

About the University

The University of Pune is one of the largest and renowned universities in the world. There are several statistically extensive aspects in this university; and also it possesses qualitatively meritorious incidences and achievements. The National Assessment and Accreditation Council (NAAC) has bestowed upon excellent status to it. Along with this, the UGC has awarded this university-Potential for Excellence (UPE). More than 1500 foreign students from about 60 various countries are availing education in different units here. Besides academic activities and research, the university has achieved grand success in different community oriented extension programmes. The University has shown sparkling achievements in other wings also such as examinations, finance, other administrative divisions, etc. The success in teachers' training, students' increasing participation in research & sports, collaboration with government agencies, organizations and industry are very much appreciable. It is popularly known as the 'Oxford of the East'. It has 307 recognized research institutes and 612 affiliated colleges.

About the Department

The Department of Adult, Continuing Education and Extension has been established and developed on two noble principles i.e. social commitment (envisaged by the UoP) and extension (declared by the UGC). The Dept. started several socially useful and society oriented programmes initially. Various community development programmes, people oriented government schemes were implemented through youth in colleges / universities & NGOs. The Department recognized the need for providing quality education by up gradation of skills of people in tune with the developmental needs of individuals and society. The Department has resolved itself to work on some socially important areas along with socially useful field activities. The Department has been engaged in academic activities i.e. 'Diploma in Tribal Development'; and organize national, state, regional seminars and conferences. The Dept. has also developed print and audio visual learning material for the community and students. The Dept. conducts several research activities including Ph.D. programme in the subject of Adult, Continuing Education and Extension (interdisciplinary).

Travel & Accommodation

All the participants are requested to draw the TA/DA from their respective organizations / Institutes. Accommodation will be made available on request in the University and adjoining institutional hostels and / or Guest Houses on payment basis.

Registration fee

Delegate registration fee (₹1000/- for Faculty and Institutions & ₹ 500/- for Students and Scholars) by all participants should be paid through Demand Draft issued in the name of Registrar, University of Pune and payable at Pune. Please mention your name, mobile number and institution on the back of the Demand Draft. For Spot Registration, payment of delegate fee by cash will have to be made at University of Pune along with the duly filled registration form.

Mode of Submission of Papers

The participants are requested to submit the papers only in English on the themes mentioned. An abstract (not exceeding 300 words) of the full paper and format of the abstract / full paper is title of the paper, top (middle), Name and address of the author/s is after the title, Font type is Times New Roman, Font Size is 12 for text; 14 for Title, Line space-1.5, Word Limit-6000 should reach the coordinators of seminar by an e-mail attachment (drpv Gupta@hotmail.com / drpv Gupta@aol.in).

Timeline

Abstract submission	Acceptance of abstracts	Full paper submission
10-05-2014	20-05-2014	20-05-2014



University of Pune

Department of Adult, Continuing Education & Extension

International Seminar on

Social Inequalities in Higher Education:
Identifying Parallels in India and Brazil

Under the Flagship of Third Mission in Higher Education
(Extension) Programme

May 23 -24, 2014



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Rationale

Social Inequalities in higher education is ubiquitous all around the globe. Brazil being one of most advanced country in Latin America, yet research studies indicates that there are many social inequalities and lack of opportunities for many communities in attaining higher education. It is manifest in terms of race, ethnicity, gender and class. In a more loosely labelled categories like the Blacks, the Browns, women and poor are large categories of population that are victims of social inequality in higher education. On the contrary, India has its own share of social inequalities in higher education especially among the Scheduled Castes, the Scheduled Tribes, the Other Backward Classes, the Minorities, and, the Women facing widespread denial of access to higher education.

The **Brazilian situation** is quite similar to that of India; both are developing countries struggling to train their manpower both for local demands of the economy as also the international demands for trained manpower export. Both have large segments of their population that have been traditionally denied access to higher education. Both the countries have been following somewhat similar affirmative policies to draw upon the untapped geographic areas and communities to boost enrolment in higher education internally while continuing to train manpower that has a demand in the international market.

Higher education in Latin America remains largely elitist, with the majority of students coming from the wealthier segments of society. The poor, the non-whites (blacks and browns), including women have a lower probability of entering higher education and obtaining a university degree than their richer, and non-African descendants. **The exclusion factors** thus include **place of origin, ethnicity and gender; the Indian situation also demonstrates evidence of adverse impact in some of these and many other factors.**

The potential for higher education remains unrealized in Latin America. Graduation rates are low, higher education institutions face a multitude of quality problems, inequities are widespread, and there is a mismatch between many specialties offered and the needs of the labour market. In Brazil, for example, 35 per cent of the students in public higher education institutions have family incomes below US\$300 per month, although they represent 47 per cent of the population. In India, the exclusion that is prevalent in the higher education for the Dalits, for example, also restricts their social mobility. Dalit students thus face tangible and intangible ways of social exclusions during their school days to that of higher education.

Two specific inclusion policies have stood out in the public debate about inequalities in Brazil: **the Bolsa Familia Program - an income transfer policy - and, inclusion policies in higher education directed towards groups selected on a social and ethnic-racial basis. The first program of affirmative action in Brazil was created in 2002, at State University of Rio de Janeiro. It was adopted quota system for students from public schools who declare themselves as black or brown. Targeting financial aid to high achieving students from underserved socio-economic backgrounds is a winning strategy, especially when coupled with a focus on leadership and community service, and other educational services.** Other measures include **expansion or opening of evening classes, increasing the number of students per professor, reducing the cost per student, and promoting a more flexible curriculum and dropout prevention in return for government investments in structure and faculty replacement.**

The **social policy in higher education**, as enunciated by the Government of India, demonstrates greater **empathy for enhanced participation of the disadvantaged sections of society in institutions of higher education.** It does so in the belief that the socially

disadvantaged sections can attain upward social and economic mobility through greater access to and benefits accruing from higher education. The rate of return from higher education is much larger as compared to the returns from elementary and secondary education. **The driving principle of social policy in higher education is the demand for equity in a country that had so far restricted the benefit of higher education to middle- and upper middle-classes of society;** equity would demand that such benefits be preferentially extended to learners from among the Scheduled Castes, the Scheduled Tribes, the Other Backward Classes, the Minorities and Women. The University Grants Commission undertook a detailed study for this purpose; the study is known as **Higher Education in India: Issues related to Expansion, Inclusiveness, Quality and Finance (UGC, November 2008).** Both countries believe that **greater inclusiveness can be achieved in higher education without a concomitant loss of quality, either among students or for higher education institutions.**

Brazil's President, Lula da Silva, has proposed the adoption of a new geographical perspective for commercial organizations with the creation of a **G3,** made up of **Brazil, India and South Africa,** and the strengthening of the **G20,** composed of emerging countries led by **Brazil, China and India.** **Brazil** has constituted the **MVed Commission** between the Council for Scientific and Industrial Research and the National Council for Scientific and Technological Development. It envisages, among other things the establishment of Joint Research and Development projects, exchange of researchers, and coordination for improvement of higher educational personnel.

The **Department of Adult, Continuing Education & Extension, University of Pune,** proposes to organize an International Seminar, under its Third Mission in Higher Education (Extension) Programme, on "Social Inequalities in Higher Education: Identifying Parallels in India and Brazil". The International Seminar will have speakers from Brazil and India to talk about the social inequalities in Higher Education in the two respective countries and the policies the two countries have formulated to address such inequalities in higher education. The International Seminar is proposed to be held on May 23-24, 2014 at Department of Adult, Continuing Education and Extension, University of Pune, Pune.

Suggested themes of call for Papers

The topics that participants can choose to write on could be the following:

Regarding Brazil:-

- Progress of the Historically Disadvantaged communities (Blacks) in Higher Education
- Progress of the Ethnic Communities like (Browns) in Higher Education
- Progress of Women among Blacks and Browns in Higher Education
- Progress of Rural Population in Higher Education
- Progress of Poor in Higher Education
- Gains from the Policy of Income Transfer to Disadvantaged Groups in Higher Education
- Gains from the Quota System to Disadvantaged Groups in Higher Education

Regarding India:-

- Status of the Scheduled Castes(the Dalits including), OBCs, Scheduled Tribes and Minorities in Higher Education
- Status of Disadvantaged Women in Higher Education
- Gains from the Reservation Policy in Higher Education
- Gains from the Coaching Support Scheme for Disadvantaged Groups in Higher Education
- Gains from Affirmative Action for Disadvantaged Groups in Higher Education