralistic and voluntaristic with the state having the crucial role of setting norms and evolving the policies. Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? We are a child of God. We are playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It is not just in some of us; it is in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others. We believe that to confront the challenges our communities face, people- — not just their advocates- — need to define issues and develop strategies for action. [We] foster leadership, literacy and language development among its participants and provide them an enriching job experience that prepares them for college and for careers in community organizing, advocacy and services delivery.

Department of Education & MUPTA has therefore conceptualized this conference to analyse the role of universities in social transformation, to analyse the role of higher education for the development of social change, to study the impact of reservation policy on employment.

The conference focussed on the central theme of “Social Transformation in Higher Education”, with the following Subthemes:

1. Role of Universities in Social Transformation: Universities play an important role as leaders in teaching and learning, in education, research and technology. In teaching activities, universities provide the professional training for high-level jobs, as well as the education necessary for the development of the personality. The role of the universities is very important to all sectors from social as well legal point of view. Graduates of all disciplines need knowledge about sustainability also. Universities can help in providing with the new knowledge and skills needed to meet the challenges of sustainable development in a community, in raising public awareness and providing preconditions for informed decision-making, responsible behaviour and consumer choice. Universities are considered to have been regarded as key institutions in processes of social change and development. The most important role they have been assigned is the production of highly skilled manpower and research output to meet perceived targets. Another role that universities may play is in the building of new institutions of civil society, in developing new cultural values, and in training and socializing people of new social era. In this paper focus will be on highlighting the role of universities in bringing out Economic, political, social and cultural transformation in the society from legal point of view as well.

2. Higher Education and Social Change: Education is a powerful and effective instrument of social change and social development. Social change is a gradual but inevitable process that occurs when the existing social system or network of social institutions fall short of fulfilling the needs of society. And also when there are new needs, new discoveries and inventions and evolving thought processes in society. Education is a major vector in society, but previously it was largely allocated a conservative role; its main function being familiarization of new generation with the ways of the world so as to maintain and preserve social order. During times of rapid social change, such as the first and second half of the 20th century, as well as that of 21st century, the role of education in the service of the nation is emphasized. During times of comparative prosperity and peace,

experimentation in education becomes possible and is supported, and more realistic as well as idealistic goals, can be pursued. But the most fundamental and significant role that education plays is in the ideological and moral spheres. Social changes are a result of a multitude of changes in social, national and international factors. Widespread education can initiate and channelize social changes by bringing about a change in the very outlook and thought pattern of individuals.

3. Social Mobility in Higher Education: Education is a very potent means of encouraging social mobility the Indian society. It has multidirectional influence in promoting social mobility. Education plays the role of a mechanism whereby social class positions are maintained across generations. A person from a higher social class is more likely to have been better educated which will enable him or her to maintain social class position. It acts as a mechanism for social mobility. Access to education is the key in determining the extent of mobility an individual can aspire in society. However, this is only possible if everyone gets an equal education; thus providing an avenue for mobility among the disadvantaged.

4. Understanding Reservation -Past, Present and Solutions: We live in a free country and this freedom is a gift of democracy to us. Our constitution gives us the right to freedom and most importantly to exercise this freedom in an equitable manner. At the same time it is incumbent on the part of the state to ensure that equality prevails in all sections of the society. However in today's time one of the major roadblocks to this equality is the Reservation System. India being a developing nation is currently facing many challenges and the reservation system being one of them. The biggest question that lies in front of us is whether implementing this reservation system has really helped the downtrodden? The current scenario clearly depicts that the 'lower' castes are still discriminated in their daily lives. To uproot Casteism it is important that we fight the reservation system which alone will lead us to development, competency, equality and unity.

5. Impact of Reservation Policy on Employment: The reservation policy in India was adopted with a reason to uplift certain castes who were subjugated to atrocities, social and economic backwardness due to the prevalent dominance of caste system in Hindu Society. This reason has somewhere lost its essence in the modern era, and the castes that should be actually benefitted are not being benefitted, and the others are reaping the benefits of the reservation system that are actually not meant for it.

Until the great mass of the people shall be filled with the sense of responsibility for each others welfare, social justice can never be attained.

Helen Keller

meetville.com

2. TALK BY EMINENT SPEAKERS



Prof. Suresh Mane, Founder President, BSRP and National General Secretary BSP delivered the Keynote Address and spoke of Quality in Education. He said that the word World Class Quality sounds academically good to hear and when universities function under compulsion the quality suffers. He said we are focussing on Quality in Higher Education but was we successful in bringing about Quality I Primary and Secondary Education is a big question. He took us down a memory lane in the field of education and reminded us about the concept of welfare state and colonial mentality and wondered whether those who govern India were really interested in providing free and compulsory education. He also spoke of how after 1986, the state and colonial mentality and wondered whether those who governed India were really interested in providing free and compulsory education. He also spoke of how after 1986, the state was trying to escape from its Fundamental Duties because of inadequate finances which resulted in 3 P Model (Public Private Partnership) Primary Education because Mass Property and Higher Education became a class Property. He spoke about the Class Theory that did not lead to Social Transformation since it was in the hands of private players. The issue of budgetary Association is hindrances in the process of social transformation are excluded due to class theory. He stressed that although there are devices in the form of scholarships but the beneficiaries are excluded. He concluded by saying that if social transformation has to take place then there should be change in the policy makers who will focus on change in the socio-economic transformation and focus on world class Human capital and not mere buildings.



G.G.Wankhede delivered the session on Reservation posts, Present and solution. He highlighted the reservation policy exist all over the world in the form of Affirmative Action, Compensation for Deprivation. He spoke how the reservation policy is associated with a stigma. He focussed on 5 indicators of case system, name and surname, place we live, language, dresses and body language, he spoke on the reference points of SC/ST is to learn, unlearn and relearn.



Dr. Ramesh Kamble spoke on “New Mobilities and New Education “He gave an insight about the Classroom. He focussed on how classroom are also class – rooms wherein a student come from different classes. He highlighted on different location, gender, caste. Caste is engraved in our daily life experiences. It determines interaction with whom and how we speak. The segregation of our society has created fragments in our minds towards well-being of our society. He highlighted on the Relative, Deprivation, focussed on Paulo Freiere pedagogy of the oppressed and how classroom are potentially revolutionary spaces.



Dr. Sandhesh Wagh spoke about why of the implantation of reservation policy. He therefore `took us down history to focus on the social dimension, the plight of the Shudras and the untouchables. He focussed on the importance of Reservation policy due to social inclusion. He revered Dr. Babasaheb Ambedkar because of who we are all enjoying the Reservation policy due to his tireless efforts for the same. He focussed on different aspects of reservation in the Govt sector, Education sector, Legislative Bodies and also focused on constitutional provisions.

In addition the Conference also provided opportunities for a national network among the experts, policy makers, researchers and educators to ensure sustainable knowledge sharing and emancipation.

3. RESUME OF THE DISCUSSIONS

The speakers, presentations and discussions during the National conference:

IMPACT OF RESERVATION POLICY ON EMPLOYMENT

Reservation in Indian law is a form of affirmative action whereby a percentage of seats are reserved in the public sector units, union and state civil services, union and state government departments and in all public and private educational institutions, except in the religious/ linguistic minority educational institutions, for the socially and educationally backward communities and the Scheduled Castes and Tribes who are inadequately represented in these services and institutions. The reservation policy is also extended for the Scheduled Castes and Scheduled Tribes for representation in the Parliament of India. The 1992 Supreme Court ruling in the Indra Sawhney case said that reservations in job promotions are "unconstitutional" but allowed its continuation for five years. In 1995, the 77th amendment to the Constitution was made to amend Article 16 before the five-year period expired to continue with reservations for SC/STs in promotions. It was further modified through the 85th amendment to give the benefit of consequential seniority to SC/ST candidates promoted by reservation.

HIGHER EDUCATION AND SOCIAL CHANGE THROUGH ICT

The quality of education depends upon the quality of teachers, which, in turn, depends upon the quality of teacher education. Educational System around the world is under technologies (ICT's) to teach students the knowledge and skills

they need in the 21st century. The UNESCO world Education Report, “Teacher and Teaching in a changing world” describes the radical implications ICT’s have to conventional teaching and learning. It predicts the transformation of the teaching-learning process and the way teachers and learners gain access to knowledge and information. Through ICT provides opportunity for all the teachers and experts to pool their collective wisdom for the benefit of every learner. It is obvious that emphasis on ICT is need as it acts as a multiplier for capacity building efforts of educational institutions without compromising the quality and is also necessary to sustain a high growth rate of our economy through the capacity building and knowledge empowerment of the people and for promoting new upcoming multidisciplinary fields of knowledge. With all parameters of ICT as a change agent in education and society by promoting a proper balance between content generations, the education and connectivity for integrating our knowledge with the advancements in other countries is to be attempted. The paper focus on how ICT acts as an agent of powerful change in practices to which the institutions have been accustomed. In particular this paper draws the implications of impact of ICT to the students, teachers, institution, research work and societal effectiveness. The various institutions effectiveness after implementation of ICT and the data considered which is available on various websites, journals, magazines and articles etc.

HIGHER EDUCATION AND SOCIAL CHANGE

Social change refers to any significant reformation over time in behaviour patterns and cultural values. Social change is the change which takes place in the structure of the main institutions or the organization method of the society. The relationship between education and social change has been discussed. According to some philosophers, education causes social change and whereas according to the others education is shaped as a result of social change. Education plays a central role in modernization process- where modernization is defined as moving from 'traditional values' to 'secular- rational values', and from 'survival values' to 'self- expression values'. The transforming impact of higher education institutions in the economic, political and social spheres of society is debated. The most significant functions of education in a society are to socialize individuals, to enable the continuity of the society and to rise generations that would try to establish social change. Especially the effect of universities which are the institutions directing research processes is very noticeable. Today's sociologists readily acknowledge the vital role that social movements play in inspiring members of a society to bring about change. Efforts to understand the nature of long-term social change, include looking for patterns and causes, has led sociologists to propose the evolutionary, functionalist, and conflict theories of change. Change is the law of life, and changes in society are always taking place. Social changes to a great extent are brought about through the process of education.

SOCIAL TRANSFORMATION IN HIGHER EDUCATION

This paper is an attempt to provide conceptual frame work of Social Mobility in the light of education. There has been a significant increase in participation in education over the past half century. The question remains, however, whether this expansion has helped to reduce social inequalities in educational attainment and contributed to greater social mobility. Many studies have shown that education and the acquisition of educational qualifications are important means through which middle class families pass on their social and economic advantage to their children. This briefing considers these issues, drawing on the main findings of social mobility in higher education. The paper provide detailed discussion of meaning, types and factors affecting the social mobility. The present paper also highlights the important role played by education in promoting social mobility.

THE FUTURE OF EDUCATION

Social changes to a great extent are brought about through the process of education. Jenson define Social change as modification in the ways of doing and thinking of people. As an academician we always should think about beliefs and trends of future generation. It should be the center of curriculum. This generation is independent. Through curriculum we should develop skills which may help them to be independent. This paper will discuss subjects, skills, attitude needed to be inculcated, examine to what extent curriculum is following these

factors. Paper will suggest a model to make combination of subject with content and subject without content.

HOW DO UNIVERSITIES CREATE ECONOMIC AND SOCIAL EQUITY?

The crux of higher education has always been to develop elites for the society to become more elite, newer, more changed and definitely transformed. What comes across today is a society which has more educational illiterates than educational elites. There is more violent demand instead of the patient hearing; there is vast fanaticism and hooliganism instead of peace and equity. As we take charge of becoming the second largest democracy in the world it dooms to us that we are making ourselves more autocratic, more rigid not only in our actions but also in our perspectives. So, then how do we visualize the new generation to look and act like? What happens as the leadership goes into the hands of those for whom social transformation is mere worship of their existence?

WOMEN'S STATUS AT HIGHER EDUCATION IN INDIA –AN INDICATOR OF SOCIAL MOBILITY

Women education and empowerment are the indicators of development. Women education ensures the holistic and long development. Education of girls is vital not only on grounds of social justice but also because it accelerates social transformation. Promotion of gender equality in education is essential for human resource development. By educating a woman you educate the whole family. Given that a woman has the responsibility of the whole family on herself, an educated woman is better capable of taking care of the health, nutrition and education of her children and more so be an active agent in the social and economic development of the country. It is evident that economic success

everywhere is based on educational success. This paper has taken a look on women participation through women higher education institutes and women enrolment as compared with population across the India.

UNDERSTANDING RESERVATION –PAST, PRESENT AND SOLUTIONS.

Every Constitution has philosophy of its own. The Preamble of our Constitution proclaims the resolution of People of India to constitute India into a Sovereign, Socialist, Secular and Democratic Republic and to secure to all its citizens. The word 'social justice' in the Preamble implies recognition of greater good to a larger number without deprivation of legal rights of anybody. The concept of equality, enshrined in the Preamble has also found expression as a fundamental right in Article.

SOCIAL MOBILITY IN HIGHER EDUCATION

Social mobility is promotion or demotion from the poor or middle to higher class or vice versa. It is normal feature of our social life. Education is often seen as a strong driver of social mobility. This is very strong relationship between high levels of income inequality & low levels of social mobility. Children of highly paid people are more likely to be highly paid & children of low paid people more likely to be low earners. The presence of at least some social mobility can be important in providing pathway to greater equality in societies with high social inequalities. Social mobility is a shifting from one social status to another. For example a child of day laborers who becomes a professor achieves upward social mobility.

UNDERSTANDING SELF IN THE CONTEXT OF SOCIAL CHANGE

Sociology is the relationship between self and society, and studies how social change affects individuality, constraining or liberating the selves that we can be. Social change is dynamic on-going two way process that changes the society by changing the mindset of people. Changeability is the very inherent nature of human society. It also brings about changes in pattern of values, behaviour, attitude and education as well. So to adapt to the dynamic nature of society, it is very important for a person to understand self. Individuals are bound to act within the context of the set of patterns of action, interaction, and resource transfers among all persons all of which constitute the structure of society. These individuals receive feedback from the structures and create to change themselves and the way they operate. This article proposes that understanding of self plays a central role in connecting the person to the society as it can act as a window into studying the relationship between social change and the self. A focus on understanding self allows a dynamic examination of the mutual influence between self and society, and of how everyday practices are both regulated and creative, and hence generative of social changes. This paper focuses primarily on the nature and understanding of self and identity in the context of sociological perspective. In this paper, we direct our attention to understanding selves that are producing actions, the patterns of which constitute social structure. Understanding self is an important aspect to govern the changes in the society.

SOCIAL TRANSFORMATION THROUGH INNOVATIVE METHODS IN EDUCATION

The emerging knowledge society powered by revolutionary development in information and communication technology (ICT), including little media and latest gadgets, for empowering society through awareness, enrichment and formal education programmes and their integrated applications has rapidly changed the pace and paradigm of transformation, India successfully used little media (Radio and TV) to bring about Green Revolution and White Revolution by creating awareness among the farmers. Focused groups are being empowered through training. The range of media and tools available to us now for transmission, storage and retrieval of data are amazing in terms of their speed, efficiency, versatility, flexibility, economy and productivity. These have empowered us to such an extent that now we can impact even individualised instruction and that to anywhere on the globe.

UNDERSTANDING WOMEN RESERVATION BILL

February 15, the birth anniversary of Susan B Anthony, a 19th century women's rights activist who championed the women's suffrage movement, is an apt occasion to ruminate over the Women's Reservation bill. The bill, also known as the Constitution (108th Amendment) Bill, 2008, seeks to ensure that 33 per cent of the seats in the Lok Sabha as well as in state legislative Assemblies are reserved for women. Introduced by the UPA government in 2008, it was passed in the Rajya Sabha, but the Lok Sabha hadn't voted on it and it therefore lapsed after

the Congress-led UPA government lost power in 2014. The Bill seeks to reserve, as nearly as possible, one-third of all seats for women in the Lok Sabha and the state legislative assemblies (including Delhi). It means of the 543 seats, 181 seats will be only for women. Currently of the 545 seats, only 59 seats are being chaired by women. The allocation of reserved seats shall be determined by such authority as prescribed by Parliament. As nearly as possible, one third of the total number of seats reserved for Scheduled Caste/Scheduled Tribes (SC/ST) in the Lok Sabha and the legislative assemblies shall be reserved for SC/ST women. Reserved seats may be allotted by rotation to different constituencies in the state or union territory. Reservation of seats for women shall cease to exist 15 years after the commencement of the Act.

HIGHER EDUCATION –AN AGENT FOR SOCIAL CHANGE

Change is the law of life and changes in society are always taking place. Changes may be slow, so slow that people may not even perceive them; there are times when they are so rapid and drastic. In all spheres of life things are changing in the economic sphere, in the political fields, in the sphere of education and so on. Social changes to a great extent are brought about through the process of education. Social change may be defined as modification in the ways of doing and thinking of people. Education can also be understood as a factor of social change. The role of education as an agent or instrument of social change and development is widely recognized today. Education can initiate social change by bringing about a change in the outlook and attitudes of man. Education is the

most powerful instrument of social change. It is through education that the society can bring desirable changes and modernize itself.

SOCIAL TRANSFORMATION HIGHER EDUCATIONAL INSTITUTIONS

According to UNESCO paper, “the concept of Social transformation in the social sciences refers to the change of society’s systematic characteristic. This incorporates the change of existing parameters of a societal system, including technological, economic, political and cultural restructuring.” Globalization and Technological advancement have changed the format of social system. Society’s form, structure, nature, characters, appearance, value are changing drastically due to social transformation. Social transformation is not a western concept. Globalization and technological advancement impact is on all developed, developing, under developing and less developing countries all over the globe. No individual is exempted from effects of globalization and technological advancement. It created gap between rich and poor. It is also one of the reason social exclusion. In this paper author discussed the Globalization and technological advancement impact on social transformation. He emphasized that higher institutions have to pay more attention on education which can be useful in term social life. It is the responsibility of higher institution to prepare students for successful life.

4. VALEDICTORY ADDRESS:



Dr. Sunita Magre, Associate Professor & Head, Department of Education, University of Mumbai highlighted the key aspects of this National Conference as a combination of Social Transformation and Higher Education.

The main aim was based on the experience that Dr. Sunita Magre received after being in the University of Mumbai for several years that the teacher-educators had a feeble and scarce idea of Reservation. She believes in taking people along with her in the growing societal change. The other aim was to give an opportunity to present research based papers at the National Conference thereby disseminating knowledge and research findings to a wider society. This initiative has been catered by being broad minded in the approach towards learning and hence the resources persons invited were well versed in their content knowledge and enriched through their rich learning experiences in life.

She highlighted on Reservation policy and the ways to handle the challenges faced due to reservations in various fields. She quoted the thought of Dr. Babasaheb Ambedkar as, *the welfare of the society is dependent on the welfare of women.*

There is a wave of atrocities faced by people and these should be the stepping stones to success. Awareness and Awakening to various aspects is the need of the hour.

CONCLUSION

The National Conference on “Social Transformation in Higher Education”, focussed on Role of Universities in Social Transformation, Higher Education and Social Change, Social Mobility in Higher Education, Understanding Reservation –Past, Present and Solutions, Impact of Reservation Policy on Employment. The magnificent response by participants comprising of leaders, teachers, educationist, policy makers and curriculum framers was witnessed. The knowledge of reservation and the need for change in mindset and policies was well ingrained in each of the participant. There was a consensus that campuses of higher education institutions are becoming more socially diverse than ever before and that this diversity is reflected in the role of higher education in the country. There is a need to evolve new strategies and programmes to address the need for awareness of social transformation in higher education.

Social Transformation in Higher Education

In a nutshell, the National Conference succeeded in bringing together diverse stakeholders of higher education and in initiating an important discussion on Social Transformation in Higher Education.

You cannot change any society
unless you take responsibility for it,
unless you see yourself as belonging
to it and responsible for changing it.

— *Grace Lee Boggs* —

AZ QUOTES

5. APPENDIX 1: BROCHURE

UNIVERSITY OF MUMBAI

Re-accredited with 'A' Grade by NAAC

NATIONAL CONFERENCE

On

SOCIAL TRANSFORMATION IN HIGHER EDUCATION

MARCH 8-9, 2018

Organized By

DEPARTMENT OF EDUCATION

Dear Sir/ Madam,

It gives us immense pleasure to cordially invite and welcome you to participate and share your experiences in two days National Conference on “**SOCIAL TRANSFORMATION IN HIGHER EDUCATION**” on March 8 & 9, 2018.

University of Mumbai

University of Mumbai is one of the oldest and premier universities in India. It was established on 18th July 1857. It is one amongst the first three universities in India, including Kolkata (Calcutta) and Chennai (Madras). It has been Re-Accredited with A” grade by NAAC and possesses the status of University with Potential for Excellence.

Potential for Excellence Scheme awarded by UGC

University of Mumbai has two campuses having area of 243 acres at Kalina, Santacruz (East) and 14 acres at Fort. Around 672 affiliated colleges and 55 departments with an enrolment of 8, 50,000 students are engaged in teaching-learning process. It has established its name in industrial collaboration and runs professional courses. The university is leading at national and international levels in the different activities

Department of Education

Department of Education was established in 1974. It offers M.Ed., M.A. (Education), and M.Phil., Ph.D., PG Diploma in Management of Education, PG Certificate Course in Research Methodology, Certificate Course in Instructional Design and Certificate Course in Teacher Education for International Schools. It organizes Conferences, Seminars, Workshops, Symposiums and Refresher Courses on a regular basis. Its faculty is involved in conducting UGC major and minor research projects and projects under the scheme of University with Potential for Excellence Scheme of UGC.

About the Conference

India is the second largest population and is home to the third largest higher education system in the world by volume of learners enrolled. Government of India through Ministry of Human Resource Development (MHRD) under the Department of Higher Education shapes the policies related to higher education. The process of social transformation in India has been conceived through transition of various aspects of society- structure, culture, institution and ideology. The objectives social transformation in India as envisaged ideologically could be characterized as ‘**revolutionary**’ in content and ‘**evolutionary**’ in strategy. The model of social transformation that India gave to itself is contained in the constitution. It lays down the normative principles which are the overriding elements in the entire strategy for social change .the social transformation envisaged through the Indian constitution is pluralistic and voluntaristic with the state having the crucial role of setting norms and evolving the policies.

Department of Education has therefore conceptualized this conference to analyse the role of universities in social transformation, to analyse the role of higher education for the development of social change, to study the impact of reservation policy on employment.

How to Reach Mumbai

One of the advantages of being a major metropolis is that Mumbai is well connected to the rest of the state and country.

By Air-University of Mumbai is closest to Chhatrapati Shivaji International Airport at Andheri (East), or at Chhatrapati Shivaji Domestic Airport, Vileparle (East), Mumbai. From airport, one can take auto or taxi to university of Mumbai’s Vidyanagari campus, Kalina, Santacruz (East) Mumbai.

By Train-For those choosing to travel by train, Mumbai’s two railway terminals-Mumbai Central & Chhatrapati Shivaji Terminus (CST) connect it to rest of the country. Alight at Dadar station and one can take a local train to Kurla (central railway) or Santacruz (western railway). After arriving at this station, one can take an Auto or Bus no 313, 318 to Vidyanagari Campus, University of Mumbai.

By Road- Mumbai is well connected city by road. Private and state transport long distance buses depart from Mumbai Central state transport bus depot to several towns and cities. Alight at Kurla /Sion/Dadar or Santacruz. From here, one can take auto or taxi to Vidyanagari Campus, University of Mumbai.

What to see in Mumbai

Flora fountain and Gothic/Victorian buildings of the Fort Area, Jahangir Art Gallery, Prince of Wales Museum. National Gallery of Modern Art, Gateway of India, Marine Drive and Chowpatty Beach, Malabar Hill, Mani Bhavan, Mahalakshmi Temple, Haji Ali Shrine, Siddhivinayak Temple, Juhu Beach, Elephanta Caves, Sanjay Gandhi National Park and Kanheri Caves at Borivali.

Call for Papers/Poster Presentation

We welcome original papers (preferably research based) from teachers of various disciplines, university & college teachers and researchers, educational administrators, policy makers on any aspect of **SOCIAL TRANSFORMATION IN HIGHER EDUCATION**.

The Abstract for the presentation should be approximately 250 words and full length papers 2500 words. The complete paper /poster should be submitted before or on due date. The abstract along with full paper should be sent by e-mail only on the following e-mail address.

Social Transformation in Higher Education

The conference will focus on the central theme of “**SOCIAL TRANSFORMATION IN HIGHER EDUCATION**”, with the following sub-themes:

1. Role of Universities (Higher Education) in social transformation.
2. Higher Education and Social Change.
3. Social Mobility in Higher Education
4. Understanding Reservation –past, present and solutions.
5. Impact of Reservation Policy on Employment.

Registration Fees

Rs.1500 (Out-station Participants)

Rs. 1000 (Local Participants)

In case there is a joint paper, both participants have to register separately and both have to make it convenient to attend the seminar and make a joint presentation. Please do not insist of spot registration. **No TA/DA will be paid to the participants.**

The registration fees should be paid through demand draft drawn in favour of **Finance and Accounts Officer, University of Mumbai**, payable at Mumbai. The registration fee includes conference material, lunch, tea and snacks. Hostel type accommodation will be provided for participants from outside Mumbai on charges basis.

The D.D. of Registration fees along with the registration form should be submitted in the office of the Department of Education on or before 15th February, 2018.

Paper will be published in the form of book/Journal (UGC Approved) having ISSN/ISBN.

Format of Paper

The contributors are requested to send their abstracts keeping the following format of MS Word Document in consideration-

Page size : A-4

Margin : 1”Top, Bottom1.25”and1”Right

Line spacing : 1.5

Alignment : Justified

Font name : English Language Times New Roman

Font size : English Language- 12points

Title of the Paper : Bold Style and Central Alignment

Font size : English Language-14points

Author’s name : Right Alignment below the Title of the Paper, Italic Style

References should be given in the APA style only.

Contributors Paper Title, Name(s) of the Author(s), Designation, Institute, e-mail address and mobile number should be placed in the appropriate place.

Patrons

Dr. Devanand Shinde, I/C Vice-Chancellor, University of Mumbai &Vice-Chancellor, Shivaji University, Kolhapur.

Dr. V.N. Magare, I/C Pro-Vice Chancellor, University of Mumbai &Pro-Vice Chancellor, SNDT University, Mumbai.

Social Transformation in Higher Education

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On

SOCIAL TRANSFORMATION IN HIGHER EDUCATION

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Department of Education

MARCH 8-9, 2018

Registration Form

Name

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Address (Official)

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Title of the Paper (if presenting)

.....

Name of the co-author (if any).....

Draft Details: Amount.....DD No.....drawn on..... Bank
Date.....

Accommodation required (Hostel Type only) Yes/ No.

Name&Signature

6. APPENDIX : 2- PROGRAMME SCHEDULE



UNIVERSITY OF MUMBAI NATIONAL CONFERENCE

On

SOCIAL TRANSFORMATION IN HIGHER EDUCATION

March 8-9, 2018

Organized By

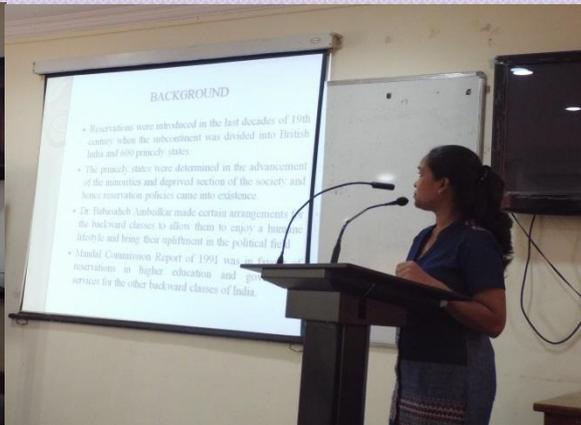
DEPARTMENT OF EDUCATION IN ASSOCIATION WITH MUPTA

PROGRAMME SCHEDULE	
Day 1	Thursday ,8th March 2018
9.00 -10.00 am	BREAKFAST-
	Inaugural Session
10.15- 10.30am	Welcome Address by Dr Sunita Magre, Head ,Department of Education, University of Mumbai and Felicitation of Guests by Dr R P Devre, President, PG Unit, MUPTA ,University of Mumbai.
10.30-11.15am.	Keynote Address Prof.Suresh Mane, Founder President, BRSP, & Former National General Secretary-BSP
11.15-11.30 am	Presidential Remark, Prof. Devanand Shinde Hon'ble Ag. Vice-Chancellor, University of Mumbai
	Vote of Thanks by Dr Vijay Pawar,Secretary MUPTA
11.30 -1.00pm.	Talk on "New Mobilities & New Education" by Prof. Ramesh Kamble, Department of Sociology, University of Mumbai.
1.00 - 2.00 pm	Lunch Break
2.00 – 3.15 pm	Talk on "Understanding Reservation Past, Present and Solutions" by Prof G J Wankhede, Former Dean, TISS, Mumbai.
3.15 -3.45 pm	Tea Break
3.45- 5.00 pm	Paper Presentation-
Day 2	Friday ,9th March 2018
9.00 -10.00 am	BREAKFAST-
10.00- 11.30 am	Talk on "Impact of Reservation Policy on Employment" by Dr Sandesh Wagh, Co-ordinator of Forum of SC& ST Legislators and Parliamentarians, Maharashtra State Chapter of National Advisory Council of Forum.
11.30-1.00pm	Paper Presentation –Chairperson, Dr Pradya Wakpainjan , SNTD University, Mumbai
1.00-2.00pm	Lunch Break
	Valedictory Session
2.00 -2.30.pm	Chief Guest- Dr V N Magare, Pro-VC, SNTD University, Mumbai.
2.30 -3.30pm	Certificate Distribution

7. APPENDIX 3: Glimpses of the Two day National Conference



GLIMPSES OF PAPER PRESENTATIONS



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**8. PUBLICATION OF RESEARCH AS WELL AS CONCEPTUAL PAPERS IN
SPECIAL ISSUE OF "SANSHODHAN CHETANA" MARCH, 2018**

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9. CERTIFICATE DISTRIBUTION

