

ONE SMALL VOICE OF A TEACHER



B.V. Raghunandan

Association of Mangalore University College Teachers® -AMUCT

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OF
A TEACHER**

- B.V.Raghunandan

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B.V.RAGHUNANDAN: AN INDOMITABLE SPIRIT

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A few persons created a profound impact on my way thinking and on my way of life. They are all unique people. They have a strong value system. They have shown immense inner courage to say what they want to say. They will not play to galleries. They are unto themselves. Whether you like or don't like they don't care. It is a very fascinating experience for you to work closely with such people. With such people you cannot pretend to be someone for they know that you are a hypocrite if you try to pursue a midway. It challenges your conscience. You don't have a middle path-either you fall in line or get away. People with strong will bring about a change in the social order. There is exuberance, grace and determination. B.V.Raghunandan is one such mystique character. Attaining the age of superannuation is just a passing phase for him for he never retires. I was just wondering why we have taken so long to say that he is an extraordinary person. Human race is not so generous. Even when you say something good you are more guarded and measured. More than the reason, it is the emotion which compels you to be in your elements while expressing your feelings. For Raghunandan, life may not change, but for us it is not the same. We miss him on many counts. He may not go to oblivion but our interactions will shift to a different plane here afterwards.

For me he is Raghu, a close friend. Not that there were not turbulent times in our relationship, but nevertheless the mutual

respect never diminished. It is a time tested friendship, the roots are stronger. It is not a mere coincidence that I have the privilege of expressing my sentiments when his “small voice” is being echoed. His voice was never a small voice although on occasions it could have been a lone voice. His voice would never go unheard lest people pay a price. There was always sparkle in his voice while speaking about justice. This voice could become feeble as he steps aside. But the voice lent by him has enabled voluminously enhancing the decibel sound of other depleting voices. His valuable services will always be fondly remembered.

Raghu and I became class mates in Mysore way back in 1975. As strangers we came together although initially he did not impress me. But gradually we became good friends. In the department his voice always made the noise. Teachers yielded before his vast and authentic knowledge. Being a student he also became our teacher teaching mathematics with authority. Two years of being together would have merely become history with a faded memory had we not come together in Dakshina Kannada as teachers. Teaching was his passion and he enjoyed it. He was a master in many areas of specialization in the discipline of commerce. Although he liked teaching so much, he was tempted by the then existing glory of bankers. He was appointed as an officer of Corporation Bank. Within three months in his initial training period he quit the lucrative job as he found it very dull and dragging. His love for teaching brought him back to Dakshina Kannada once again. This time he joined SVS College, Bantwal. Though people spoke in front of him that Bantwal is not the place for his caliber, he was not carried away because he knew how to make use of opportunities.

Being an academician of par excellence, Raghu spread his wings as a resource person in commerce education. He was proficient not only in writing but speaking too. His authentic knowledge in several areas of commerce education brought him to the limelight. He happily accepted the offers of donating his

knowledge to thousands of students without any expectation. But he never strayed from his commitment to his own students. He showed active interest in changing the teaching pedagogy and curriculum framing.

Raghu, scores over mediocre people in several spheres of activity. Being a great teacher he contributed for creating new knowledge. He became the common factor in the list of resource persons. His contribution in seminars, workshops and symposium empowered many a teachers. He had the skill of acquisitioning knowledge through voracious reading. People watched him with admiration when he bought books and read. It was boundless reading. It enhanced his vocabulary the level of which you can gauge if you glance through his writings. Every time I decided that I also would buy and read became shallow with an aura of calculative bent of mind. Only a few strong people become a model for others to emulate. People asked why not he write text and reference books. He did not disappoint them. More than half a dozen books passed through his pen and every one of them was well received for its uniqueness. Just as he excelled in his writing skills, he equally displayed his oratory skills. Thousands of students and teachers were the beneficiaries. He brought respectability to the teaching profession when chartered Accountants and Bankers also appreciated his knowledge level.

Raghunandan has been an outspoken person. More often, it has put him under testing circumstances. He did not succumb to the pressure. He came forward to serve the Association of Mangalore University College Teachers, popularly known as AMUCT. Both of us created space for working together in rebuilding the fragmented teacher movement. We have fairly succeeded in re-invigorating the movement. Many more have contributed equally with us. But there is something inimitable in our combination. The impact factor is quite impressive. Remember, the association was in shambles when we took over. Raghu, as an office bearer in different capacities and as an educationist

made an indelible mark both academically and managerially. He spoke plainly to the authorities, used strong language in written representations and brought people together with stern messages but never overreacted. Precision and punctuality are his hall marks. He dispelled the perception that office bearers are not good academicians. He always liked to be an activist in academics. That's how Commerce Teachers' Association (MUTA) flourished with substantial contribution in restructuring commerce education in Mangalore University. The Impact was felt in other parts of the state beyond Mangalore.

The principle centered living has not let Raghunandan down. He is leading contented life. When everyone as a parent was craving for professional course for their children, he did not believe in herd mentality. Instead he advised them to take up commerce education based on their aptitude. Both his daughters came out with flying colors with several distinctions. Also both of them are well settled. Raghunandan is a carefree person. He has not allowed his age to intimidate him for eating sweets and good food. His gluttonous eating of sweets is amazing. He has certain incredible taste for non-food articles also. He has a flavor of Pen and book collection. I don't have the count but it is priceless.

Raghu's creativity and the distinct personality should be used in every possible way to make him a mentor.



HIGHER EDUCATION REDEFINED

There is no disputing the fact that higher education of the modern day is at cross roads. For the educationists, there is the identification of a mechanism to correct the malaise afflicting such an important one as the higher education. For the Government, the objective is quantitative in term of increasing the Gross Enrollment Ratio. For the universities, it is again quantitative in terms of printing the marks cards and degree certificates and distributing them. Colleges are no exception with an attempt to trap the maximum permissible admissions every year through the business practices of advertisements and appointing marketing agents to bring in the students on commission basis. For the teachers, it is a hectic race of running against time in completing the portions, conducting the numerous examinations and completing the evaluation work. For the industry, it is to get the maximum number of employees at the cheapest cost possible through placement agencies only to whine later like an old lady about quality impairment in the colleges and universities.

While colleges and universities are commercialized, the business is being preoccupied with development of short term technology, ignoring basic science and pure research for the betterment of mankind. Management and commerce education is dominated by accounting, reporting and day to day management rather than developing a suitable governance model and evolving a healthy management philosophy. The Humanities are cowering into a corner on account of lack of employment opportunities and suffering from a horrible inferiority complex.

If we have to redefine higher education, we can call it a philosopher's stone turning lead into gold. It takes the students

- Plan submitted to Higher Education Council

who are afflicted by the narrow and vicious qualities of the society and transform him into universal men rising above the caste, creed, religion and even nationalism to be a beacon of change to the people in different walks of life. The science education must incorporate the human dimension in the scientific curiosity, while commerce and management education must reorient them in developing management models for the rural areas and the poorest of the poor. Humanities must come out of its shack of sullenness and develop the models for political and social development.

The operational details can be

1. Increase the dose of India and its problems more into the curriculum
2. Enhance a higher component of agricultural research at different levels
3. A better component of study of co-operative movement and co-operative models existing in India
4. Promotion and running of NGOs and self-help groups
5. A detailed study of Right to Education Act, Right to Information Act etc
6. Developing a better development-environment models
7. Energy Models involving solid waste, bio-mass, micro hydel projects and other forms of renewable energy
8. The modalities for exposing malpractices in institutions
9. Modalities for coming up with solutions for social problems
10. The quality of public governance particularly in local bodies and municipal corporations



ISSUES IN CORPORATE SOCIAL VALUE ADDITION

Any societal dimension that must be added to the corporate life must first purge itself of American business practice and inverted pyramid building of financial practices called financial engineering or innovation. The seemingly superior business strategies of American Corporation have only succeeded in filling the business books with hypocritical strategies and unsustainable business models. Over the years, the business world is dominated by the American corporate thoughts and Business Strategies. With the size of the American Corporations growing in such a size as to overtake the size of many a government, no doubt, a casual mind will accept them as the superior alternative. The emergence of the US as a major trading partner with every country of the world, the assumption of the role of an international policeman by the Country politically after the collapse of the Soviet Union, and the Europe minding its own business with countries like Germany slowly and silently transforming itself as the manufacturing hub of the World apart from China, the policy makers in the Government still consider it desirable to adopt any US practice, be it in business or elsewhere. Basically, the Corporate Entity in the USA is anti-social with profit motive alone forming the objective. Any company that declares its plans for any social project can be dragged to the Court only in the USA, and not elsewhere in the World.

The first issue in the social value addition is the sustainability of an entity, be it corporate or otherwise. Theodore Levitt put it rightly long ago, "The main business of every business is to remain in business". Survival as the foremost objective is being considered seriously by corporations all over the world, with the government coming to the rescue of failing entities with the

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objective of reviving them. Any big corporate going bankrupt like Enron in the USA creates a mass of human tragedy that rubs severely on the social well being of the country. Though they profess to take calculated risk, most of the Corporations assume the risk of life and death, strangely in the name of risk management. Allowing the bankruptcy protection under Chapter 11 and treating as a normal and routine event led to nearly 500 American banks becoming bankrupt in the last six years. Giant Corporations like Lehman Brothers throwing out employees as garbage on its bankruptcy create the first question of corporate restructuring and the government take-over of the failing companies as the first social value addition.

The second issue is the over-corporatisation of every aspect of our social life. There is an increasing tendency to corporatize the services provided to the society. Travel & tourism, health care, hospitality, civic maintenance, medicine, hospitals, education, consultancy and a whole lot of activities are providing the services through corporate structure. The diversity of the professionals, which is the hallmark of services are being replaced by the standardised wasteful practices of the corporate leading to exponential increase in the cost of these services. The quality of the net service received is very low like that of a Five Star hotel, where you pay essentially for a good ambience and the most taste killing food. Decorporatising these services will prevent the business groups from establishing monopoly in multiple locations.

Another challenge is to have a fresh look into the professional management as professed in the Western countries. The Indian family owned models were denounced not only by the Western countries, but by our countrymen. A very strong argument was that business and industry become the monopoly of a few business families and the growth will be limited. The 1960s and 1970s might have given some substance to this argument, when the Indian Families owning business were limited in number and the growth was negligible. In the year 2014, after witnessing the

US meltdown in the 2009 and onwards, the subsequent European crisis and the non-stop ranting by all and sundry that India would be affected soon like the proverbial tiger of many a warning, but only a pigment of imagination, the professional model comes under a cloud. Many a professional was only a brand, which did not click always and did not have any loyalty to the organisation even while serving the same. The time spent by the modern professional with the head-hunters and his placement agent is far more than what he devotes to running of the present company. The dawn of the 21st century saw the family owned Indian corporate emerging as the new breed of multi-national corporations by taking over companies all over the world, not only in IT, but also in the manufacturing sector. The professional is no fighter in times of a hostile take-over, but one who is interested in getting as big and as colourful parachute he can negotiate with a corporate rider. The take-over of Jaguar and Land Rover by the Tatas and turning them around, in total contrast to the prediction of financial and industrial experts go a long way in substantiating the point. The employees of those Corporations must be happy that the chances of merciless throwing-out of employees under Traditional Indian management are less.

A far bigger challenge to be addressed is the new class of feudal lord-slave creation by allowing, 'hire and fire' model of the West. For quite a long period, it was the fancy of the Indian Industry to demand enactment of labour reforms that give sweeping powers to the management to hire and fire at will. The Government dragged its feet for a long time and it would have been a reality in India, but for the financial meltdown of 2008 in the USA. The failure of many industries and giant corporations including banks falling down like a house of cards, the Indian Government realised that all was not hunky-dory with the American System. It is not that such a system is not in India. In the IT and BPO industry, such a system managed to creep in by not allowing the unions. Many an HR Manager from the IT industry praise companies like Tata Steel and Tata Motors for their HR practices. But, it is taboo in

their own industry. Any impression that the weak gets weeded out should be tempered with reality wherein the incompetent survive by becoming the boss' men and it is the competent that get thrown out.

Peter F. Drucker maintained that organisation is people and it is the quality of the people that make up the quality of an organisation. Yet, Northcote C. Parkinson argued that the personalities of the employees of an organisation are moulded by the systems installed by the employers. As most of the employees spend a large part of their waking hours in the organisation, the employing entity moulds the personality of the organisation. This is true of the first generation entrepreneur promoted organisations. They get professionally run, because there is a highly committed promoter for whom the organisation is a part of his life. But, the inheritors are another story. For them, the organisation is a work place like any other work place. All improper activities like favouritism, nepotism, regionalism and groupism crop up. Incompetent people are not only employed, but also become the favourites of the management. Profit, growth, cost-cutting in such a way as to endanger the lives of the people in the society also goes on. The corporate becomes a Frankenstein unleashed upon the society. Allegations of highly harmful products used in baby body talc and baby oil are some of such examples where the corporation becomes an anti-social entity.

Yet another issue is demand creation. The expression sounds harmless. But, the extent to which it is carried will horrify any one. The pharmaceutical companies unleashing virus or bacteria to create demand are not a rare occurrence. Even after many scandals, books are written about the scandals creating demand for the publishing industry. Many useless products are advertised including misselling of insurance products as investment products. Human relations are depicted in a crude commercial angle so as to spoil the personal and social values. Fraudulent claims in insurance force the insurance companies to

avoid settlement of genuine claims. The self regulated advertisement industry contributes to damage of social values in order to create demand for the products. They also increase the fear psychosis of the consumers in order to create demand.

For curing all these, the people who run the organisation should be normal people leading the lives of middle class consumers. The suit wearing king of business, who has eccentric habits of clubs, alcoholism, double standard of talk, broken family cannot take normal decisions. When co-operatives like AMUL and IFFCO run their organisations by recruiting ordinary graduates, then the same graduates can run any other organisation. The case of Mrs. Anu Agha, who assumed the chairmanship of Thermax Industries, on the demise of her husband by taking leave of absence from her teaching job in a high school, speaks about the competence of normal people to run the business. Mrs. Anu not only managed it, but managed it better than her husband and went back to her teaching job, when her daughter took over the control of Thermax. The so called blue eyed boys of B-School live in a world of their own creation that they have no sense of the real world.

Charity begins at home. More than Corporate Social Responsibility, every corporate should introspect how social or anti-social their activities are. Many of the manufacturing and marketing practices are to be put under a critical scanner and changes are to be incorporated in the best interest of the society. Stability should be a better strategy than the mindless fascination for growth and profitability.



STUDENTS' FEEDBACK: THE HYPE THAT IS THE BIGGEST PAPER-GUZZLER

Stepping into the twilight zone of career exit, the tendency for introspection and nostalgia are more than the planning that is to be done for the post-exit. The practices that have been carried on for the mere hype with no tangible benefit present themselves in the forefront for the mindless dedication with which they were pursued. One such practice as a plagiarism of the US practice is getting the students feedback every year on the performance of the faculty. Not being subjected to the critical anvil, it parades about to dominate the education scene of not only the Colleges, but also the corridors of high schools and primary schools. We have to only wait to see when the practice will be extended to kindergarten classes and baby-care centres and play-homes. It is being carried on with an aura of self-justification that anyone who tries to question the practice, the modalities or the utility will be instantly termed as a radical resisting the change.

Organisation & Methods (O&M) is a subject that is being relegated to nullity by most of the management schools and commerce curriculum. In fact, I have my own uncertainty regarding the number of people who are aware of the existence of such a management topic. It is not only complexity of the subject, but also the personalised styles of management practiced in varied organisations like government departments, corporate, NGOs, social organisations etc that found it convenient to banish such a subject. The discipline of Organisation of Methods puts under scanner the procedures and practices followed in organisations and questions the justification of them and also the relevance of the documents and the number of copies used in transactions. Mahatma Gandhi suggested a universal solution by advocating a paperless society. Hierarchy style of management borrowed from

the Military suited every organisation very well because it helped the manager to run his department as his personal fiefdom.

The real break came from technology which cut down many a procedure in order to achieve speed in the delivery of work. The corporate like Apple Corporation went in for a flat organisation in order to avoid the delays in creating and compliance with the procedures. This has come about due to the participation of companies from Israel in the development of electronics. There is little respect an Israeli shows to positions and the boss. As they are essentially warriors, they are left to fend for themselves based on the exigency of the situation. They are accustomed to fight vociferously with their bosses in the corporate administration, before taking a decision. It is rightly remarked that the brainstorming sessions in Israel look like the political situation in Middle East. This went a long way in ushering in an era of super-efficient organisations by cutting down all procedures and formalities.

Elsewhere, the procedures helped the managers to enslave the subordinates to the whims and fancies with which the managers discharged their duties and administered the organisation. Organisations carried the personal imprint of the manager rather than the managers adapting themselves to the ethos of the organisations. Professionalism started hiding itself behind slogans, targets, awards, performance appraisals, vision, mission and a whole lot of managerial jargon that one comes across as a routine. Like philosophy cringing into the background with collection and dissemination of a huge quantity of information of dubious quality, O&M belongs to the vanishing creed. Very often, people wonder why the bureaucrats do not understand the futility of bureaucracy. Sam Pitroda believes that it is a question of change of mindset. By virtue of that belief, Pitroda is segregated from reality because bureaucracy is nurtured not for lack of mindset, but for preserving the vested interests of the leaders and managers. It is only by means of multiple procedures that the

managers can get away with whatever they are doing. There is provision for sanctioning an act and there is also a provision banning the same act. This is dangerous for every organisation, and O&M will clearly show the self contradiction of the provisions.

Carrying on the principles of O&M, people will know that accountability is created where powers of an organisation are vested in. Authority and accountability go hand in hand. The faculty, which is not entrusted with any power in the college, is the last person on whom the accountability should be fixed. The only person in the college, who is vested with powers, is the Principal. But, there is no faculty feedback on the performance of the Principal. The leader of an institution can do a lot of damage on account of his drawbacks and limitations. A good leader can promote the welfare of the College. Instances are not rare that a positive regime brought credit and reputation to the institution which lingered on for many decades even after the leader parts with the institution. Neither a positive feedback is provided so that such leaders do not get the credit for the good work done by them, nor a negative feedback is possible to put a check on the undesirable acts and to bring about a non-discriminatory administration. The person for whom feedback is the most important is outside its ambit, but the people for whom they may not matter are brought under its purview.

In every institution, there should be feedback on the performance of every officer going up to the very top of the organisation. The good work done by the officer must be recorded and the bad work should be stopped at the earliest. At present, every officer functions on the basis of his personal likes and dislikes including prejudices resulting in groupism and nepotism. The most irresponsible and useless officers including caste fanatics, retire in the same way as the most dynamic leader the organisation has ever seen. There is no recognition of good work, nor is there any penalty to change such a leader. Many vice-chancellors and regional deputy directors of collegiate education spent their time

at homes without contributing to their institutions. People endure such regimes as much as they benefit from highly committed officers. But, nothing goes into the record as there is no feedback on people in power.

The questions that make up the questionnaire are also very amusing. The important task that a Principal should do by himself is assigned to the feedback. Many a time the feedback includes questions that are the major responsibility of a Principal. The punctuality of the teachers, the completion of syllabus, regular attendance, proper preparation for the classes etc are included in the feedback. This is the most significant duty of a leader of an academic institution. That is the reason why an academician is heading the administration. When there are different answers for the same question, which answer is reliable and which is to be ignored is a crucial difficulty. For completion of syllabus pertaining to the same teacher, different students give different assessment as 50% completion, 75% completion and also 100% completion. I remember a faculty, who administered the feedback, looked into the feedback in the staff room pertaining to her performance . Except a few students, most of them answered as partial completion of the syllabus. Same class, same subject and same teacher, but the portions covered are different. What conclusion can be drawn from such varied inputs?

Once the feedback is obtained, it is necessary to show it to the concerned teacher. Very often, this is ignored. The justification is that the feedback may hurt the feelings of the teachers. Where the students give a negative feedback, the teachers should have the emotional equanimity to assess and accept the feedback. If the feedback is not shown to the faculty, the very purpose of the act gets defeated. I have also come across certain instances where the Principal and a small coterie privately view them for their personal pleasure. Instances are also there where the negative feedbacks are destroyed in case of the favourites of the leader. Such an act can come only from a faculty having a complex or one

who does not know the quality of his or her own teaching. Teachers who do not have a proper conviction regarding what they have to do as a part of their duty very often get hurt by the feedback and may be misdirected. A Principal who is neutral in his relation with the entire faculty and also who has strong conviction about the requirement of teaching can help the faculty to have the right reaction to the feedback.

There are also institutions which conduct the feedback in order to satisfy NAAC requirement. A faculty needs to develop continuously in order to satisfy himself. The best benchmark for a teacher is his conscience to which he has to report every day. Teaching is not for the remuneration, but for the reward of job satisfaction. Every teacher should assume that he is the best ever to happen to the teaching profession. The assumption is the target for the teacher and not a sign of arrogance. At the end of the day, if the teacher can satisfy himself that every single act of his was done in promoting the interest of the students to the best possibility, then there is no need for any benchmark from outside. Such a teacher will have the maturity to understand that the rating given by the students is the best benchmark ever evolved by mankind.

The institutions must take a stand whether the feedback is achieving its purpose. There can also be instances where the students vent out their ire against the teachers for the events of the past. The faculty must be made mature enough to take the inputs in the right spirit. There should be a relation of counselling between the Principal and the faculty, and the set up in which the feedback is shared should have the counselling environment. The Principal's chamber should never be the place to share the inputs. Though illogical, it may provide valid output for young teachers to correct themselves at an early stage. If it is done, there is at least a small justification for the exercise.

Many corporate have taken the environmental concerns very seriously. They have started relying upon emails to send

communications, instead of by hard copies, in order to reduce paper consumption. Even the annual reports are sent by emails and the postal ballots are conducted through email only. This is a lesson for the administration of educational institutions. If feedbacks are conducted as eyewash or for the sake of NAAC compliance alone, the exercise can be abandoned to save a lot of paper. There are very many exercises like that: the year-end reports of achievements, the professional details provided at the time of visit by Local Inspection Committee of the University and a lot more documentation created for the purpose of NAAC compliance. NAAC has taken the right step by insisting on online submission of details. It is for the colleges and the universities to plan a comprehensive programme of reducing the consumption of paper by avoiding unnecessary reports and insignificant exercises.



THE CHEQUERED EVALUATION SYSTEM AND THE QUALITY DECELERATION IN HIGHER EDUCATION

A constant aspect of higher education that haunts any educationist is the alarming falling standards of the output of higher education. While plenty of changes have been introduced in order to better the quality of the output, the quality deceleration is at an exponential rate, probably matched by the increase in population. That brings about a wild idea for consideration: is the total wisdom in the world constant and the individual possession is the constant divided by the population? Lesser population witnessed people of higher level of wisdom and larger population gets a lower share of wisdom. Remember, Renaissance happened immediately after a sizeable population had been wiped out particularly in Italy. It was Italy that gave the lead to the Renaissance. The question of wisdom becomes dominant because the quality degradation is happening after the introduction of changes in the evaluation system continuously over the decades. Every time a change was made, it took the quality down a steeper slope. That makes us to ponder whether the deceleration is due to the changes introduced. To answer that, we should understand the direction in which all the changes took the system of evaluation. Did we try to increase our intolerance towards errors, mistakes, lapses, irresponsibility, lack of hard work, casual way of study, distraction-prone attitude and a host of others or did we decrease our intolerance? Or did we try to make everything easy for the students to pass with minimum efforts and minimum class attendance? If at all there is a universally acceptable observation of the evaluation system, it is that we have been making it easier for the students to take up the examinations and get the grades. It is an obvious fact that only by increasing the standards alone

that we can achieve the standards. A 35 to 40% marks to get through an examination shows the philosophical hollowness in prescribing the standards. If we have traversed in the wrong direction over many decades, it becomes very difficult to identify the mistakes and correction. The wrong standard and the wrong direction of unilaterally making it easy to get through in the examinations constitute the cause of quality degradation.

The genesis of the problem that happened during my life time was the systemic change introduced in the system of passing in the SSLC examinations in 1960s. The earlier system was that if a student fails even in one subject, he has to take up all the subjects subsequently in order to get through. There was no way he could take only one or two subjects in which he has failed and get through in the examinations. The rationale was that the standard expected of the student was to take up all the prescribed subjects at a time and get through in the examination. Some educationist thought and suggested that it was enough if the failed student took the examination only in the subject in which he failed. The idea was so popular in a cheaper sense that every mediocre connected with education system accepted and implemented it without any argument. Not only the system spread to the whole country with an electrifying impact, but also the same systemic change was introduced to all the courses in higher education. It is with a lot of apprehension I am raising this point since any suggestion to go back to the old system will be branded as cruel and rejected outright without any consideration. The first nail that was driven in the coffin of quality was this systemic change.

The second major change that afflicted the quality was the introduction of semester system. Semester system has become highly controversial with an aura of progressive nature behind it. The perception of the semester reflecting a progressive mindset is widely held by many including many educational research organisations. But, there was never an effort made to see whether semester is an improvement or a change in the wrong direction

by taking into account the total effect of the semester system on all the aspects of curriculum like number of working days, NSS and NCC programmes, time spent on conducting double the internal assessment examinations and practical examinations (for science students) and participation in extracurricular activities. In Mysore University, semester was introduced for the first time for the 1973-76 batches of students. The memory is vivid since I belong to the last batch of B.Com under annual system during 1972-75. For our immediate juniors, semester was introduced and I was a living witness of the pros and cons of the change introduced. A comparison is made here leaving it to the judgement of the people the impact created by the change, both beneficial and adverse.

In the annual system of B.Com, there was no examination in the first year. Only in the second year, we had examinations for languages, Economics, Economic Geography and Accountancy. They covered what we had studied for two years and not six months or one year. In the third year, we had examination for all major commerce subjects under Group A and under Group B with Group A comprising four theory subjects and Group B comprising four predominantly problem oriented subjects. The portions covered for these examinations had been taught for either two years or three years. We had to take up two years or three years of teaching for the examination in one instance. Quite often, the syllabus was not given. The contents of any book with the requisite title comprised the syllabus. In other words, contents included in cover page to back page of any book on the subject comprised the area of study. The classification into Group A and B was done to select the students for M.Com on the basis of specialisation preferred. For theory specialisation, students were selected on the basis of Group A and for problem oriented subjects like Costing or Taxation, Group B marks were considered. Come semester, all the subjects had six months of teaching as the portions. The ability of studying what had been taught for two or three years was

drastically reduced to the ability of studying the portion taught in six months. The different importance given to different subjects on the basis of teaching length was also obliterated by the uniformity in the length for all subjects. For champions of uniformity, it may appeal. But, we must remember the system of dividing the subjects into minor and major had a merit of its own. To quote the judgement of the Supreme Court, "Treating the unequals equally is a violation of law of equality".

The beneficial impact of the introduction of semester system was that scoring a first class in the examinations became normal. In every college, there were at least four or five students scoring first class. The limited portion of six months made it possible for the students to cover the entire syllabus and prepare accordingly. In the annual system, valuation was very conservative producing one or two first class every year or once in every two years in the entire university. This was in the undivided Mysore University covering half of Karnataka. The majority of the rank holders had second class and were not eligible to apply for jobs requiring a minimum of first class. Even though I had secured eighth rank in B.Com., I had only a second class. Only the first rank holder had a just first class. When Industrial Finance Corporation of India called for applications for the Probationary Officers Post, only one student in the entire Mysore University was eligible to apply. All other B.Com, students including the rank holders were not eligible even to apply. This was one of the reasons as to why people from Karnataka were employed less in Central Government Services. Semester changed all that decisively. But, the adverse impact was lesser attendance and a shorter period of preparation for the examinations. By the time the students reached third year, many of them forgot the very title of the subjects they studied in the first semester. It was amusing for me to speak to many of these students who wiped out their memory at the end of each semester. Then, the students went on a strike and semester was withdrawn to be introduced later. At least, the students had the wisdom that it was a worse system and protested to bring back the annual

system. At present, the students are happy because they have to study only a small portion for the examination.

Another aspect of the examination takes us back by another generation, probably to 1940s, when my own Professor at Manasagangotri had been a student. Prof.J.K.Irani was fondly remembering in 1976 the type of question papers and examination system he had when he was a student. Of course, this is what everyone does, “what a beautiful system I had as a student?” He was making reference to the type of question papers he got as a student. In every question paper, there was an instruction to answer not more than five questions out of the ten questions given. I am sure not many can understand the meaning of it. Not only we have a defective legacy, but also we have come to stage of incomprehension of a good system. Subsequently, when I mentioned this ‘not more than’ business to many of my senior colleagues, I encountered only blank stares. The meaning is that the student is free to choose any number of questions within the maximum of five questions. If he attempts one question, the maximum mark would be 100. In case of two questions attempted, each one carries a maximum of 50 marks. The beauty of the system is that it gives a choice to the students to be intensive or extensive in his approach in gaining knowledge. More than the obvious advantage, I try to calibrate the level of knowledge and maturity of the evaluators who should have the flexibility of allotting maximum marks of 20 to 100 for each question. At least to maintain a remnant of it, we were offered a choice between dissertation and general essay. In General Essay, we had to write for three hours on only one topic.

Compare that with the present system of short questions of eight, four, two or one mark, and of course, objective type of questions. Consider the impact of short questions on the writing ability of the students. Objective types of questions were used only in competitive examinations because of the huge number of answer scripts. Even in recruitment also, there is no need to

complete the valuation by sacrificing the quality. Still to dilute it, objective types of questions started assuming the form of possible answers being given. To convert them to an entertainment mode, “Kaun Banega Karodpati” comes with life-lines. For an entertaining channel like a TV, it does not matter what type of questions are asked, but in a university system of education the ability to write long answers and preparing for such topics intensely should be the hallmark of study and evaluation. Every time the curriculum is recast or the syllabi are changed, the determination is to make the answers as short as possible.

Then, the administrative convenience and financial expediency also create their own shares of trouble. There was a time when the Chief Examiner and Deputy Chief Examiners were asked to come one day before the commencement of central valuation. They had to prepare and discuss the scheme of valuation thoroughly so that they can give the copies of the scheme and instructions to the examiners next day. This called for payment of dearness allowance to the chief and deputy chief for one more day. To save the money now, it is enough if they come and do it on the same day of commencement of central valuation. Earlier, some of the daring chief examiners used to ask all the examiners to work out the problems and get the answers themselves before giving them the scheme of valuation. In the past, all the examiners were informed in the appointment letter itself the subject for which they were appointed as examiners. Many of the examiners used to go to their college, collect the question papers and made references before coming to the central valuation. In order to save the clerical time involved in writing the subjects in the university administration, the subjects are not mentioned now. The examiners will know the subjects only after coming to the valuation centre.

The biggest predator of quality was stopping the valuation remuneration for the UGC pay drawing teachers in Karnataka on the ground that UGC made the examination work mandatory. Every

other state in India did not stop the remuneration. Nobody cared to study the meaning of the term 'mandatory' by studying the implementation of UGC scales elsewhere. People in power thought that by making a rule that it is compulsory can make every teacher to attend the central valuation conducted for which the teachers should come and stay in the University Headquarters for as much time as nearly a month by spending from their pockets. What was going on as a smooth process was turned upside down overnight. Expecting the teachers to come from their places of work and stay in the university headquarters for nearly a month by paying from their pockets is stretching the expectation of altruism to an unrealistic level. Now, there are many street smart teachers who never attended the central valuation work by making use of the loopholes in the system. Around 60 to 70% of the teachers come regularly for valuation either out of their commitment or meeting their fraternity from different colleges or purely out of habit or a matrix of all the three factors. Plenty of Principals of the colleges were coming for valuation when remuneration was there. Some of them even worked as simple examiners under the Chief Examiner, who might only be a lecturer. Now, they don't come due to the administrative pressure and work in the colleges. During the time of central valuation, colleges are empty with the faculty engaged in valuation and the students having their vacation. There are a few noble exceptions to this and I am grateful for them for being the exceptions for the negative aspects of the Principals. The junior and temporary- management -paid staff are being used for the evaluation, which stretches on for nearly a month, thus robbing the teachers of the benefit of vacation.

Let us reluctantly take up the second dose of semester system introduced in Karnataka. Each university vies with the other in getting a pat on its back from UGC like kindergarten kids. And UGC believes Semester is better than Annual System, Credit Based Semester is better than Semester (Is it Debit-based?), and Choice Based System is better than Credit Based System. When I

went to Calicut University last year, I was informed that the University had introduced Choice Based System. On my enquiry further, I came to know that it was purely specialisation subjects offered. The universities are manufacturing labels for the curricula and market them with the UGC. A detailed enquiry will show whether it is really a choice based system or not.

In Mangalore University, they have made the post graduate students to study one subject extra on Saturdays by going to other colleges. Every College offering post graduate course has to offer an extra subjects on Saturdays. The students run to other colleges on Saturdays for studying these subjects for four hours at a stretch. If a student is absent on a Saturday, he loses the study prescribed for the entire week. The architect of Higher Education in India, Macaulay advocated not more than one hour of lecturing on a subject in a day. The modern day communication experts maintain the grasping ability of students do not stretch beyond 15 minutes. But, personally I don't accept 15 minutes, but the one hour has substance. This is called choice-based semester system. What a quaint idea in the name of progressive change? Talk about making mockery of a drastically different system.

For those uninitiated, Choice Based Semester system calls for uniform subjects in a University for all streams of study like Science, Arts, Commerce or Management. A student is free to choose his subjects from all the streams. If six subjects are studied, he can choose two subjects each from Commerce, Science and Arts. A uniform number of lecture hours are prescribed for all the subjects. All the topics are independent of each other unlike the step-ladder system we have like the second chapter is an extension of first chapter and the third chapter is based on second chapter etc. If a student has two of his chosen subjects being conducted simultaneously, he chooses one of the lectures. The other lecture he missed will be conducted again at which time he can attend the missed lecture. Again, it is enough if he attends only 75% of the lecture hours conducted in each subject. Implementation will call for uniform regulation for all the streams and publication of

suitable books in all the subjects. The preparation and implementation will take a minimum of three to five years.

Semester system has a basic folly, which should be understood by educationists at every level. It reduces the actual teaching days by increasing the number of examinations conducted every year. With the number of public holidays growing in number, local holidays contributing their share and classes suspended for conducting many university sponsored or government sponsored or college sponsored for satisfying the NAAC Peer Team visiting the Colleges once in five years and the faculty availing fully the eligible leave and the students being permitted to be absent for 25% of classes, the number of classes attended by an average student does not exceed even 50 hours in a semester. Under the Annual System, there were two internal examinations, one practical examination for science students and one university examination in a year. Now, there are four internal examinations, two practical examinations and two university examinations (which call for nearly five months of vacation for the conduct of examinations and evaluation). No doubt, the university prescribes the minimum number of working days. But, they include all public holidays and the days when classes are suspended for conduct of various functions. What is the use of an examination, if teaching is not adequate?

The Faculty valuing the papers do so six times in a year, for four internal examinations and two elaborate university examinations. Is it possible to make any one understand that evaluation work is mechanical? The more a teacher does it, the less creative he becomes. I was fortunate to be a student of PU Course, when the remnant of the British System was in practice. Tutors were appointed for non-science departments and demonstrators for science departments. They had the duty of conducting the examinations under the guidance of the teaching faculty and evaluating the answer scripts. Entering the marks and every other work connected were done only by them. That way,

the faculty confined themselves only to teaching, which can be reasonably expected to be creative (provided no tuition or special coaching classes are allowed). Now, most of the time the faculty is engaged in examination work only. To make it simple for everyone's comprehension, if you do not fill up the post of a peon, and expect the teacher to give the bell and go to the class in order to save the salary payable to the peon, you are paying teachers' salary for the peon's work. In the course of time, if the teacher enjoys the work of giving the bell rather than teaching, it is not the fault of the faculty. Fortunately, premiere institutions like National Law School of Indian Universities are reviving the tutor system.

To conclude, many believe that the quality regression among the students is only imaginary as each generation believes that the next generation has a lesser quality. Aristotle is reported to have a concern for the declining quality of education. From that time onwards, quality has been going downhill (except during the Renaissance period). The Industrial Revolution made it the worse by its efforts in standardising the teaching and examination like the industrial products. This is evident from the fact that not many can understand Plato's Republic. According to Will Durant, the genius historian, Plato wrote two versions, one for the scholars and another for the commoner. It is the commoner's copy that survived, which the scholars of the day find it difficult to comprehend what is written between the lines. We can understand Lasky's, 'Grammar of Politics', but the commoner's copy of Plato is too difficult to understand. Doesn't it logically mean that the scholars of the present day have less developed faculties than the commoner of Plato's time? The changes that we have been making are only converting the system to a worse situation. It is the direction of our thinking that should be changed rather than changing the system blindly.



A BLUEPRINT FOR HIGHER EDUCATION IN KARNATAKA

The article is about collegiate education comprising the general courses. There is no controversy about the fact that it is in doldrums having numerous maladies so as to render it to a state of coma. But, the controversy is always about what is to be done. Once the discussion is over, we are back to pavilion with no effort on improvement. All that we say about the need to change, the importance of innovation, elevating the status of higher education to international level etc., go to bring in additional measures addressing the problems at cosmetic level. The new systems that are implemented are purely immature and taking back education by decades. Some of the measures suggested by NAAC are nothing but bringing the high school practice of writing work diaries and creation of other documents. The efforts relate to what you do outside the College like presentation of papers, FIP, major projects, minor projectsetc carried out at the cost of class work, and not in the improvement of class work. If you expect the input from the universities, they are far worse than NAAC. Their focus is to generate funds in every possible way rather than generating academic inputs. The universities indulge so much in double talk that they lack reaccreditation from NAAC by more than a decade, proving to be worse than affiliated colleges by a wide margin. Both the UGC and universities are so immature that they have introduced course work for Ph.D. aspirants, just because there is a lot of rush due to the commercial value and promotional opportunities of the Course. They forget the fact that this is done after post-graduation. Coming to affiliated colleges, they are preoccupied with conducting college level conferences for the students of the College with the International, National and State-level tags. There is always UGC and NAAC ready to sponsor the

Conferences along with National Human Rights Commission. For the crores of rupees that are poured in, what is the academic output generated? How much regular class work is lost in conducting these conferences? That is the farthest thing on anyone's mind. Can we look upon the Government to take the lead? No, as there is no stability at any level of collegiate education starting from Education Minister to Secretary, Commissioner and Director and regional directors, each one having a maximum one year and less than that in their assignment. Though many good-intentioned people have come and tried to restructure, they leave either due to transfer or retirement before they can do anything worthwhile.

Status Report

The contemporary history of collegiate education can trace the first malady to the year 1984, when the recruitment stopped. The private colleges suffered more than the Government Colleges. Except the two occasions of regularisation of services of college lecturers under the order of the Supreme Court, there is no filling up of vacancies of teaching and non-teaching staff in private colleges. Even the vacancies created by death, retirement and resignation were not filled up leading to both teaching and administrative and secretarial work suffering seriously. The ad hoc arrangements made by the local managements on a permanent basis took the colleges back to Stone Age. Though a handful of colleges ensured that there is no dilution in the quality of people recruited locally, most of them went back to the decadent system of either caste or religion based recruitment or the Dutch auction route: people who bid to work for the lowest salary are recruited. Some of them do not have the requisite qualification or quality. Such recruitment is not subject to any regulatory compliance. The affiliating entity turns a blind eye and the government has not put into place a system of bringing in all appointments both in aided and unaided colleges, whether for approved post or not,

subject to the approval of collegiate education department as in Maharashtra. Again, different salary is paid to different people depending upon the person, the subjects they teach and under whose tutelage the lecturer has been recruited. Though the aided colleges contribute to a major share of the Gross Enrollment Ratio, the Government has not pronounced its policy in concrete terms about the grant-in-aid.

The resultant is another malady affecting the system: the difference in the payment made by the students seeking admission between a Government College and an Aided College. In the neighbouring state of Kerala, there is no difference in the payments made by the students between a Government College and an Aided College. The admission is strictly according to Government Rules and the list of admitted students is put on the notice board. The fact that they pay not more than five hundred rupees per semester in both Government and Aided College for graduation or post-graduation including MBA makes us feel inferior as lakhs of rupees are spent by the parents in Karnataka in the process of getting higher education for their children. Apart from doing regular recruitment, Kerala Government also approves new subjects, courses or combinations to admit them for grant-in-aid. In Karnataka, having the Indian Silicon City Bangalore as its capital, even computer subjects are not recognised for grant-in aid, leave alone other new subjects like bio-technology and agri-technology. Only big change to happen in the recent times is the affiliation given to the private colleges to open post-graduation courses particularly in Commerce. As it is for augmenting the revenue of the Universities, most of the private colleges run them as parking space of students until their marriage or employment. Only a few colleges offer the post-graduate atmosphere for such courses.

Coming to the subjects and combinations offered, many colleges in the nearby vicinity offer the same combinations for arts and science courses. The HEP combination for arts and PCM combination for science students take away any choice that

otherwise would have been available to the students. The affiliating authority could have played a greater role in allotting the combinations so as to bring in diversity. This would have given a choice to the students and also would have avoided the competition among the colleges leading to unviable number of students for each of the colleges. The imagination of the management and the faculty will be left numb in the long run regarding the wide choice of subjects and combinations available. It is interesting to note that many colleges in West Bengal offer Philosophy as a subject for the degree course, whereas we have to go in search of the subject in our state. Same is the fate that has happened to subjects like Logic, Anthropology, Geology, Earth Science, Ecology etc in the modern time of technology and environmental concerns. In Commerce and Management Courses, we do not hear about Organisation and Methods, which would be supplementing Networking and ERP Technology initiative of organisations. Everywhere, you hear about HR, Insurance and Banking, as if these were new subjects by anyone's imagination. No board of studies thinks about creation of new subjects in order to satisfy the present day requirements due to the changing conditions. Again content creation is never their business except suggesting the books from which ready material is available.

I fear to tread the space of curriculum, syllabi and examination systems. Having taken up the task of observing the status, there is no escaping from the consequences. Looking at the examination system, everyone is concerned about the writing ability of the students going down day by day. The emails and the SMS are blamed for this. However, the cause is far more deep routed than the simple blaming of the SMS. Over the years, attempts have been made in miniaturising the answers rather than encouraging the students to attempt essay type questions. Initially, the students were required attempt five questions in each theory paper. In the name of reforms, the 20 marks questions were changed to 16 marks, 8 marks, 4 marks, 2 marks and even 1 mark questions. Now, the madness is to go in for objective types of

questions. Instead of the candidates writing the answers, they are simply required to tick the boxes containing four possible answers. For the benefit of easy evaluation and machine aided evaluation, we have robbed the students of the chance of understanding the concepts and answering the questions. Blindly ticking the boxes can lead to getting success in the examinations. The tragedy is the same objective types of questions are introduced even for the NET/SLET examinations. The examinations that give eligibility to research scholars and future teachers are in line with the entertainment mode of evaluation system used by 'KaunBanegaKarodpati' programme (It is a good thing that lifelines like 'phone a friend' or 'double dip' are not given) .

The subjects that are prescribed have been stagnant and out-dated by decades. The revision of the syllabi now and then is nothing but affixing a new label. The area of concern is taking the language subjects away from literature. For commerce and business management students, literature was denied right from the beginning. It was Letter-writing that was important than the grandeur world of Shakespeare or the beautifully natural world of Wordsworth. Letter -writing became Commercial Correspondence, then Office Communication and finally Executive Communication. Imagine the class room atmosphere for teachers and the students between literature and the clerical work of punctuations and addresses. Is it necessary to teach the students how to write letters, when they have studied literature? The stagnation in the subjects is more for the convenience of the faculty rather than for the easy understanding of the students. Over decades of syllabus framing does not involve content creation at any point of time. I remember, while participating in the Board of Studies of an Autonomous College, the question of material not available for teaching the Accounts maintained by local bodies like Municipal Corporations. The faculty raising the question was good enough to accept the suggestion of contacting a few local bodies and get the material that can be converted into the required content. This should be a regular exercise brought about by the Ph.D. holding

faculty. The very purpose of conducting a survey and collecting the primary data as a prelude to writing a thesis is to get the competence to create new topics and create the content for the same.

Many colleges came to possess LCD Projectors and other teaching aids. With the exception of management colleges and a few well managed colleges, most of the other colleges possess them only as show pieces. Efforts are not made for the regular usage of the Projectors. The computers used have out-dated operating systems, free and ineffective anti-virus programme, lack of readiness for the usage, pirated software and any other undesirable aspects. Even though, many DVDs are available about most of the subjects, there is a total dependence on books. The effort made in the absorption ICT is pathetic. The claims made and the realities have a wide margin of difference. There are many books that carry the CDs free of cost. No system is established for collection and usage by either the students or the faculty. Preparing a list of the CDs and making them available to the faculty and students would have led to a better absorption IT in learning.

One more serious problem afflicting higher education is lack of takers for some of the courses. It is heartening to note that the interest in Science Courses is getting revived. But, a serious introspection of what went wrong with these courses can prevent us from making the same mistakes. Coming to science courses, the obsession of science teachers in conducting coaching classes for PUC in total negligence of degree students was the genesis of the problem. In order to make extra money, the whole lot of our science brothers concentrated only on PU classes. During the pre-bifurcation period, the tail was wagging the head: programme of PU classes decided the programmes of Degree Section. It was very painful to hear some of the science faculty saying that it would be suffocating for them to engage only degree classes due to bifurcation. That negligence by the Faculty resulted in the negligence of the Course by the students. Now that we came a

long way from bifurcation, the student community is taking a fresh interest in the basic science courses. Arts courses lost their sheen due to making everything easy and making every student to pass. The courses lose their seriousness, if the examination is eyewash. There is also lesser employment by the industry. In addition, the present generation is becoming visual and restless in the absence of doing any work, due to the exposure to the electronic media. Sitting through a class of theory discussion, which does not engage them may not be everyone's cup of tea.

The Blueprint

The remedies are obvious:

- A] Recruitment of Faculty:** The vacancies of teaching and non-teaching should be filled up. A separate College Recruitment Board can be established for recruiting teaching and non-teaching staff for private colleges and Government Colleges. Even for the unaided courses, the recruitment of management staff should be done by the Recruitment Board. The Government can come out with a separate scale for the management staff. This will avoid recruitment of unqualified personnel by the managements.
- B] Establishment of Consortium of Colleges:** A Consortium can be established in a radius of eight to ten kilometres. The area prescribed can vary like a city area or a Taluk or one or two Taluks put together. The idea is to select an area the width of which is not too much for the students to travel in terms of money, time and effort. The Consortium can comprise private, aided, autonomous and Government Colleges in the Consortium area. Apart from ensuring a wider choice of combination available to the students, this can ensure the following:
- Allot different combinations of arts and science so that each college has a distinct combination. A few popular combinations may be allotted for more than one college

- Let a single application form be taken by a student by paying a token application fee (in contrast to the hefty application fee collected by some of the Colleges)
- The candidate can fill in the name of the College, the Course and the Combination
- Seats can be allotted as per Government Rules
- If the Colleges in the Consortium are not able to absorb all the students, additional batches can be sanctioned in consultation with the Colleges
- Managements can submit their requirements of faculty through the Consortium, which in turn will get them from the College Recruitment Council
- The Government should have the power of transferring the faculty within the Consortium on the basis of need

C] Revamping the Syllabi & Curriculum: The relevance of the subjects taught and the new subjects to be introduced are to be identified. Expertise can be obtained even from outside the State also. Subjects taught in each of the Courses in various states can be compiled into a list. The strength and relevance of each subject can be discussed before selection of the relevant subjects. For language subjects, importance should be given to literature. Language subjects should be common for all the Courses. Certain hours can be allotted for teaching Phonetics in each of the language subjects and the teaching should be through a complete engagement of the students.

D] Absorption of ICT: Libraries can have a digital section comprising the CDs provided along with the books. The Faculty and students can use and copy them. DVDs marketed by CNBC TV 18, National Geographic, All India Management Association etc can be purchased and stored in the library

for usage by students and the faculty. An ITC Handler can be appointed from among the faculty to ensure that all these teaching aids are put in a readily usable condition and virus-free.

- E) Appointment of Academic Handlers:** In every department, an Academic Handler can be appointed in charge of two or more junior teachers. The Handler will hold periodic counselling and ensure the faculty to visit book stores regularly, visit book exhibitions, present papers in conferences, use the ICT for class room discussion, take up the examinations, write books, join professional organisations to attend the guest lectures arranged etc. The Handler has to ensure a continuous and intensive attempt on the part of his wards for improving qualifications and also quality.

Conclusion: A critical examination of the present system in its wholesome length can bring out many other shortcomings and components to the Blueprint. It is restricted to this length because the suggested measures themselves will take a quite a lot of grit on the part of the Government and Universities to make them see the light of day. The process of implementation will guide us to go further.



REGRESSIVE INTELLECTUALISM AND THE EVOLUTION OF EVALUATION SYSTEM

Talks never tire of reforming the curriculum, evaluation and the quality of output of Higher Education. Every time, one comes across such talks, the hopes rear their head that better days are ahead for the system. But, a keen observer will only tremble every time the talks rear their head. He has become a cynic as every single effort in the past only moved the evaluation system from one level of depravity to a higher level of depravity. The competition is never found wanting in pushing down the system towards an abyss from which there can be no return. The tragic state of affairs has reached a level that most of the educationists who should be evaluating the system with the critical eyes of a scholar have welded their mindset to a unidirectional system of plagiarizing the system of some other country with no relevance and no debate about its validity. All those who support the system are progressive educationists and the people who criticize are branded as conservative or old fashioned people.

Very often, we come across the criticism of the British Education System and the derision that is showered on Lord Macaulay. Most of the positive aspects of the present education system are those that have not been changed until now. The scientific approach made to determine the workload of the teachers and its adoption by most of the Universities is one such example. One shudders to think what would have happened if it were to be decided by the present educationists, who are academically uncivilized barbarians. If one pauses to think about the quality of products turned out by the universities in 1950s and 1960s, the quality of the scholarship of most of our national leaders present the stark contrast to the products of the present day university system. The likes of Gandhi, Subhash Chandra Bose,

Tagore, Sardar Vallabhai Patel can only be a product of fiction or imagination. To think that they did not have any of the modern day training content like HRD, Soft-skills, Executive Communication, Leadership Camps, Yoga and Meditation, Career Counselling automatically creates the question how was the quality made. What might have been the evaluation system that ensured such a high decimal excellence (of course the word excellence was not used as widely as it is now). Surely, the evaluation system also must have contributed towards the quality of output from the colleges and the universities.

Not quite long ago, the educationists were very much aware that all examination related work was mechanical and would sap the creativity from the teaching faculty. Therefore, the examination work was entrusted to Tutors appointed for this purpose in non-science subjects and Demonstrators in science subjects. They undertook all the examination work under the guidance of the regular faculty. A conscious effort was made to reduce the evaluation work of the regular faculty. Such a system looks silly in the present day as most of the teachers are engaged in evaluation work most of the time under the semester system. Even the UGC, the highest facilitating body in Higher Education had the audacity of declaring that the evaluation work is mandatory on the part of teachers. However, it is heartening to note that some of the prestigious institutions like National Law School of Indian Universities are bringing back the Tutors System. Making the faculty to engage in the mechanical activity of evaluation for most part of the academic year and expecting quality only evinces the ignorance of the thinkers and administrators.

Repeatedly, we witness the concern about the falling standards in the writing ability of students and faculty. However, the will to understand the requirement for improving the writing ability is universally absent. It is always assumed that all the educationists know the changes that are to be made in the examination system. There is a Mac Donald type mindset for

reducing the size of answer in examination. Everyone is fond of suggesting shorter questions on the ground that the evaluation would be easier or there would be better uniformity in the award of marks. A further academic perversion is to move towards objective type of questions. No one even tentatively ask the question whether long answers improve the writing ability or the short answers. In all examination reforms, the easiness of evaluation and the administrative convenience decide the change. It is never the improvement in the quality of students or honing their skill-set. The argument is always that objective types of answers are easy to value. Furthermore, it is argued that we can move towards computerization of evaluation and early announcement of results.

The system that existed may not be within the knowledge horizon of the young faculty. To put it within the level of their awareness, it is necessary to travel back in time and start at the genesis of the evaluation system. During 1975-77, when I was a student in the Post Graduate Department of Commerce at Manasa Gangotri, Mysore, Prof. J.K.Irani was fondly remembering the system that was no longer in existence. During his student days, the Graduation level question papers and Post Graduation level question papers had a distinct variation. All the Graduation level question papers contained essay type questions and the students were required to answer five questions out of ten questions. This was uniform to all the universities so that the pattern of question paper was universally known to everyone. This was the system under which most of the senior faculty of the present day obtained their degrees. At the Post Graduate level, question paper was vastly different in effect, but in form, it would look like not much different from the Graduation level question papers. At the PG level, there were ten questions, but the instruction in the question paper was to answer not more than five questions.

Not many will understand the effect of this difference, unless we explain the meaning of the instruction. An undergraduate

student has to answer compulsorily five questions to target the maximum marks. At the PG level, the students can answer any number of questions, between one to five. If he attempts one question, it carries 100 marks, if he attempts two questions each question carries 50 marks, three questions carry $33\frac{1}{3}$ each and four questions attempted will assign twenty five marks each, and the final five questions will allot 20 marks each of the questions. What a splendid system of evaluation to ensure the writing ability of the students and what versatile teachers must have been there to evaluate such papers? The intellectual mind that invented this system and the minds that accepted the system comprised the faculty of that time. Leave alone acceptance of the system, it is better to avoid counting the number of minds that understand the beauty of such a pattern of question papers.

Someone came on the scene, who wanted the PG and UG to have the same pattern of question papers and successfully ensured that the writing ability of UG and PG students to be brought on par. In other words, the PG studies were reduced to the level of the UG. He or they might have thought that they have improved the system vastly by making them uniform, without the sense to understand that they were at two levels of academic development. It is the same process by which, the standards are being brought down with every change that we are making pretending that we are improving the system. Different levels of study require a different system of examination is a wisdom long forgotten by everyone. At every level, there is a tendency to make the examination uniform. More of it can be taken at a later stage.

Dr.J.K.Irani wanted to retain a remnant of the old system, knowing fully well that he could not follow for all the subjects. Students in the final year M.Com were offered the opportunity of writing dissertation on a topic of their choice. This was regarded as special and so all the students were not compelled to take up dissertation. It was made clear that the students who would like to pursue their Ph.D programme after the completion of their PG

course could opt for dissertation. For all other students, there was a General Essay Paper. Assignments were given throughout the year on varied topics concerning business and industry. In the examination, ten questions were asked and a student should attempt one question and write on that for three hours. In this system, Prof. Irani focused on two points: work involving intensive efforts like Project Report or dissertation should be assigned only to a limited number of students and not for all students in the class as no institution has sufficient number of faculty to monitor the progress of preparation done by all the students; the second was to ensure the improvement in the writing ability of the students by asking them to write the lengthiest answer stretching for three hours. There are many courses that make Project Report compulsory for all the students never bothering to determine the amount of time that should be spent by the faculty in guiding the students or how many faculty are there in the institution and also how much time is needed to evaluate the project report to award the marks.

To retrace our steps to the problem of making the examinations at different levels uniform with no logic, rhyme or reason, except for the administrative convenience, there is an increasing tendency to make the answers short. From 16 or 20 marks questions, there are questions that requires half the length with 8 marks, quarter length carrying 4 marks, $\frac{1}{8}$ of it carrying two marks. There are also questions carrying one mark each. Then again, there should be no need for writing the answer. Give the objective type with multiple choice questions. There is no need to prepare for the examination. As life is subjected to chance factor as in 'Kaun Banega Karodpathi', the university question paper can also be such a chance effort. Objective type questions were never part of education system. It was designed only for conducting competitive examinations for the recruitment of employees. Organisations including banks conducted the examination at the national level. Therefore, the evaluation must

take lesser effort and naturally the objective type was suitable. Moreover, they believed that the colleges and universities, by not following the objective types of questions, would ensure certain level of writing ability on the part of the students.

The entry of objective type of questions into the academic world is also not by a logical thinking; but only through a myopic understanding. In 1970s, PUC was affiliated to the respective universities. It was appropriate as only the universities can transform the students from the text book oriented system of high school education to the reference book oriented curriculum of university education. Again, administration is easy with each university taking care of the PUC in their affiliation jurisdiction. Then, a PUC Board was created with the argument that when the students compete at the state level, the differences among the universities do not offer a level playing field. But, the same Board started conducting a Common Entrance Test (CET), effectively disbelieving the PUC Certificates and marks cards issued by it. Where was the need for another examination, if the same body conducted the PUC examinations? There would have been some meaning, if PUC was offered by the respective universities. The arguments could have been given that different universities have different evaluation system and therefore the CET. Again, it had to be conducted at the state level. Evaluation took a lot of time. However, admission to medical and engineering colleges can not wait for such a long time as the evaluation of CET papers required. The managements of these institutions wanted the multiple crore of rupees of capitation fees from the students as quickly as possible. The solution is anybody's guess. Objective type of questions crept into the academic world to make the evaluation and tabulation process easier and less time-consuming.

At the degree level, the credit based semester saw the introduction of the system for the unwanted subject of Constitution introduced for all the degrees. One can see majority of the students out of the examination hall in 30 to 40 minutes. For other subjects

and streams, it is not long before that objective type of questions will make their presence. The farce is not these developments, but it is the adoption of objective type of questions at the national level for the National Eligibility Test (NET) conducted by UGC as the additional qualification for a teacher or for the purpose of starting on a Ph.D Programme. The first serious issue is to whom the examination is to be conducted. It is for the students who have extensive knowledge on a vast number of topics with no intensive knowledge on any topic (not in the not more than five questions system discussed earlier). Faculty in the colleges prepare for one or a few topics in each class with intensive knowledge. Once accustomed to the system, their competence is to prepare intensively for a few topics. For them, if the objective type or any type of examination is conducted, wisdom dictates that those who fail in the examinations qualify and those who pass definitely disqualify. As this is not acceptable, the examination is also a wasted effort.

Not to be second to anyone in this respect, the universities introduce entrance examinations and course work for people who want to carry on a Ph.D programme. Again, there is not even an iota of intellectualism whether the examination and course work is appropriate at that level of study. Even the system of Ph.D, which we have borrowed from the USA has converted the programme into a one-time affair of conducting a statistical survey of a convenience sample. No earlier effort is needed before the programme and no continuity after that. It was amusing to listen to a Ph.D awardee, when she was felicitated by a subject association. She declared that she had no reading habit earlier and she did not know which books to refer. It was only her Guide who enlightened her about the books to be read. She also advised that everyone should have the experience as it gave the habit of reading. This was from a faculty who had put in a service of not less than 15 years in teaching (of course, with no reading habit). In Europe, an experienced faculty can submit the teaching material used by him to an expert committee appointed by a university. If

the material has originality, the doctorate gets conferred. Such an arrangement connects teaching in the college and the Ph.D programme instead of making the degree isolated from teaching.

Not following such a system is a folly by itself. Adding insult to injury, examination is conducted for all the aspiring candidates. To make matter worse, course work is made essential. They have to sit in classes and listen to the lecture of a set of prescribed topics. No one is questioning the fact that the time spent in the class room is the time taken away from research. Therefore, it is likely to reduce or convert the Ph.D programme into a class work and an examination. It is like an adult suffering from malnutrition getting advised by the doctor to go back to feeding bottle practice to gain what has been lost in the childhood. To further make it outrageous, give the suggestion that the adult must lie in a cradle and should start getting bottle-fed. The examination and course work are nothing but the feeding bottle and the cradle. What makes it further outrageous is, that no faculty is raising objection for the relevance of the system, but only want flexibility in doing the course work. No one feels that he is insulted to go back to the class work, where his own student in the UG who has joined University as a faculty may become the teacher. Nobody questions the relevance of a new examination introduced. The effort is made only to dilute it or make a superficial change. Otherwise, blame the failing candidates for not having the requisite quality.

Examination is desirable only at the entry level. What is needed afterwards is training of different types and varieties. Examination maladministered will yield the wrong results and create the negative effect on the employees. There are no training programmes for the faculty after their joining the profession. Managements do not even think about it seriously. Universities have become examination conducting agencies. Therefore, they show the least interest in developing the faculty in the affiliated colleges academically. UGC is obsessed with FIPs and Conferences. Every programme has to be a mega-event involving

many lakh of rupees with dubious outcome. There is virtually nobody who is concerned with improving the reading and writing ability of the faculty and enhancing the subject knowledge. Even if the workshops are conducted by the Subjects Associations, either the teachers are not deputed on the reason of disruption of the classes or they have no desire in attending the workshop. What the system of examination has failed to do, could not be corrected by the administration of higher education also. A teacher getting his qualification from a bad examination system is like a virus. It will go on multiplying by dividing or splitting itself. The total erosion of quality of the output of higher education is a direct outcome of the cause. The malaise can be corrected by understanding and adopting what has been directly or indirectly suggested through the glimpses of the past.



NON-TEACHING FACULTY

Teaching is one of the oldest professions of mankind and also the source of sustenance of the human race. The type of knowledge explosion that has made human knowledge to surpass human understanding, as Will Durant puts in his Story of Philosophy, the teaching profession assumed the onus of carrying it on from generation to generation. The ancient time teaching in the Eastern part of the World saw colleges and universities getting established away from the places of civilization so that education need not be corrupted by the street smart practices of the civilized world. The Indian tradition was to get the education from the Gurus who were living in the forests or universities established far away from the human dwellings and trade centers. The Greek practices have shown that the teachers lived in the same society and guided the members of the society in resetting their lives based on a sound philosophy. The teachings of Socrates, Plato and Aristotle got transmitted over many centuries even though the method of storage of knowledge could not stand the passing of time. The wisdom continued to live because their teachings could very well stand the test of time. The folly of the system was that Socrates was rewarded for his teaching through a punishment in the form of hemlock. This should have taught the world that teaching in true earnest for the common man will be punished because the world in general does not accept the truth. That could have been the reason that the teaching institutions were away from the society. The teachers' full time occupation was thinking, learning and teaching. The value of that can be understood by only a discerning few with the required intellect. People who value everything in terms of a visible physical form or weight cannot understand the value of this.

Very tentatively and fearfully, we touch the Fast Forward button and come to the present day and modern world. Until recently, even though the schools, colleges and universities were very much in the vicinity of the civilized world. The educationists were intellectuals, even though they might have been illiterates or semi-illiterates, who understood the value of teaching and expected the teachers not to do anything more than teaching. Quality in learning was preserved. With the society becoming wealthier, a large number of well qualified promoters and policy makers entered the education scene. It is but natural that one expects revolutionary changes. Changes did take place along with massacre, which is very much part of any revolution. The type of depravity to which education and the teachers were moved compels us to call these educationists to be educational contractors.

The emergence of commercial dimension to education took not only the education and the educationists in a different direction, but also created a distortion in the priorities of the teaching faculty. Many of the teachers are prisoners of the compulsions created by the system, while the new generation moulded itself to the existing model. Many an institution created for reforming the system made attempts to continue the system in the wrong direction in which it is traversing rather than reversing the trend and bring it back to the changed direction.

The first institution that has failed miserably is University Grants Commission (UGC). In its effort to make the teachers to be more accountable, it identified four areas for the teacher: teaching, research, publication and consultancy. Carrying on the tasks in the non-teaching areas, it is not made known whether it can be at the cost of teaching or in addition to teaching. Undertaking a project can take the teacher away from the institution of teaching. Going to Andhra University for participation in a Refresher Course in 1994, I had the occasion to listen to a Resource Person, who was a faculty in the Post-Graduate Department of Commerce. He

was boasting about the number of projects he was working on and concluded that he had not entered his Department for the previous 11 years. For 11 years, he was a non-teaching faculty. The acceptance of the American model, where a researcher continues his work in exclusion of teaching in his institution compartmentalises teaching and research so that the benefit of class room teaching material being used in research can not be thought of. The inputs from research being used in the class room teaching are also remote as the area of research is too specific as in the case of taking a statistical survey. The European practice of an expert committee awarding Ph.D after examining the quality of material used in the class room teaching will go a long way in blending class room teaching and research. The UGC should examine the model and bring it for adoption in India.

The second institution is the respective universities. In their best wisdom, they chose to introduce semester sytem at the prompting done by UGC. Anyone supporting semester was considered to be progressive and anybody else having any reservation about it was branded as conservatives opposing any change. If the semester has a tag like credit-based, it is better. If it is choice based, it is still better. The resultant is the multiplicity of examinations in which the students and the faculty are continuously engaged. Instead of two terminal examinations and one practical examination and one university examination in a year, it is four terminal examinations, two practical examinations and two university examinations. Naturally, the faculty is under the compulsion of evaluating the students rather than teaching the students. For the predominant part of the year, the faculty does not teach, but is engaged in the conduct of examinations and evaluation of the papers. In the odd semester examination conducted by Mangalore University, the teachers did the evaluation work for 59 days regarding BBM papers. 59 days of evaluation work per semester was done by the faculty. Deduct another 15 days for conducting two terminal examinations. One

can imagine how many classes were conducted in the following even semester by the concerned faculty. What happened was a big academic circus or tamasha.

The third institution is NAAC, which is being talked about like the CIA in the USA or KGB in the erstwhile Soviet Union. The quality of an institution is being reduced to certain decimal numbers between 2 and 3. People talk about 2.67 or 2.89 etc as the quality of their college. The NAAC Committee expects the colleges to move the sky and bring it down to earth. Conferences, research projects, community development programmes, outreach programmes, certificate courses, and the list goes on. There is no mention of the class work or the reading habits of the faculty. At no point of time the peer team is interested in asking the faculty about the frequency of library visits, visits to book-exhibition or visits to the book shops. Neither any attempt is made to encourage the colleges to arrange book exhibitions in the colleges themselves for the benefit of students and the public. NAAC does not realize the fact that what they are asking for is making the Colleges to function like Mac Donald Hamburger Points. The colleges are getting standardized preparing themselves for the approval of the Peer Committee every five years rather than serving the interest of the students. The Faculty is taken away from teaching by a wide margin. Many a faculty is very busy taking up minor projects, Ph.D., programmes, Publications, presentation in seminars in far away places including foreign countries. The number of working days lost in the process of global trotting is not being considered as a serious matter. The total result of all the people presenting the papers, and the advancement the concerned discipline witnessed make the whole thing a zero sum game. The time allotted for the presentation in such conferences and the seriousness with which the conferences are conducted are under a very thick cloud. Very often, either the proceedings are not published or none of the reports are sent to any government department in order to help in the policy framing. The total number

of working days lost in the process adds to the days of non-teaching by the faculty.

Another contributor is the government. Every single public holiday is applicable to the educational institutions first. National holidays, state holidays, local holidays and suspension of classes to accommodate government sponsored programmes give the faculty either no work or non-teaching work. The programmes may be good for exposing the students to the serious problems of the society. They can as well be conducted during the birth day celebrations of the national leaders. What better way is there to celebrate the birthday of great leaders than to conduct social awareness programmes for the benefit of the students? Again, the educational institutions can be exempted from these holidays. On those days, a half an hour programme can be conducted to make the students aware of the significance of the day. That will make the faculty to be teaching for a few more days.

The last one to contribute is the faculty itself. With the passing of days, professionalism is decreasing in the teaching faculty. Taking care of the family, performing religious duties, attending the social functions and other unprofessional spending of time has become the hallmark of a teacher. A globe-trotting teacher did not furnish the details of the examiners valuing in the concerned subject to the Chairman of the Board in the recently conducted Mangalore University examinations evaluation creating a last minute crisis. When the faculty was asked for explanation, the answer was that it was not possible to write the names of 23 people on a paper. A person who can present a paper in the international seminar can not write down the names of 23 examiners and the number of scripts valued by them. So much for the professionalism! The habit of visiting the library is vanishing. The expectation that each faculty will possess a private collection of books appears ludicrous. Many appreciate the habit of buying books in others, but they never make it a point to adopt it for themselves. Teaching and learning are inseparable and it is very

difficult to say whether one is teaching or learning even though the faculty may be in the process of teaching. Not spending time in learning makes the teaching to be a pain for the teacher. No doubt, it is a bigger pain for the students who are unfortunate to be in the class of such faculty. Where each faculty becomes a mobile encyclopedia over the years, there is nothing more the students can ask for. The funny things and extra-fittings the educational contractors expect out of the faculty will look silly in essence.

The net effect of all the actions of these institutions is that the faculty teaches less and indulges in non-teaching work more. The passion one witnesses in the faculty for the subjects taught and the concepts contained in the subjects are waning. A good many are becoming automatons that get activated on the entry into the class and deactivated at the second bell. The student community also becomes a victim to confine their learning to the class work, and the learning is conditioned by the toll of the bell. It is a million dollar question as to how we liberate Prometheus from the narrow confines of boorish expectations and let him unleash his power in the true enlightenment of the students and the faculty.



THE TRAGIC SAGA OF INDIAN UNIVERSITIES WITH SPECIFIC REFERENCE TO KARNATAKA

The tale of the universities in Karnataka are like the journey of river Ganges from the purity of Himalaya to the polluted Hoogly in Kolkata. Starting from the days of Takshila to the modern day's existence is no less a polluted journey than that of mother Ganges. From the pristine objective of being the beacon of wisdom and academic development, the universities in Karnataka have become obese immature boys putting on the weight of corruption, nepotism, casteism, favouritism, ad hoc management, and day to day shift in policies and programmes. Instead of generating wisdom, it has created power centers that feed on the University for their own selfish ends. The vision and mission are confined to the bill boards at the entrance of the universities and the reports generated for consumption by NAAC Peer Team on their mandatory visit once in five years.

A drastic change that came to afflict most of the universities is the transformation of the role of being agents for conducting examinations and declaring the results. Many a vice-chancellor lamented about the fact even under the Annual System of examinations. UGC, in its own wisdom, coerced most of the universities to accept semester system in the name of progress. This move pushed the universities more towards conducting two full fledged examinations per year instead of one examination. The teachers, the colleges, the non-teaching staff and the universities spend most of their time in conducting the examinations, declaring the results and issuing marks cards. When marks cards scandals arise now and then, some more time is spent in managing the circus. Just compare it to the system, when both teachers and universities spent more time in academic development not long ago. Tutors were provided in non-science

department and demonstrators in science departments. The tutors were required to do the entire process of examinations under the guidance of the faculty. The wisdom behind the system was that examination work is mechanical and teaching work is creative. The teaching faculty should not engage themselves in the mechanical work. Compare that wisdom to the present day faculty who spends more time in examination related work than teaching. It is gratifying to note that premiere institutions like National Law School of Indian Universities are bringing back the Tutors System. It is time that universities leave the work of conducting examinations to the colleges and merely supervise the work by devoting a minimum time.

Another area, where universities lost their perspective is losing their authority in academic matters in favour of the government departments. With many of the universities becoming state universities in Karnataka, they depend on the finance provided by state government. Using the role of being the pay masters, the government departments usurped the powers of the universities in many academic matters. The rules applicable to the universities are no less bureaucratic than the PWD department. The Board of Appointments no longer has the power to fix the scales of the recruited faculty based on their qualifications and experience. Every recruited teacher has to start only with the entry level remuneration. There was a time when even the workload of the teachers in affiliated colleges was determined by the universities. Now, even the workloads of the teachers in the universities are determined by the government departments.

The role of universities as affiliating authority is also diluted with every educational contractor getting affiliation for his college. The contractor may find it more difficult in getting the building license from the Municipal Corporation than getting affiliation from the University to a college in the same building. No longer any condition needs to be fulfilled. Affiliation is given even to colleges without having a building, leave alone a library,

sports ground, hostel, toilets, rest-room and other amenities. There were times when the Affiliation Committee investigated about the objectives of the promoters and rejected affiliation to the promoters having a business background. Now, universities are ready to rename the buildings and departments in the names of private donors. No wonder, in a short time from now, every bootlegger will get the names of his parents or his own name contributed to the buildings and departments. Yes, Sir, we are available for sale, if the price bid is right.

One more peculiarity is the establishment of specialised universities for Engineering, Medical, Women etc in various parts of Karnataka. The idea of a university is that it has all the branches of study under its fold. Where, it has only a few branches of study, it makes the institution a college and not a university. If more universities are needed, the government can do so. To make the universities more responsive to the requirement of the colleges, the government can remove the area restriction so that a college can seek affiliation from university. Opening specialised universities do not carry any wisdom on the part of the government except satisfying the vested interests.

What is afflicting most of the universities is simple plagiarism of American practices and a higher degree of commercialisation. The universities are functioning like any unscrupulous trader out to get the maximum blood of the customers. Instead of functioning as a beacon of wisdom, the universities copied the commercial model of Engineering and Medical Colleges in introducing the capitation fees in the form of payment seats and merit seats. With an alternative available to the graduates to join BPO or such other companies and the capitation fee becoming a deterrent for pursuing post graduation, the cream of the students will shy away from post graduate studies. This will create a long term impact on the quality of faculty available. The adverse impact is felt by the colleges even now. Getting a good faculty has become a dream. One may not see a

single candidate who may possess even three out of ten qualities required of a teacher even among a group of 100 candidates. Naturally, one shudders to think about the future. A model and an ideal university should have the following characteristics:

1. It must function as an effective affiliating authority
2. Post Graduate Courses offered at the rates at which they are offered in Government colleges
3. They should have academic staff colleges offering intensive training and conducting workshops on varied subjects even for shorter duration like a few days
4. The supervisory role of colleges should be strengthened so as to fix up the scales for management paid staff and also to ensure only properly qualified teachers are appointed
5. It can also set up a Teachers Recruitment Commission so as to recruit and provide good teaching faculty to affiliated colleges
6. Delegate the duties of conducting the examinations to the colleges
7. Give full autonomy to colleges to devise their curriculum with the required checks and balances to ensure quality
8. Revise the syllabus at least once in a year, if it remains the prerogative of the colleges, and once in two years for non-autonomous colleges
9. Make the Boards of Studies to meet at least once in two months to deliberate on the existing curriculum and design a new curriculum over a period of one or two years
10. Do not appoint any Dean or Head of the Department to be a full- fledged officer like Registrar (Evaluation) or Finance Officer to carry on the work as an extra burden apart from the usual teaching and administrative work.

Finally, if the Universities are bold enough to try only what has merit, abandon the idea of semester, whether it is choice-based or credit based and bring back the Annual System for the overall development of the students. If necessary, feedback can be obtained from all those who are concerned about the semester system and the decision can be made on the basis of the input generated. Ever since its introduction, most of the teachers are demoralised for carrying on non-teaching work more than teaching work. Reading habits are coming down drastically, as the teacher runs as if Alice in Wonderland to remain where he is in terms of portions, extra-curricular activities and the multiplicity of terminal examinations even within the short duration of a semester.

The students have become almost robots created out of defective programming. They run to catch the trains of almost one examination per month. It is doubtful whether a student in Final Year can remember the titles of all the subjects he has studied in the Course in the first two years. The Supreme Court made it compulsory that every student should study Constitution so that one more subject was added. An inter-disciplinary subject was added at the time of introducing Credit-Based semester scheme. In addition, extracurricular activities are added as a subject. Many colleges introduced compulsory certificate courses to please the NAAC Peer Committee or because the UGC has sanctioned grants. The resultant is the five hour teaching per day is increased to six hours per day and Saturday almost becomes a full day. In subjects having heavy syllabus, there is the compulsion of special classes. The net effect is one tired group of students in the teen age and the second tired group of teachers nearing their retirement age or only a few years to go before retirement. Only a radical and intensive study can throw light on the pathetic condition. Let us believe, better wisdom will prevail on the part of planners.



VALUES IN COMMERCE AND MANAGEMENT EDUCATION

The human knowledge which was growing by leaps and bounds in the Renaissance period in Europe and the scientific discoveries that were made became a witness for the irrefutable proof that man was advancing in knowledge. The pace of scientific discovery and advancement of knowledge was so consistent that the French Mathematician, Marquis D' Condorcet advanced the theory in his book, "Search for a Historical Picture of the Progress of the Human Mind" that the continuous progress of the human race would lead to an ultimate perfection. He mentioned about human progress in terms of human mind and knowledge. By the time he was advancing this theory, the Industrial Revolution was already taking place in England. Like everything else, Mother Nature walks the mankind into a maze of illusion of advancement that man is never able to walk out of such a maze. While Condorcet was speaking of progress in terms of knowledge, Industrial Revolution was taking the mankind in the reverse direction of technology, mechanical production, accumulation of wealth and money, the preoccupation with success and slavery to employment and power. The whole society would be conditioned to genuflect before money and power and the mankind would be running after the accumulation of these two rather than the pursuit of knowledge. The pursuit, if any, would have the objective of accumulation of wealth and power. Values became a comfortable topic for dinner table, while profit and market share became the practice in business.

Nature herself makes the system collapse, when the practice is carried to an extreme. Once the wealthy and successful system collapses due to the vacuum of ethics and values, the need for reorientation of the business crops up now and then in the form

- National Conference, Poornapragna Institutions, Udupi April 2011

of slogans like social responsibility of business, corporate governance, corporate philanthropy, responsible business etc. But, the fact remains the same. The modern day education becomes a convenient tool to conceal the valueless practices and distemper such practices as the best benchmarks of global standards or using such other jargon to conceal the immoral and illegal activities of business. Nature creates a solution by creating people who are born with an acute sense of honesty and integrity and man's contribution is to show such people as the insignificant bystanders while giving the highest visibility to the immoral and successful personalities. This leads to the universal belief that the value system has vanished totally. It is not and it will never be. For every successful and valueless person, there is always an unknown but honest person. The Commerce and Management Educations' objective is to ensure that such persons are multiplied to a greater extent.

Value Vs Economic Self-Interest: The term 'Value' became amorphous and difficult to define. This provided shelter to all those who did not want to have anything to do with it while they were pursuing their economic self-interest without any guilt or shame. The accumulation of wealth made houses to become bigger, but the size of the families started sinking. A limited number of members in each family made them to become individualistic. Institutional loyalty was replaced by the supremacy of individual freedom and choice. The individual was left to pursue his economic and career goals. The world came to be obsessed with success and achievement rather than fairness and humility. Every family tried to see that the members reach the set of goals accepted as the benchmark for success. The methods followed became irrelevant. This is exactly the reason that Mahatma Gandhi advocated that the ends do not justify the means. Both the means and ends are to be justified independently. Pursuit of economic interest and achieving success in the efforts made many to reckless in ignoring this principle.

Systemic Deficiency: There was a time when people had a clear understanding of individual failure and systemic failure. The difference existing between the two different types of failure is clearly ignored. Even exceptions or individual failures are taken to be the basis for changing the whole system. Theft of a few library books by a few students call for punishing the guilty. But, the will to punish the individuals is vanishing. Rather the system gets changed which puts all the honest students at a disadvantage. If a few faculties come late to the College, the Principal should take those people to task. In order to avoid the personal confrontation with them, he orders the closure of the College gate after the prescribed hours, putting everyone into trouble. The CRB Capital Scam took place because of the Refund Orders payable at par at all branches in case of refund of share application money. Instead of punishing the Company, the RBI directed the banks to make the refund orders payable only at a limited number of branches. By this measure, the RBI put millions of investors to face inconvenience. We have a practice of punishing the entire society for the guilt of a few. The laws that are created have become archaic. Some of the laws are impractical or outdated. Some other laws are totally irrelevant. Most of the people violate such laws because these laws can not be complied with. It is maintained that ignorance of law is no excuse. Does it mean every citizen of the country knows about every provision of every voluminous laws passed by his country? The administration also tries to increase the documentation at every level leaving little scope for integrity of words and promises. The lifeless document is trusted more than the living being that put his signature on the document. Gandhiji's dream of creating a document-less world seems utopian now.

Attitude of the Society: The society by and large respects people who have succeeded in life. The indicator is money, power and position. The means of accumulation of such wealth is never questioned. As a result, we do not have permanent heroes like the founding fathers of the nation. Rather, we have short-term

leaders who receive their awards one day. We are flabbergasted to find them behind bars the next day. Any hero of the present day can become a zero at any time. The attitude of the society in making the people smart rather than being good to the fellowmen induces more and more people to run after success ruthlessly losing character and integrity in the process. There is also the encouragement of cronyism at every level. The Yes Boss culture is fostered on the society by many a management author writing books on how to please the boss in order to succeed in the career path. No one talks about the loyalty to the institution far more than to the boss or the managers. Most of them have become slaves to the comforts made possible by their salary. For the sake of any benefit, they are not ready to sacrifice these comforts. The fact that even now the government does not give protection to the whistleblower by amending the company Law shows that the values are meant to be encouraged orally and discouraged in practice. Individually, everyone builds up a social status. This is utmost important to him than building up a character or following a value system. At the corporate level, there is a big exercise in building up the image artificially. This involves lobbying with media persons, credit rating agencies, auditors and a whole lot of people. It involves spending a huge amount of money and behind the scene maneuvering of many involved players. Such a social status and image building is very hollow in terms of a strong value system.

Band Wagon Mentality: People have a temptation to have band wagon mentality. They are ready to bet on the side that wing. They never question or doubt the success of the companies that are turning out best performance year after year. They never doubt even for a minute whether such a consistent achievement is realistic. Until the company successful, no one supports it financially or otherwise. Once it becomes successful, all support is extended. What is amusing is that a successful company does not require the support, but the whole society extends full endorsement. A company that is not so successful needs the support, but does not get it. This why the banker is defined on the

lighter side as a person who lends the money, when he is convinced that the borrower does not need it. That is he is ready to lend wealthy corporations or individuals who may not need the funding. Other organizations may not get the funding as they may not be able to provide the security demanded by the banker. The fact that Satyam Computers got the best impression every single one of the analyst or media until confessed to the crime of accounting fraud. Not even a single agency could suspect the fraud until he himself confessed under compelling circumstances. Hundreds of employees and the auditors and bankers chose not to reveal it before in order to continue their cosy arrangement with the Company.

Commerce and Management: Commerce and management are totally dominated by American practices. Even European practices do not have much influence. Many Indian businessmen have practices that are relevant to India. Unfortunately these practices are not at all considered significant until the American institutions recognize them. All the so called management thinkers have their brains and minds pledged to American practices. The US practices have created growth models as the only business models that can be pursued. In order to achieve growth, they are ready to take any level of risk many a time endangering the very survival of the business entities. The country which has the maximum number of cases of insolvency and liquidation is the USA. The Us model does not have stability incorporated into it. The American business is like the base diving or river rafting they enjoy as sports. If you survive, you have the benefit of excitement of living between life and death for a little time. Make one miscalculation, you die on the spot. Achievement of the growth also involves breaking many laws and indulging in many unhealthy practices. For the practice of demand creation and multiplication, the companies resort to the best techniques of conditioning the minds of the consumers through advertisement and publicity. Regular outbreak of a new disease every season is suspected to be the outcome of bacteria and virus cultured in the laboratories

of pharmaceutical companies to experiment and create demand for their drugs. Some animal is always the victim like chicken flu, bird flu, swine flu etc and those animals also get slaughtered in the process.

As the managerial personnel are parties to such illegal and immoral practices or they have full knowledge of such practices, they are paid huge managerial remuneration and perquisites. This is the compensation paid to the mercenaries, who are the managerial personnel for killing the values on behalf of the companies in order to achieve better numbers in terms of sales and profit. The managers come to depend upon such remuneration so much that they are ready to accept whatever the Company is doing. The managerial remuneration is so huge that many a company is rendered unviable only because of the item of such expenditure. The justification is that these people are professionals that they have the special knowledge and talent in running the corporate. The fact is that any common man can run these corporations, given a little time. Every first generation entrepreneur is not a professional. He sets up the industrial unit and runs it successfully even without a formal education or any degree in management.

For listed companies, there is a bigger problem. Listed companies are those companies which have their shares listed on a stock exchange. Their shares are traded regularly. They have to publish their results once in three months. There is a big breed of analysts, who predict the results in advance. Many companies also give revenue guidance in advance. For the companies, there is the compulsion of meeting its own revenue guidance. Or else, they have to meet the guidance of the analysts, which we consider as market expectation. In order to do that, the companies indulge in widow-dressing of their accounts. This is the reason why that companies like Tata Consultancy Services Ltd., does not provide any revenue guidance. It is a wise move on any company to avoid

giving any revenue guidance and also to meet the market expectation.

Business Practices: The business practices introduce complexities deliberately to make it look like that it is only the professionals who can run the business. Every discipline develops a jargon which prevents the growth of real knowledge. Very often, the discussion is about choosing the right word in phrasing a concept or practice rather than choosing the right concept or practice. The practices are also changed very often to make it difficult for anyone to follow. The accounting standards are changed very often so that it becomes difficult for anyone to keep a tab on the latest development. High sounding shallow practices also afflict the business. Concepts like Total Quality Management, Six Sigma, International Benchmarking etc are only to terrorise the people about some hollow concepts. If you use a Greek alphabet like Alpha and Beta, it is still better to confound the issues. Companies also have Public Relations Officers to sugar coat the lies on behalf of the company. Usually, they indulge in double talk and ambiguities to conceal the objectionable business practices.

In an effort to dominate the market and killing competition, many measures are taken including price cutting. The cost cutting exercise many a time leads to the usage of products that are dangerous to the health of the consumers. They also resort to practices that endanger the environment. To conceal these practices, they indulge in corporate philanthropy in the form of donations to schools, laying of roads, maintenance of public parks. They also fund NGOs in order to use them to fight competition and competitors. These tactics become their tools to carry on illegal and immoral methods of administering the business. Some of the companies managed to destroy the competition totally and created a monopoly for its brand.

Marketing Practices: Marketing practices aimed at increasing the demand for the products marketed. As the

companies go in for expansion and growth, they end up producing more than what the society wants. In order to market this surplus production, the companies use various market strategies that result in converting the consumers to be hedonistic. The consumer goes on a spending spree and to meet the expenses, he has to earn more. The methods adopted for increasing the income have no moral dimension to it. The objective is only to succeed in increasing the income. Such consistent efforts resulted in creating different lifestyles for the consumers. The habits of the consumers become fixed and there is no flexibility in choosing the goods. Even though many brands are available, a blind brand loyalty makes up the lifestyle of the customers. The proliferation of brands, saturation advertisement for the products make the life of modern consumers to be far more expensive than one can imagine.



NAAC: AN ACCREDITATION

Ever since the development of higher education in India, there was never the establishment of a single institution which has changed the very landscape of attitudes of educationists as the setting up of NAAC. It has brought about in its wake a cascade of benefits and degradation to such an extent that all the people connected with educational institutions are overwhelmed with a kaleidoscope of feelings and opinions. Right from great appreciation to outright hatred, the spectrum of opinion is varied. With all that, what is lacking is the understanding of the very purpose of accreditation and following the dictum of NAAC criterion as if following a rule book. The opinions to make the institution of accreditation to be strong and bereft of its existing lacuna are seldom heard. The compulsions of compliance like a primary school student are evident in majority of cases rather than having an intellectual understanding and a critical discussion of relevance and rejection of some of the criteria suggested by NAAC. This article is an attempt to take stock of the beneficial impact and the academic degradation as a result of NAAC visits and accreditation.

Infrastructure in the Colleges: It is great visionaries who established colleges in the various parts of the country. But, the inheritors turned out to be simple mercenaries not having a dedicated approach in developing the colleges so much that most of the colleges had to run with the infrastructure created at the time of establishment of the colleges. Not even a window or door was added over decades. After Government stopped recruitment of teachers in aided colleges in 1984, the situation became from bad to worse. The need to pay for the unaided or unfilled vacancies became the standard answer not for adding infrastructure, but even for spending on repairs and maintenance of the existing

infrastructure. Most of the colleges in Dakshina Kannada stagnated. Even though, there was demand for more batches, no attempt was made to start new batches because of the lack of availability of rooms.

The UGC was ready to give grants for the development of the colleges by providing finance for constructing hostels, library buildings, purchase of books and laboratory equipments. While the finance for buying library books and laboratory equipments were used by every college, building grants were seldom used. UGC wanted the colleges to come up with 50% funding while it was sanctioning only the remaining 50%. That was not acceptable for most of the colleges. The Affiliation Committees sent by the University every year could have attempted to correct the situation. But, their visits remained only annual rituals. The universities failed in developing the infrastructure in the affiliated colleges. They became mere agents for conducting examinations. It is in this backdrop, UGC set up NAAC. Once it got acceptability from the state governments, a rein of magical spell is cast on most of the colleges regarding infrastructure. Buildings are added, more batches of students are started, basic facilities like canteen, hostel, sports and toilets (tiled toilets imagine) are being provided. Once in five years, before the visit of NAAC team, whitewashing or distemping the walls is being done. The walls are letting out a sigh of relief after having been suffocated by the torrential rains for decades. Money somehow seems to be rolling in from all directions to most of the colleges. One wonders, where this money was sleeping in the Jurassic period of education in the pre-NAAC period.

Courses and Combinations Offered: The courses offered in most of the colleges were like Mac Donald hamburgers. Go to any college in the same city or in other cities or towns, the courses offered were same and the combinations offered were also same. There were noble exceptions to this, but they were only what they were: exceptions. Even in a small town, when a new college

came up, it was with the same course and combination offered by the other colleges already in existence. The students had a very limited choice. Here again, the universities as affiliating entities could have avoided this by insisting upon an alternative combination, subject to its viability. But, the universities danced to the tune of applications rather than correcting it. Added to this, the universities wanted to keep post-graduate education as their own prerogative rather than allowing the under-graduate colleges to share the responsibility. The acute shortage of faculty in Karnataka is also a result of this attitude. In all the neighbouring states, private colleges and government colleges were allowed to offer post graduation even three decades ago. But, it did not happen in Karnataka until universities were also required to get accreditation. The courses offered in the private colleges not only have different combinations, more batches of students for well established courses and new courses but also they have post graduate courses. Thanks to NAAC.

Techno-Aliens: Though India emerged long ago as the software park of the world, a sizeable population remained IT illiterates. It is regrettable that it was inclusive of academicians and administrators. Colleges offering computer courses used the computers for teaching computer courses. ICT was not used either for secretarial work or for administration or in teaching and learning of non-computer courses. Both the managements, principals and teachers had the least inclination for the ICT initiative. Even though the ICT initiative has been taken by the agriculturists and semi-literates in the rural areas, the same was not happening in colleges of general education. Usage of LCD projectors remained a symbol of five star colleges. Like the rich-poor divide, the divide between techno-aliens and techno-natives continued with a vengeance. The insistence of NAAC team in the ICT initiative has made the colleges to invest in the equipment. The support system, the maintenance, the wide-spread usage, and all encompassing training are missing even now. At least,

the NAAC effect brought the equipments to the doorsteps of the colleges. If it has to benefit substantially, the managements should get the principals to become techno-savvy, and the principals must get the faculty techno-savvy. Usage of the internet for preparation and class room teaching must be taken up with a road map. Technical assistants must be appointed for setting up the equipment, the maintenance and updating.

Change of Curriculum: Updating curriculum has not been taking place to the required level. Here again, it was the failure of the universities to assume the role of an academic leader. Boards of Studies met once or twice in a year to appoint the Boards of Examiners, dutifully fulfilling the role of the universities as agents for conducting examinations rather than the agents of academic change. The very fact that NAAC is questioning about the frequency of change of curriculum has brought in a better alertness in the system. However, the change and transformation are not enough as the lethargy continues without any keen interest on the academic bodies in the universities. There is the need to train the faculty in the private colleges regarding changing the curriculum. It should also go with an initiative taken by the Chairmen of BOS in initiating the change of curriculum.

Granting Autonomy to Colleges: The procedure involved in the change of curriculum in the university system is too long. In certain subjects, by the time the syllabus is approved, it might have been outdated. To get over this defect, UGC mooted the idea of granting autonomy to the colleges. While the whole country was trying the experiment, the universities in Karnataka adamantly refused to grant autonomy in an effort to retain their control on the affiliated colleges. But for AICTE giving affiliation to engineering colleges the permission to start MBA courses, the universities grip on the colleges would have continued by denying autonomy, post graduate education and research facilities to the private colleges. Coming on the scene, NAAC has vaporized the reluctance of the universities in granting autonomy to affiliated

colleges. It is another matter that the universities continue to dominate the autonomous colleges in every respect thus taking away most of the benefits of autonomy. It is necessary for NAAC to see the manner of implementation of autonomy while accrediting the universities. If the regulations of the universities are making the expression 'autonomy' a farce, NAAC can do a lot to ensure that the autonomous colleges can enjoy the benefits fully.

Organisation & Management: NAAC also tries to bring about a qualitative change in the governance of the college. Even though, Universities Acts and Education Acts attempt to get representation in the governing bodies of the colleges, the provisions were defeated through short-cut methods. The governing bodies rarely met and the management-friendly faculty was appointed as the faculty representative. The faculty was kept in the dark regarding the finances of the colleges. Only day-to-day serious problems were solved. There was no long-term planning nor was the faculty involved in the deliberations. The quality of governance was very poor. By keeping O&M a criterion, NAAC paved the way for the faculty in charge of preparation of the NAAC report to have better access to the records of the management. It is also interesting to note that colleges are receiving very less points in the criterion of O&M. NAAC, at the time of reaccreditation must ensure that the quality of governance has really gone up. The system of grievance redressal for both the students and the faculty must be made more functional rather than a document to report the compliance. Majority of the colleges do not have a proper redressal mechanism in operation. This is one area where, NAAC can devote a lot more time not only for assessing, but also setting a deadline for compliance.

National and State Level Conferences: The weightage assigned by the accreditation process for the conduct of national and state level conferences have made the colleges to make every effort in conducting as many conferences as possible. It is also

carried to the extreme by some colleges. In one year, a college in Undivided Dakshina Kannada conducted 16 national and state level conferences. In the semester system, one can imagine the number of actual teaching days in the college and the manner of syllabus coverage. Though NAAC has succeeded in the number of conferences conducted, there is a lot to be done in the quality and the outcome of the conferences. Many topics are not serious academic exercises. Sufficient number of faculty does not participate leading to filling up the auditorium with students of the college. The malice lies with the principals of the colleges and their self-centeredness. When a college is conducting a Conference, it is very important one for the Principal of the College and he expects every other college to send delegates. When other colleges are conducting the conference, he does not even show the communication to the faculty, leave alone allowing them to participate. If a faculty comes to know by other means, the same Principal questions the utility of the conference and its relevance to the faculty. The shameless double standard developed for administrative convenience is a disgrace to academic development. NAAC can as well devise the ways to address this problem. The academic performance index introduced in the revision of UGC scales may address the problem in the future.

So much for the positive aspects of NAAC. There are very many dark aspects, which the UGC and NAAC should contemplate for making suitable changes.

Firstly, announcing the date of the visit of the NAAC team is the biggest folly. This enables decoration of the college as a bride for the marriage ceremony of a couple of days. After indicating a cut-off date for visiting the college, the peer team should pay a surprise visit any time after the date. However, this may not be acceptable as the peer team expects a royal welcome offered to them during their visit including their stay in a posh hotel and a very expensive food which may not be their normal diet.

Secondly, the time spent by the faculty and the co-ordinator in the preparation of the report is counterproductive and will affect the quality of teaching. The peer team can avoid a sizeable amount of reporting and also can rely upon non-documentable achievements of the colleges. They can see for themselves the organised way the work is carried on in the college. Again, they can also ascertain how professional the faculty is simply by observation.

Thirdly, they should be very careful in what they encourage and what they discourage. In one of the colleges, a prayer of a particular religion is compulsorily sung by all the students in the College, which received the appreciation of NAAC. Instead of making the College understand that it is indoctrination and there is the need to maintain secularism in the College, the team has sent a wrong message by appreciating it.

Fourthly, the standards prescribed should be in tune with the standards followed by the parents and students. Colleges that are very popular and attracting the best students getting a lower grade and the colleges that are the preferred destination of worst academic performer getting a higher grade merely leads to contempt and non-acceptability of the grade.

Fifthly, the uniform standards prescribed are likely to convert the colleges into chain stores like Bata Show Rooms. Most of the colleges resemble each other in their attempt to get the best grade by complying with the guidelines provided. The whole focus is to please the NAAC committee. The students and the teaching become the victim and the casualty. A uniform ignorance of negligence of the students will eat away the attempts of the teaching fraternity. This will also result in each college losing its identity and distinctness. No better effort is needed to kill the creativity and distinctness of the College.

Finally, the members of the visiting team are called Peer Team for a reason. It is to make them understand that they are

the equals to the faculty in the college. It is in an effort to prevent them from being arrogant in their dealings with people in the colleges. However, instances are not rare, when they were outright rude and indulged in showering insults on the principals and faculty. Some go the extent of acting like feudal lords. They also go out of the way in proving that whatever the college is doing is nothing. Again, their adamant attitude in rejecting the claims of the colleges baselessly only results in the resentment at the college level. It is time that the feedback from the principal and the faculty about the conduct of the members of the peer team obtained by NAAC. The same must be analysed and the counterproductive members are avoided so as to build the institution of accreditation on sound and healthy lines.



SOCIAL RESPONSIBILITIES OF EDUCATIONAL INSTITUTIONS: THE ROLE OF TEACHERS' MOVEMENT

The concern for education and its development is all pervasive. From the policy makers at the highest level to the common man, everyone wants to do something to improve the system from what it is now. The impasse arises at the very first step that is suggested for the development. There is no uniformity in the suggestions that are given. What should be the principles guiding such a change also becomes a million dollar question. More glaring is the self contradiction that is contained in many a presentation that is made to improve the system qualitatively. There are many educationists who regard education as an investment, a business or an industry. They do believe that resources must be generated from the users of education so that a high quality of education is provided. Apart from leading to commercialization of education, this argument reserves the education, qualitative or not, only to the people who have the ability to pay. What is amusing is the fact that the same people advocate the increase in the Gross Enrollment Ratio (GER). How do we expect the parents of a great majority of population to have deep pockets with which they can meet the finance to fulfill the need of their children? More than that, how many parents in the rural areas can pass in the interview conducted for them on the eve of admission of their children?. If it is acceptable that the parents of the children must have the requisite finance and requisite educational qualification, then the GER cannot go up except for that component of the society which has both money and educational background.

The universities also played their own role in aggravating the pitiable situation. Goaded by NAAC and other so-called Americanised-values-motivated organizations like NAAC, universities resorted to revenue generating measures. These measures are slowly transforming the universities from academic institutions into hardcore exploiters like the loan sharks. All and sundry charges are levied on affiliated institutions and small and scattered group of students. On colleges, huge service charges are levied making the colleges to pass them on to the shoulders of the students. When the students come for degree certificates after many years after graduation, a hefty fee is charged in the name of search fee based on the number of years back the student had completed his degree. This is only one example of how the students are exploited on commercial lines. Being the leader of the affiliated colleges, the universities do pretty little in enhancing the academic quality of the teachers in the undergraduate colleges in a general manner. Only guidance is provided to research scholars. Many universities stopped their M.Phil programmes also. They are acting merely as examination conducting agencies rather than quality enhancing academic institutions.

Finding that the private educational institutions are losing their social relevance and are becoming increasingly commercialized, the Government of Karnataka started opening Government Colleges in various parts of the State including the districts of Dakshin Kannada and Udupi. The efforts taken in the past by the Government in making private colleges socially relevant by regulating the capitation fee had not yielded any results. Many a private college group had its own lobby, which is one of the curses of democracy (It's not that it would not have happened in an autocracy) defeating the efforts of all successive governments. Left with no other alternative than opening colleges under its own control to achieve social justice in education, the government opened many colleges to the satisfaction of the underprivileged in the society. The recent KPSC recruitment has

strengthened the quality of teaching in the government institutions by causing an exodus from the private colleges comprising the teachers who were on a temporary service permanently for decades together. Problems do persist regarding the administration of these colleges. The government should leave no stone unturned to see this experiment does not fail. This is a case of the political leadership being more conscious of social development than our mighty educationists. One such single step has caused a jump of about a 3% jump in GER.

Another desirable ramification is also happening across the nation. The successful industrial groups have started manifesting their social responsibility by opening world class schools in underdeveloped states of the country. These schools do not charge anything by way of a fee or donation. Everything is offered free by implementing a programme of academic adoption of the children. Sunil Bharti Mittal Group and Azim Premji Foundation etc have started the endeavour sincerely. That brings us to the question whether the industrialists are more socially connected than the educationists who are running the existing private schools and colleges. There is a temptation to agree for a moment. However, a deeper understanding will negate that thought. When the existing private colleges were established, the founding fathers never believed in user-payer theory. Even though they were bearing the entire cost including the salary of the employees and even though no grants were received from the government, they collected a fee which was affordable by most of the members of the society. Funds were raised regularly from businessmen and philanthropists to meet the major portion of the expenses. It was a wonderful thing that whatever might have been the educational background and economic background of the promoters, they had a vision that was not commercial. In the same way, what will the children and grand children of Sunil Mittal or Azim Premji would do in the future with the schools and colleges inherited by them, can only be only left to anybody's guess.

This brings us to a primary responsibility of Teachers' Associations. The students in private institutions are paying pretty heavy fees and donations. Some institutions go to the extent of auctioning out the last remaining seats among the parents of the aspiring students. Another factor is that the temporary teachers are suffering from lack of a proper regulated service conditions. Added to that is the fact that government itself is appointing a lot of lecturers as guest lecturers in order to meet. This is to deny them the opportunity to any future claim for regularization of services. First, the Teachers Movement should ask the universities to prepare a catalogue of various fees collected both from the students and affiliated institutions. The rationale for the collection of such fees must be analysed along with the amount of the fees. Steps are to be taken to rationalize the fee structure. In addition, the necessary service conditions must be evolved in consultation with the universities or with the help of the recently created Higher Education Council. These service conditions should be applicable to the management paid staff in the private educational institutions. The problem of guest lecturers must be taken up with the government directly or through Higher Education Council. As it exists in other states, there should be a permanent body like Faculty Recruitment Commission to recruit teachers regularly to avoid the problem becoming huge. The tasks are limited in number. But, the effect will be electrifying on attaining success in increasing the relevance of private colleges both in imparting qualitative education and also in enhancing their social relevance.

-The gist of presentation made by Mr. B.V.Raghunandan, SVS College, Bantwal as one of the panelists in the session on the Role of Teachers' Associations in the National Conference on,"Social Responsibilities of Higher Education" on September 8,2010. No part of it or in full represents the opinions of the organizers or AMUCT.



PRIVATE-PUBLIC-PARTNERSHIP: A NEW DIMENSION

Higher education in India in general and in Karnataka in particular is wrought with problems. The problems in Karnataka stem from the fact that since 1984, there was no regular recruitment of teachers in the State. There is a big gap of 26 years between then and now. Both private colleges and government colleges are increasing in number. While government colleges have a few common problems, the private colleges are suffering from serious maladies unknown to the public. They are fundamental problems that impose very serious limitations on the programme of the Government in increasing the GER (Gross Enrolment Ratio). Though it is felt by every planner that the increase in the ratio is basic and fundamental for the socio-economic development of the country, not that many know a very significant section of the educational system follows policies that defeat the objective of inclusive development. It was a welcome relief to see that the Government opened many colleges in different parts of Karnataka. It was also a further relief to see that appointment of lecturers was made in order to ensure social justice. In addition, it mooted the idea of 'Aapta Mitra' to bring about a collaborative arrangement between the private colleges and Government Colleges for sharing the teaching and learning resources.

The first measure of opening colleges large in number provided an affordable alternative to a significant section of the population. The total exemption of fees for girl students will go a long way in achieving women empowerment more than any slogan or hype. The second measure of appointment of teachers was logical. Posting the teachers to the colleges through personal counseling was brilliant, which no other government has tried anywhere in the country. But then, there was a serious problem.

In ensuring better quality, the Government insisted upon passing NET/SLET by the candidates. There are many subjects in which passing NET/SLET is next to impossible. Certain subjects have many disciplines contained in them. Therefore, in important subjects, sufficient eligible candidates are not there for recruitment. This is a problem that should be addressed immediately. The article is to suggest such a measure which can address the problem very quickly so that the new academic year for the Government Colleges will open with quality affordable education.

Private colleges in Karnataka were established by great visionaries in the past century. These were simple people with great ideas. They believed innately that universal education was at the core of development of the society. They were also aware that it could not be confined to parents who could afford. Neither they were aware of the user-payer theory, nor did they believe that it was a relevant policy in education. They raised funds for both capital expenditure and daily expenses from the philanthropists and ran the colleges. The students paid only token fees. The question of raising the money from students alone did not arise. That was a period of intellectual development of the society, that was monetarily poor. Now that the country is rich and getting developed, it has become stylish to use Darwin's, 'survival of the fittest' as a mantra everywhere. Darwin's law was a jungle law. It is not applicable to a civilized society with an elected government to make the necessary intervention in the overall development of the society. The minimum intellectualism to recognize this fact is vanishing even among the elite and the educated. The result is many an educated started calling education as investment, business or industry. The students were consumers to be exploited in the same way as an industrial unit does. Private colleges that were reputed started raising the capitation fees without any restraint. Some such reputed colleges go to the extent auctioning out the last available seats among the many aspiring students in order to generate the highest capitation fee. This is

inspite of these colleges receiving grants from the Government for paying the salary of the teachers.

Universities also started claiming their pound of flesh in the form of service charges imposed on colleges in terms of lakhs of rupees per year apart from the affiliation fee. The colleges pass on the burden to the students. In order to show to the public, the reputed colleges started offering many programmes apart from the class work. No serious effort is made to find out whether these programmes are needed by the students or found relevant by the faculty. Teachers in private colleges are a harassed lot, who find it difficult to keep even minimum focus on the class work. Too many programmes also rob the students off the ability to sit in the class room and indulge in any serious interaction or learning. Already a victim of 24x7 entertainment atmosphere, the student is not helped in any manner. The quality of the teachers in the private colleges is on its way to be tied up in conducting these activities, thus losing the class room focus leading to the long-term damage of quality-impairment.

In addition, each private college is emerging as an island. Even the colleges are receiving government aid, they are totally obsessed with the development of themselves rather than becoming a part of a network of colleges in sharing the resources and having a collaborative competition. Whatever co-operation that exists stems from the members of subjects associations or teachers' associations like AMUCT. Due to the intervention by NAAC, some of the colleges are entering into MOUs leading to better co-operation. Otherwise, a sincere and enlightened effort to share the resources and connecting themselves are not taking place among the aided institutions. The classical case is the poor response to National/State Level Conferences conducted by various colleges. The genesis of the problem is the self-centered approach. Each institution wants the faculty from other colleges to participate large in number. When it comes to the question of sending their own faculty to Conferences conducted by other colleges, it is avoided on the pretext of dislocation of class work.

Either the brochure itself is not shown, or the delegate fee does not get reimbursed or the permission is denied outright. There are cases where the faculty was ready to pay everything, but the permission is denied. Ultimately, the teachers are criticized for their indifference in enriching their knowledge. Such attitude prevents well-conceived programme like Aapta Mitra from becoming a highly successful scheme.

One more evil has crept into post-graduate education. It was kept affordable over a long period of time. With the commercialization of education, the cost of it has gone up exponentially. With the job opportunities offered by BPO companies, students find it better to join them rather than continuing their education by paying a princely amount of fees. Even the University-offered post-graduate programmes like MBA having a commercial value, the fee is at a commercialized rate. This will definitely have a long-term cascading effect of shortage of good teachers. It is not the best that go for post-graduation, but the students of parents with deep pockets. It's better not to talk about inclusive development. Only oasis in this desert of intellectualism was the efforts made by the Government of Karnataka to open post-graduate courses in Government colleges at affordable fees. It has provided an effective and affordable alternative, which will go a long way in achieving social justice. But, the colleges suffer from the same problems as the government colleges offering under-graduate programmes. There is the need to get good quality teachers quickly in order to claim the acceptance from students community. This is possible only through one measure.

The government has been investing a huge amount of money on teachers in aided colleges over a long period of time. The time has come for the government to redeem the investment partially. Due to their experience and self-efforts, many have become teachers of very high caliber. Creating such teachers will take quite a lot of time. Quality and dedication are a rare mixture. Developing that matrix is easy only on paper. In reality, it is a long process.

The government can make use of the services of these teachers in aided colleges in improving the quality of teaching in government colleges. The KPSC recruitment was a master stroke by which the Government could get thousands of young and brilliant teachers from private colleges. To begin with the Government can make an open offer for the aided teachers of private colleges to join Government Colleges either on deputation or on the promise of absorbing them into the Government service within a specified period.

An offer can be made to the teachers in private colleges to opt for government service. The teachers can join on a voluntary basis in a place of their choice (preferably through counselling). If the teachers are nearing their retirement, their services can be taken on deputation until the date of their retirement. Where they have a long service, efforts can be made to absorb them in the government service permanently. Again the offer may be general or the offer may be made on their Academic Performance Index (API). This will ensure only dedicated teachers participate in the scheme. The government can also be choosier in selecting the candidates for its post-graduate programmes. This will be the sweetest measure taken by the Government financially and academically for the following reasons.

- A. It can be executed quickly so that the next academic year itself will witness the benefit
- B. Government need not spend a single rupee more as the salary of these teachers are already being paid by the government in the form of salary grants
- C. The government can save the money in the form salary being paid by the government to the guest lecturers
- D. More students will be brought to the government colleges so that the problem of shortage of teachers in the future will be dealt with effectively.

Hope the government would act quickly and decisively for a better education with social justice.



SURVIVAL STRATEGIES FOR INDIAN BANKING

The turmoil in the US banking and financial markets sent the jitters down the spine of every policy maker all over the world. India on its part waited in anxiety to see its impact on Indian banking throughout 2009. When the banks in the US fell like nine pins, it was assumed that it was only a matter of time before which the meltdown would extend to India also as it was expected everywhere else. Not witnessing any sign of such failures crossing into India soil, the Indian planners became bold enough to declare that India is very well insulated from the US meltdown. They also put the credit squarely at the doorsteps of the RBI and the prudent policies followed by it. No doubt, RBI did a commendable job. But, the basic structure of Indian banking evolved through varied policies of the Government through many decades made them structurally strong rather than the regulatory functions of the RBI through a period of couple of years. It is necessary to understand the strength in order to conserve it in the future.

The US banks suffered from instability since the very beginning, due to area restrictions regarding opening branches. The so-called unit banks lacked area diversification and were denied the benefit of risk containment through such area diversification. The concentration of banking business in a few localities multiplies the risk profile of the banks to dangerous levels. The urban bias of the US banking did not reduce this risk, but rather augmented it. The overpowering presence of investment banks and their participation directly or indirectly in every type of financial services markets lead to the creation of gigantic structures not witnessing any structure of protection to the system in terms of size. The failure of the investment banks bring in huge losses to the unit banks in different forms commensurate with

- National Conference, Sir Syed Post Graduate Center, Taliparamba, Kerala, March 2010

the participation of the investment banks in the unit banking activity. The unbridled indulgence of the US banks in derivatives, not for hedging their operations, but for enhancing their short-term profits exposed these banks to a high degree of risk threatening the very survival of these banks. In addition to the above, the US banks and investment banks took a big exposure to one single sector of lending i.e mortgages. All the banks indulging in lending to a single sector aggressively is as bad a risk as each bank investing all its funds for a single sector. Where the property rates crashed, every single lending institution had to take a hit with the Domino effect. Along with that, the Insurance companies covering the risk of the mortgages had to pay a huge amount of compensation for the defaulted loans leading to financial mess.

The Indian banks on the other hand enjoyed the benefit of branch banking. The nationalization of commercial banks in India at various points of time helped in taking the bank branches to every nook and corner of the country. The spread of the banks in rural areas gave the banks a stability that cannot be offered by urban branches. Rural banking has stability due to fixed savings policies of the rural customers. In addition, it provided the regional diversification needed to manage the risk of banking. The unreliable withdrawal from the urban areas accompanied the stable withdrawals and steady savings in rural areas. The public sector banks including the State Bank Group have grown in size over the years so much that they claim a lion's share of Indian banking. With the ownership of these banks remaining in the hands of Government of India, there is no possibility for the failure of the banks. As a policy, these banks did not go in for coverage of the loans by any Credit Default Swaps, thus saving the cost of credit insurance. Neither the insurance companies suffered any loss, as the PSU insurance companies did not offer to a significant effect any credit insurance. Most of these banks evaluated the repayment capacity of the borrower very strictly and loans were given only in the deserving cases. They did nothing in spoiling the

financial discipline of the borrower. They indulged in derivatives on behalf of the clients rather than on their own behalf.

There are many darker sides of Indian banking. To start with the Non-Performing Assets: Indian banks have been trying to reduce the burden of the past policies of the government in creating a huge NPA. Some banks have succeeded in reducing this NPA considerably. However, the problem is not at the macro-level of policy making. The NPA is due to corrupt practices starting from the branch level going up to the level of Board room. Even the Board of Directors is party to write off the loans advanced to their near and dear. It is a tragedy that in India, borrowing is not merely a source of finance. Borrowing and not repaying became a very profitable business for influential borrowers. While loan write-off is a social necessity, the Government has failed in establishing the delivery mechanism to channel the benefit only to the needy and deserving cases. This creates a negative influence on the integrity in repayment. Unknown to many, the NPA is also due to inadequate training given to the employees in acquiring IT skills. Due to frequent mistakes in operating procedure and also ignorance, many a loan gets closed even before the full repayment. On receiving the intimation, the borrower gets the pledged security released and the bank has no way left to recover the loans except seeking legal remedy. Both RBI and Indian banks have a tacit acceptance of US banking practices. They accept such practices as superior and sophisticated. Accepting these practices at the face value have the danger of implementation of these practices in India, once the US recovers from the financial crisis.

The fascination towards the US System of banking stems from the fact that the US banks have wider operations globally. The banks all over the world accept the might and muscle of the US banking. The fascination extends even to the realms of central banking. The RBI has an agenda for bringing in US practices at a fast pace. But, for the financial meltdown, more changes might have been introduced in India.

The US banks have a lot of anti-consumer practices, which some of the new generation private banks have adopted. The hidden charges that are levied by the banks have made the consumer to be distrustful of the claims of the banks. The liberalized and unlimited credit extended to the consumers and the illegal methods adopted for the recovery of loans have brought down the image of the banks. Slowly these private banks are adopting the practices of loan sharks and unscrupulous money-lenders. It is a good thing that the other banks are not emulating these practices. The reckless indulgence in the derivatives has created a scare among the depositors of many of these banks including that of ICICI Bank. Banks like SBI initiated the small and medium enterprises to indulge in exotic derivatives in the foreign exchange market resulting in a loss of nearly Rs.8000 crore. Now that cases have been filed by these enterprises against the banks that they were ignorant of these operations and the banks were responsible for the loss, the Indian banks can better learn a lesson. The RBI has a bigger role for sanitizing the Indian banks from the bad influences of US Banking. Most of the planners in the RBI and the Ministry of Finance know the dangers and reckless speculative nature of US banking. Still, in an effort to show it to the world that Indian Banking operations are more sophisticated, RBI has a penchant for bringing in blindly the US practices. If RBI feels that only adoption of Western practices alone can bring in foreign investment, it will do well to understand that many European banks and other banks have their operations of their own and still are not considered underdeveloped. The outright plagiarism by Indian banks and the RBI must come to an end and sincere efforts should be made to develop alternative models. More research must go into developing new products based on Islamic banking. Deposits that share the profits rather than claiming interest can enable the banks to share the losses of NPA among a large number of depositors. Banks should also adopt the role of financial advisor

and counselors of the clients rather than shylocking the maximum profit out of the customers. It is also important that the RBI should ensure better rural banking and branch expansion in rural areas. Some of the private banks claim it a privilege to operate as Urban and elite banking entity. In reality, they are denying themselves the benefit of regional diversification. The RBI should ensure that every single bank operating in India has to open sufficient number of rural branches, not under compulsion but as a survival strategy. Another area of concern is bancassurance. The banking business itself is a risky business. Insurance is far more riskier. By allowing the convergence of ownership, the RBI affects the survival of both of these service sectors. A methodical bifurcation of ownership should take place between insurance companies. The perpetual bonds issued by the banks should be done away with and also perpetual preference shares. By subscribing to these securities, the Insurance companies are getting a toe into the operations of banking. Efforts must be made to delink banking entities from insurance business so that the failure of the insurance entity does not affect the banking entity.



A FRANCE IN INDIA

This was the title used by a popular TV channel to describe the incident of burkha (conveniently referred to as 'head scarf') worn by a student of SVS College in Bantwal and the repercussions that followed. Having been a Faculty there for nearly 30 years and having been an admirer of the founders of the institution for their vision in establishing the College, it was really excruciating beyond endurance for me. To set right the perspectives, a little time is allowed to lapse so that the society comes out of the sensational hype in order to listen to a sober voice. The pain was not merely due to the media carrying the news item in a mistaken perspective, but also due to the intensity, frequency, unanimity and a determined will to keep the mistaken issue alive. Far more appalling was the intellectual vacuum that was created with the endorsers of the views of the college maintaining a stoic silence in the public and conveying it in private.

France banned burkha because the country wanted women to live in the world on the same terms as men do. No gender bias could be practiced in a civilized society due to religious belief or personal belief. It is not out of place to remember that France was the first country to have the emancipation of women. It is a country that has been recognized at every point of time in the history for promoting music and every type of art. Truly, a society of that intellectual mindset could not have come up with the idea of the bias of making a religious insult. Male chauvinism exists in one form or another in every society. Religion becomes only a convenient excuse to impose it on the women, who represent the gentle, tolerant, loving and caring, patient and wise world that prevented man from turning into beast of the caveman stage of evolution. France stands to claim its accolade for making the bold move of securing the rightful claim for this gentlefolk.

Deccan Herald, September 5, 2009

Coming to the France in India, SVS College, Bantwal which is situated in a breathtaking scenic beauty, the vision of the founders can be understood easily by any visitor to the college. It was established mainly to provide education to girls who were not sent to nearby city for education. A small detail in the College bears testimony to this vision. It is the only College, which provided a Girls' Retiring Room 35 year back. The boys in the College are still awaiting their chance in 2009 to have a full fledged retiring room on the model of the girls' room. It is not one, but two Girls Retiring Rooms are available now even though the College faced severe shortage of space in the recent times. Every faculty in the College understands this vision, which is difficult to fathom for a casual visitor to the College. The Affiliation Committee of the University appreciated this fact numerous times in the past that no other College in Dakshina Kannada provided such a facility so many years back.

The constitutional validity is being raised time and again about the dress in our country more than anywhere else. I remember in one of the management workshop attended by me some 25 years back, where the resource person who was a foreign national was commenting on the attitude of the workers in resisting a silly matter like uniform. Over the years, the resistance has come down due to the schools adopting uniform. The remnant of the illogic of resistance lingers on in the Indian mind. It searches for an opportunity to express itself. This is not a far different case than that.

Education has many purposes. Chief among them are to impart wisdom and facilitating career development. Coming to the wisdom part of it, an educational institution imposes uniform so as to have a social equality depicted by standardized quality of dress. It is for social justice. Dress code aims at making the dress a non-issue in an educational institution so that students are not carried away by any disturbing style of dresses by a few. An institution like SVS College, Bantwal, which had an important

aim of educating the girl child irrespective of the caste or creed, does not impose it for narrow ends. The concerned girl deserves only pity. Where an institution is trying to procure her rightful and equal place in the world dominated by male chauvinism, she should have taken the side of the institution rather than opposing it. This can only be called the sanction of the victim in philosophy or Stockholm Syndrome in psychology.

About the career development part, the girl is ambitious to get a professional education. It is an admirable trait. Having been the first one to counsel her on her career path, I take pride in helping a Muslim girl to achieve something in life. Adopting the life of a professional may take her to a job or as a practicing accountant. Both the careers need the acceptance of the clients or the employer on their own term and not on our terms. It is this lesson that the College tries to impart as a part of education. It is easy to carry on religious practices in an educational institution due to a high level of tolerance. The same level of tolerance does not exist either in a work-place or with the clients. Depicting the resistance to this only deprives the girl from getting the wholesome education.

Far more pitiable is the fact that a non-issue is being blown out of proportion and good deeds are not given their due coverage. The year 2008-09 witnessed the college getting three ranks in the University Examinations, one each in Arts, Science and Commerce. Incidentally, all the rank-holders are girls. Again, there is a Two Day State Level Conference on Value Practices held in the College on the 21 and 22 of this month. The press and media coverage is very poor, to say the least. Like this fact, there are plenty of injustice that is being meted out to the student community in the system of education. Let it dawn on the mind everyone to take such serious issues and try to secure justice rather than sensationalizing non-issue like this.



Academic Profile

Name	B.V.Ragunandan
Date of Birth	10-05-1954
Details of Graduation	<ul style="list-style-type: none">● Obtained B.Com from Mysore University in April May, 1975● Obtained M.Com from Mysore University in April/May, 1977 (First Class and V Rank)
Residential Address	12-471/4, Saptagiri, Near Ganesh Oil Mill, Modankap-574219, B.C.Road, D.K., Karnataka (T) 08255 233465 (M) 9945289600 E-mail- bvrsvs@gmail.com .
Main Areas of Interest	Financial Management, Banking, Risk Management, Quantitative Techniques, Financial Accounting, Cost Accounting, Marketing Management and Corporate Philosophy
Positions Held	<ul style="list-style-type: none">● Member, Board of Studies for BBA Course in Yuvaraja's College, Mysore● Member, Board of Studies for B.Com. Course in SDM College, Ujire.● Member, Board of Studies for B.Com., Course in St.Aloysius College, Mangalore● Member, Academic Advisory Council, AJ Institute of Management (MBA), Mangalore.● Member, Governing Council, Mangalore Management Association● Member, Mangalore Productivity Council● Member, Indian Institute of Materials Management, Mangalore Chapter● Member, Editorial Board, SELP Journal of Social Science, Trichy- Tamil Nadu● Member, Editorial Board, Alva's Journal of Management Science, Moodbidre● President, Mangalore University Commerce Teachers' Association● President, Association of Mangalore University College Teachers
Publications	<ul style="list-style-type: none">□ Financial Management- Volume I□ Financial Management- Volume II□ Modern Banking□ Business Statistics and Mathematics□ Fundamentals of Financial Management□ Financial Services (Kuvempu University)□ Financial Markets (Mysore University)□ Investment Management (BBM of Mangalore University)

- Resource Person ● More than 50 Workshops conducted for Faculty of Commerce, Business Management, Social Work and Engineering
- More than 100 Guest Lectures in various Colleges for B.Com., B.B.M., B.E., M.Com., and M.B.A students
- Lectures for Contact Programme of Mangalore University M.Com- Distance Education (in the past)
- Visiting Faculty □ PG Department of Business Administration (MBA), St. Joseph's College of Engineering, Vamanjoor, Mangalore.
- PG Department of Business Administration (MBA), Vivekananda College of Engineering, Puttur.
- Ministry of Micro-Small & Medium Enterprises, Yeyyadi Industrial Estate, Mangalore.
- Staff Training College, Karnataka Bank, Mangalore (in the past).
- Regional Staff Training College, Canara Bank, Mangalore (in the past).
- The Institute of Cost Accountants of India, Mangalore Chapter, Mangalore.
- Mentor Industry-Institution Interaction between AJ Institute of Management and Kanara Small Industries Association, Baikampady Industrial Estate, Mangalore with five other participating colleges like Canara College, Besant College, St. Joseph's Engineering College, Govinda Dasa College, Suratkal and St. Mary's College, Shirva
- Resource Person in International/ National/ State Level Conferences ● State Level Conference on BPO at St. Mary's Syrian College, Brahmavar
- State Level Seminar on Accounting Standards held at SDM College, Ujire
- National Level Conference on Accounting Practices organized jointly by St. Aloysius College, Mangalore & the Institute of Chartered Accountants of India on January 26, 2006.
- National Level Seminar on HRD, on March 17, 2006 organized by PG Department of Commerce, Mangalore University at Konaje
- National Conference on Merchant Banking organized by NSS College, Manjeri, Calicut, Kerala on August 8, 2007.
- State Level Conference on, 'HRD: New Directions and Paradigms' on March 24, 2009 at SDM College of Business Management, Mangalore.
- National Seminar on, 'Hubs of 21st Century Life' at Besant College for Women, Mangalore on October 24, 2009

- 'Changing Trends in Teaching' organised by AJ Institute of Management, Mangalore
- National Conference on 'Responsible Tourism' at MES College, Ponnani, Kerala on February 8, 2010
- National Level Conference on 'Innovations in Banking and Financial Markets' at University of Calicut, Kerala on February 9, 2010
- National Conference on, 'Financial Reporting Standards and Tax Reforms' organised by St. Aloysius College, Mangalore on March 20, 2010
- National Seminar on, 'Global Economic Recession' organised by Sir Syed College, Taliparamba, Kannur, Kerala on March 20, 2010
- Two Day National Conference on, 'Inclusive Development' organised by AJ Institute of Management on March 27, 2010
- National Conference on 'Economic Revival: Business Perspectives and Opportunities' organised by PG Department of Business Administration, St. Joseph's College of Engineering, Vamanjoor on April 30, 2010
- National Conference on, 'Social Responsibilities of Educational Institutions' organised by Canara College, Mangalore on September 9, 2010.
- National Level Conference on, 'Emerging Trends in Investment Banking' organised by St. Philomena College, Puttur on October 12, 2010.
- National Seminar on, "Sustainable Consumption and Climate Change" organised by School of Management Studies, University of Calicut, Kuttipuram, Kerala on February 23, 2011.
- National Seminar on, "Dynamics of bank Management" organised by Department of Commerce and Management Studies, University of Calicut, Calicut on March 22, 2011
- National Conference on, "Strategising Innovative Business Models" organised by PG Department of Commerce, St. Joseph's Engineering College, Vamanjoor, Mangalore on March 24, 2011.
- National Seminar on, "Reinforcement of Moral Values & Responsibility among the Students and the System" organised by Poornapragna Evening College, Mangalore on April 8, 2011.
- National Conference on, "Banking Towards Strengthening Rural India" organised by Sri Subramanyeshwara College, Subrahmanya on September 8-9, 2011
- National Conference on, "Indian Retail Industry" organised by Nehru Memorial College, Sullia on September 16, 2011

- International Conference on, “Marketing Research in the Emerging Global Scenario” organised by Sri Venkateshwara College, Peravurani in Tamil Nadu, September 24, 2011
- Workshop for MSW students on, “Voyage: the HR Destination” organised by SDM College, Ujire on September 29, 2011
- Chairman for a Technical Session in the International Seminar on, “Ethics, Governance and IFRS” organized by SDM College, Ujire on February 25, 2012
- Chairman for the I Plenary Session in the National Conference on, “FDI in Indian Industries” organized by St. Joseph’s Engineering College, Vamanjoor, Mangalore on March 22, 2012
- Member of the Panel for Discussion in the National Level Seminar on, “Changing Dimensions of Commerce and Management Education” organized by Sacred Heart College, Madanthyar on March 24, 2012
- Resource Person for Technical Session II in the National Workshop on, “Inclusive Growth: Concept and Reality” organized by PG Department of Economics, St. Aloysius College, Mangalore on March 27, 2012.
- Plenary Session I on, “Insurance Products and Investor Education” in the National Seminar on “Emerging Trends in Indian Service Sector” organized by MBA Department of Srinivasa Institute of Technology, Valachil, Mangalore on April 26, 2012
- “Evolving an HR Model for Indian Society” in the Two Day Seminar, “Voyage-A Journey towards HR Destination” organized by Department of PG Studies in Social Work, SDM College, Ujire for MSW and BSW Students in Mangalore University Area on September 5, 2012
- Delivered the Valedictory Address too in the above Programme
- Delivered Inaugural Address in the Seminar on “Entrepreneurship Awareness” to MBA Students organized by AJ Institute of Management, Mangalore on October 17, 2012.
- Presided Over the Inaugural Session of State Level Seminar on, “Human Rights in the Emerging Era” organized by Government I Grade College, Kavor on December 10, 2012
- Chaired Technical Session IV in the National Seminar on December 28-29, 2012 at Besant Women’s College, Mangalore.
- Chairman for Technical Session on, “Challenges in Industry Orientation” on January 23-24, 2013 in the National Conference organized by Canara College, Mangalore.

- Delivered Key Note Address in the Workshop on, "Impact of FDI in India" organized by Bharathi College, Mangalore on February 2, 2013.
- Resource Person for a Technical Session in the National Seminar on, "Indian Accounting Standards" on August 16, 2013 organised by Mahaveera College, Moodbidre.
- Resource Person for a Technical Session in the National Seminar on, "Indian Capital Market" on December 16, 2013 organised by Bhandarkar's College, Kundapura
- Seminar Co-ordinator for the National Level Seminar on, "Changing Paradigms of Higher Education" organized by AIFUCTO, AMUCT and St.Aloysius College on December 1, 2013.
- Chaired a Technical Session in the National Seminar on, "Parallel Economy and Money-Laundering" on January 3, 2014 organized by Canara College, Mangalore
- Resource Person for the Technical Session on, "Carbon Trading and Clean Development Mechanism" on January 23, 2014 in the National Seminar on, "Green Business Opportunities" organised by Canara College, Mangalore

Major Projects

- Organised a 21-Day Self-Finance Refresher Course for Commerce Lecturers as President of Mangalore University Commerce Teachers' Association jointly with PG Department of Commerce, Mangalore University, Konaje in May/June 1992
- Organised a State Level Conference on, 'Emerging Trends in Higher Education' as President of Association of Mangalore University College Teachers' in Dec, 1995
- Organised a National Conference on, 'Higher Education' as Vice-President of Federation of University and College Teacher Associations in Karnataka jointly with All India Federation of University and College Teachers Associations at Hubli in October 1996
- Organised a National Seminar on, "XBRL and IFRS" at SVS College, Bantwal on February 7-8, 2013.

Participation

- Around 65 International, National and State Level Conferences in Karnataka, Kerala and Andhra Pradesh
- Around 300 one-day workshops/seminars



Sri B.V. Raghunandan, Former President and General Secretary of AMUCT attained superannuation on May 31, 2014 after an illustrious teaching career of 37 years as an Associate Professor of Commerce. He also served as the Head of the department of commerce of SVS College, Bantwal, D.K. District. He is an authority on subjects like Financial Management, Banking, Risk Management, Quantitative Techniques, Financial Accounting, Cost Accounting, Marketing Management and Corporate Philosophy. He has authored 8 books and has been a resource person of repute for various workshops and conferences and Visiting Faculty at various institutions across the country. In addition to his brilliant academic career he has been very active in Amuct since its inception. His innovative ideas on higher education and the connected philosophy is reflected in a series of articles published in this volume.

Dr Norbert Lobo
President - Amuct &
Vice President AIFUCTO